

The London School of Economics and Political Science



Calendar 1998-99

(incorporating the Undergraduate and Graduate School Handbooks)

Official Publications of the School

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

Other relevant publications are available as follows:

Graduate School Prospectus
Graduate Admissions Office
 PO Box 13420
 LSE, Houghton St
 London WC2A 2AR
 Telephone: 0171 955 7159
 Fax: 0171 955 6137
 Email: Graduate-School@lse.ac.uk

Undergraduate Prospectus
General Course Registration (Study Year Abroad)
 Undergraduate Admissions Office
 PO Box 13401
 LSE, Houghton St
 London WC2A 2AS
 Telephone: 0171 955 7124
 Fax: 0171 955 6836
 Email: UG-Admissions@lse.ac.uk

LSE Experts (an annual handbook to the specialist research and consultancy expertise of LSE academic staff)
 Press and Information Office
 LSE, Houghton St,
 London WC2A 2AE
 Telephone: 0171 955 7060
 Fax: 0171 404 1350

LSE Catalogue (of publications by members of staff)
 Academic Publications Office
 LSE, Houghton St,
 London WC2A 2AE
 Telephone: 0171 955 7692

The Director's Annual Report on the Work of the School
 Room H601
 LSE, Houghton St,
 London WC2A 2AE
 Telephone: 0171 955 7826

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

Dates of Terms

Session 1998-99

Michaelmas Term: Thursday, 1 October 1998 to Friday, 11 December 1998
 (Teaching begins Monday, 5 October 1998)
Lent Term: Monday, 11 January 1999 to Friday, 19 March 1999
Summer Term: Monday, 26 April 1999 to Friday, 2 July 1999

Session 1999-2000

Michaelmas Term: Thursday, 30 September 1999 to Friday, 10 December 1999
 (Teaching begins Monday, 4 October 1999)
Lent Term: Monday, 10 January 2000 to Friday, 17 March 2000
Summer Term: Tuesday, 2 May 2000 to Friday, 7 July 2000

Every effort has been made to ensure that the information in the *Calendar/Handbook* is correct and up-to-date at the time of going to press (July 1998). Circumstances may change subsequent to publication. The School reserves the right at all times to withdraw or alter particular courses and syllabuses, and to alter the level of fees.

The London School of Economics and Political Science



Calendar 1998-99

(incorporating the Undergraduate and Graduate School Handbooks)

Postal address: Houghton Street
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Typeset and printed by Linneys ESL, Mansfield Nottinghamshire

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ISBN 0 7530 1238 3
 ISSN 0308-9681

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NB: Information previously published in the Calendar will be published elsewhere as follows:
 Academic staff listed by department, institute, research centre, etc.: *LSE Experts*
 Publications by members of staff: *LSE Catalogue*
 Awards of degrees, scholarships and prizes: *Director's Annual Report*

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

Academic Officers

Director	Professor A Giddens
Pro-Directors	Professor S R Hill (To be advised)
Vice-Chairman of the Academic Board	Professor D M Downes
Vice-Chairman of the Appointments Committee	Professor G W Jones
Chairman of the Graduate School Committee	Professor D F J Piachaud
Chairman of the Academic Studies Committee	Dr M Anthony
Chairman of the Research Committee	Professor Lord Desai
Chairman of the Admissions Committee	Professor R Baldwin
Dean of the Graduate School	Mr M Steuer
Dean of Undergraduate Studies	Mr C W Noke
Adviser to Women Students	Dr K Schulze
Adviser to Students with Disabilities	To be advised
Senior Tutor to General Course Students	Mr M Reddin
Programme Director for External Study	Mrs R Gosling

Post address: Houghton Street, London WC2A 2AE
 Telephone: 0171-405 7888
 Fax: 0171-405 0332
 Web: <http://www.lse.ac.uk>

CALENDAR OF EVENTS 1998-99

University functions are in italics.

September 1998	
14	M
15	Tu
16	W
17	Th 17.00 Lay Appointments Committee
18	F
21	M
22	Tu
23	W
24	Th
25	F
28	M
29	Tu
30	W
October 1998	
1	Th Michaelmas term begins
2	F
5	M 13.00 Meeting of the Professors of Economics
6	Tu 17.15 Standing Committee
7	W 14.00 Academic Studies Committee
	16.30 Audit Committee
8	Th 12.00 Agenda Committee of the Academic Board
	13.00 Research Committee
	16.00 Athletics Committee
9	F
12	M 17.00 Site Development Committee
13	Tu 10.30 Nursery Committee
	14.00 Academic Planning and Resources Committee
	17.00 Finance Committee
14	W 10.30 Teaching Quality Assurance Committee
	14.15 Standing Sub-Committee of the Appointments Committee/Promotions and Review Committee
15	Th
16	F
19	M
20	Tu 14.00 Admissions Committee
	16.00 Library Committee
21	W 11.00 Sub-Committee on Continuing Education
	14.00 Academic Board
	15.30 External Programmes Sub-Committee
	16.30 Executive Committee
22	Th 10.30 Student Support and Liaison Committee
23	F
26	M 14.00 LSE Health Service Committee
	17.00 Committee on Undergraduate Studies
27	Tu 14.00 Academic Planning and Resources Committee
28	W 14.00 Research Degrees Sub-Committee
29	Th
30	F 14.00 Dean's Committee for Research Students

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 ISBN 0 7531 4288 8
 0254 0288-0254

November 1998

2	M	13.00	Meeting of the Professors of Economics
3	Tu	14.00	Safety Committee
		17.15	Standing Committee
4	W	10.00	Director's Meeting with Conveners of Academic Departments
		14.00	Academic Studies Committee
		14.00	Meeting of the Graduate Admissions Selectors
		14.15	Appointments Committee
		16.00	Equal Opportunities Committee
5	Th		
6	F		
9	M		
10	Tu	14.00	Academic Planning and Resources Committee
		17.00	Finance Committee
11	W	09.30	Information Systems Planning Committee
		14.00	Dean's Committee for MSc Students
		14.00	External Programmes Sub-Committee
12	Th	12.00	Agenda Committee of the Academic Board
13	F	16.00	Library Panel
16	M		
17	Tu	14.00	Admissions Committee
		16.00	Academic Committee
18	W	10.00	Teaching Quality Assurance Committee
		14.00	Examinations and Regulations Sub-Committee
		14.15	Standing Sub-Committee of the Appointments Committee/Promotions and Review Committee
		17.00	Joint Negotiating and Consultative Committee
19	Th	14.15	Committee on External Academic Activities
		16.00	Athletics Committee
20	F	14.00	Collegiate Board of Examiners
23	M	17.00	Committee on Undergraduate Studies
24	Tu	17.15	Standing Committee
25	W	14.00	Academic Board
26	Th	10.30	Student Support and Liaison Committee
		13.00	Research Committee
27	F	11.00	Academic Support Staff Committee
		13.30	Inter-Halls Committee
30	M	13.00	Meeting of the Professors of Economics
		15.00	Catering Services Advisory Committee

December 1998

1	Tu	16.30	Careers Advisory Service Committee
2	W	14.00	Graduate School Committee
		16.45	Council
		17.00	Investments Committee
3	Th		
4	F		
7	M		
8	Tu	14.00	Academic Planning and Resources Committee
9	W	14.00	Academic Studies Committee
		17.30	School Carol Service
10	Th	17.00	Court of Governors
11	F		School Michaelmas term ends
14	M		
15	Tu		
16	W		
17	Th		School Presentation Ceremonies
18	F		

School buildings are closed from Thursday 24 December to Sunday 3 January inclusive.

January 1999

11	M		School Lent term begins
		13.00	Meeting of the Professors of Economics
12	Tu	10.00	Teaching Quality Assurance Committee
		14.00	Academic Planning and Resources Committee
		17.15	Standing Committee
13	W	10.00	Standing Sub-Committee of the Appointments Committee/Promotions and Review Committee
		14.00	Academic Studies Committee
		16.30	Library Committee
14	Th	13.00	Research Committee
		16.00	Athletics Committee
		17.00	Finance Committee
15	F		
18	M	17.00	Committee on Undergraduate Studies
19	Tu	14.00	Admissions Committee
20	W	10.30	Student Support and Liaison Committee
21	Th	12.00	Agenda Committee of the Academic Board
		16.30	Audit Committee
22	F		
25	M	14.00	LSE Health Service Committee
26	Tu		
27	W	14.00	Research Degrees Sub-Committee
		14.15	Appointments Committee
28	Th		
29	F	14.00	Collegiate Board of Examiners

February 1999

1	M	15.00	Catering Services Advisory Committee
2	Tu	14.00	Safety Committee
		17.15	Standing Committee
3	W	10.00	Director's Meeting with Conveners of Academic Departments
		14.00	Academic Board
4	Th		
5	F		
8	M		
9	Tu	14.00	Academic Planning and Resources Committee
10	W	09.30	Information Systems Planning Committee
		11.00	Sub-Committee on Continuing Education
		14.00	Dean's Committee for MSc Students
		15.30	Meeting of the Research Student Tutors
11	Th	12.00	Agenda Committee of the Academic Board
		16.00	Equal Opportunities Committee
12	F	14.00	Dean's Committee for Research Students
15	M		
16	Tu		
17	W	09.30	Standing Sub-Committee of the Appointments Committee/Promotions and Review Committee
		14.00	Academic Studies Committee
		14.00	Examinations and Regulations Sub-Committee
		16.30	Executive Committee
18	Th	10.00	Teaching Quality Assurance Committee
19	F	09.30	Standing Sub-Committee of the Appointments Committee/Promotions and Review Committee
22	M	17.00	Committee on Undergraduate Studies
23	Tu	14.00	Academic Planning and Resources Committee
24	W	14.00	Academic Board (special meeting)
		14.00	External Programmes Sub-Committee
25	Th	13.00	Research Committee
26	F	13.30	Inter-Halls Committee

March 1999

1	M	14.00	Student Support and Liaison Committee
2	Tu	14.00	Admissions Committee
		16.00	Committee on External Academic Activities
		16.00	Academic Committee
		17.15	Standing Committee
3	W	14.00	Graduate School Committee
		14.15	Appointments Committee
		17.00	Joint Negotiating and Consultative Committee
4	Th	10.30	Nursery Committee
		12.00	Agenda Committee of the Academic Board
		14.00	Academic Support Staff Committee
		16.00	Athletics Committee
5	F		
8	M	13.00	Meeting of the Professors of Economics
		17.00	Site Development Committee
9	Tu	14.00	Academic Planning and Resources Committee
10	W	09.30	Information Systems Planning Committee
		14.00	Academic Studies Committee
		14.15	Standing Sub-Committee of the Appointments Committee/Promotions and Review Committee
11	Th	16.00	Library Panel
		17.00	Finance Committee
12	F		
15	M		
16	Tu		
17	W	14.00	Academic Board
18	Th	17.00	Court of Governors
19	F		School Lent term ends
22	M		
23	Tu		
24	W	16.45	Council
25	Th		
26	F		

School buildings are closed from 1 April to 7 April inclusive.

April 1999

19	M		
20	Tu		
21	W	17.00	Lay Appointments Committee
22	Th		
23	F		
26	M		School Summer term begins
		12.00	Agenda Committee of the Academic Board
		13.00	Meeting of the Professors of Economics
		17.00	Committee on Undergraduate Studies
27	Tu	14.00	Academic Planning and Resources Committee
		17.15	Standing Committee
28	W	10.00	Teaching Quality Assurance Committee
		14.00	Research Degrees Sub-Committee
		14.00	Academic Studies Committee
		14.15	Standing Sub-Committee of the Appointments Committee/Promotions and Review Committee
29	Th	10.00	Student Support and Liaison Committee
		13.00	Research Committee
		16.00	Athletics Committee
30	F		

May 1999

3	M		Public holiday
4	Tu	14.00	Admissions Committee
		17.00	Finance Committee
5	W	10.30	LSE VISIT DAY
		14.00	Academic Board
		14.00	External Programmes Sub-Committee
6	Th	11.00	Sub-Committee on Continuing Education
7	F	11.30	Inter-Halls Committee
10	M	14.00	LSE Health Service Committee
11	Tu		
12	W	10.00	Director's Meeting with Conveners of Academic Departments
		14.00	Examinations and Regulations Sub-Committee
		14.15	Appointments Committee
13	Th	10.30	Nursery Committee
		11.00	Academic Staff Support Committee
		16.30	Library Committee
		16.30	Careers Advisory Service Committee
		17.00	Investments Committee
14	F	14.00	Dean's Committee for Research Students
17	M		
18	Tu	14.00	Academic Planning and Resources Committee
19	W	10.00	Teaching Quality Assurance Committee
		14.00	Graduate School Committee
		16.30	Executive Committee
20	Th	12.00	Agenda Committee of the Academic Board
		14.15	Committee on External Academic Activities
		16.00	Library Panel
21	F		
24	M		
25	Tu	17.15	Standing Committee
26	W	14.00	Academic Studies Committee
		14.15	Standing Sub-Committee of the Appointments Committee/Promotions and Review Committee
27	Th	17.00	Joint Negotiating and Consultative Committee
28	F		
31	M		Public holiday

June 1999

1	Tu	14.00	Student Support and Liaison Committee
2	W	09.30	Information Systems Planning Committee
		14.00	Academic Board
		17.00	Finance Committee
3	Th	12.00	Agenda Committee of the Academic Board
		13.00	Research Committee
		15.00	Catering Services Advisory Committee
		16.00	Equal Opportunities Committee
4	F	09.30	Academic Support Staff Committee
7	M		
8	Tu	14.00	Academic Planning and Resources Committee
		17.00	Site Development Committee
9	W	14.15	Appointments Committee
		16.30	SCR Strawberry Tea
10	Th	16.30	Audit Committee
11	F		
12	Sa		Sports Ground Open Day
14	M		
15	Tu	14.00	Safety Committee
		16.00	Academic Committee
16	W	14.00	Academic Board (special meeting)
17	Th		
18	F		
21	M	13.00	Meeting of the Professors of Economics
		14.00	Committee on Accommodation
22	Tu	17.15	Standing Committee
23	W		
24	Th		
25	F		
28	M		
29	Tu	14.00	Academic Planning and Resources Committee
30	W	16.45	Council

July 1999				May 1999
1	Th	15.00	Remuneration Committee	Public Holiday
		17.00	Court of Governors	Admissions Committee
2	F		School Summer term ends	Finance Committee
5	M			Academic Board
6	Tu			External Programmes Sub-Committee
7	W			Sub-Committee on Continuing Education
8	Th			Inter-Halls Committee
9	F	10.00	Collegiate Board of Examiners	Academic Board
12	M			Director's Planning and Resources Committee
13	Tu			Director's Planning and Resources Committee
14	W			Director's Planning and Resources Committee
15	Th		School Presentation Ceremonies	Director's Planning and Resources Committee
16	F		School Presentation Ceremonies	Director's Planning and Resources Committee
19	M			Academic Staff Support Committee
20	Tu			Library Committee
21	W			General Advice Service Committee
22	Th			Investment Committee
23	F	09.30	Academic Support Staff Committee (Annual Review Appeals Hearing)	Investment Committee

THE GOVERNANCE OF THE SCHOOL

COURT OF GOVERNORS

The Court comprises persons appointed under the Memorandum and Articles of Association, the majority of whom are lay members and non-executive. There are also academic and student members. The roles of Chairman and Vice-Chairman of the Court of Governors are separated from the role of the School's Chief Executive, the Director. The Court ordinarily meets three times a year. Its principal functions are to amend the Memorandum and Articles of Association when necessary; to receive termly reports on the decisions of the Standing Committee; and to appoint committees to which, and to the Director, its powers are, with one exception, delegated. That exception is the power of adding to and filling vacancies in its own membership; under Article 18 of the Memorandum and Articles of Association the Court is prohibited from delegating this power. The Lay Appointments Committee considers nominations for vacancies in the Court membership and regularly reviews governors' terms of office. Committees of the Court of Governors are formally constituted with terms of reference and comprise mainly lay members of the Court of Governors and members of the academic staff. The Chair of such committees is usually a member of the Court of Governors.

Chairman Sir Peter Parker KBE LVO

Vice-Chairman A S Grabiner QC LLB LLM

- ¹Narius Aga
- Rosalind M Altmann BSc(Econ) PhD
- Bernard Asher BSc(Econ)
- S Barclay SCA MBA
- ²Professor B Barry MA DPhil FBA
- Sir Anthony Battishill KCB BSc(Econ)
- Presley Baxendale QC BA
- Sir Terence Beckett KBE BSc(Econ) FEng FIMechE HonDSc HonDScEcon
- CBIM FIM
- G Bell BSc(Econ)
- ²Professor N L Biggs MA DSc
- Cherie Booth QC LLB
- Rt Hon Virginia Bottomley BA MSc JP MP
- Sir John Bourn CB BSc(Econ) PhD
- Melvyn Bragg MA
- Sir Alan Budd BSc PhD
- Sir John Burgh KCMG CB BSc(Econ) MA HonLLD HonMRCM FRSA
- ³Hon Judge C V Callman BSc(Econ)
- ²Professor H G Collins BA DCL LLM
- ¹Claire Conan
- Professor W R Cornish FBA LLB BCL
- Rt Hon Lord Croham GCB BSc(Econ) DSc CBIM FRSA
- Rt Hon Lord Dahrendorf KBE DrPhil PhD DLitt LittD DHL LLD DSc DrUniv
- MRIA FRCS FBA FRSA
- Roger Davies BSc(Econ)
- Ian Hay Davison FCA
- Baroness Dean of Thornton-le-Fylde HonMA
- Leslie Dighton BSc(Econ)
- Rt Hon F Dobson BSc(Econ) MP
- ⁴Professor D M Downes BA PhD *Vice-Chairman of the Academic Board*
- Dr Christine Downton BSc(Econ) PhD
- Neil Fletcher BA
- Robert Gavron CBE MA
- ⁴Professor Anthony Giddens PhD *Director*
- Sir Patrick Gillam BA
- A C Gilmour CVO
- Cyril Glasser LLB LLM
- Mary Goldring OBE BA
- D J Goldstone LLB
- D Gordon FCA BA
- Pauline Green BA MSc MEP
- Loyd Grossman BA MSc
- ²Professor F Halliday BA MSc PhD
- ²Professor C R Harlow LLB LLM PhD
- Mrs E M Hattersley BA
- ⁴Professor S R Hill BA MSc PhD *Pro-Director*⁵
- Margaret Hodge BSc(Econ) MP
- Lord Hollick BA
- Lady Howe of Aberavon JP BScSocSci

- W Hutton BScSocSci MBA
- Ms M Hyde BScSoc DipSocAdmin
- J Hyman FRSA CBIM
- Hon Justice Jacob QC BA LLB MA
- Miss K M Jenkins BA MScEcon
- John Avery Jones CBE MA PhD LLM FTII
- ⁴Professor G W Jones MA DPhil FRHistS *Vice-Chairman of the Appointments Committee*
- B Jordan CBE
- Rt Hon Lord Judd BSc(Econ) HonDLitt FRSA
- ¹Daniel Lam
- D J Kingsley BSc(Econ) FRSA RCM
- Anne Lapping BSc(Econ)
- S Latsis BA MA PhD
- Sir Michael Lickiss BSc(Econ) FCA
- M Littman QC BSc(Econ) MA
- K A V Mackrell BSc(Econ) HonLLD
- ¹Baljit Mahal
- Lady McGregor of Durris BA JP
- Sir Gordon Manzie KCB
- J S Monks BA
- Rt Hon Lord Moore of Lower Marsh BSc(Econ) PC
- Sir John Morgan KCMG BSc(Econ) HonDScPol HonLLD FRSA FRAS
- Sir Claus Moser KCB CBE BSc(Econ) DSc DUniv FBA DSocSc
- Anne Page BA
- ¹Sri Surya Pathmanathan
- Marie Patterson CBE BA DSc
- M Peacock BSc(Econ)
- W Plowden BA PhD
- Lord Putnam of Queensgate CBE
- Heather Rabbatts BA MSc
- ²Professor S A Roberts LLB PhD
- Sir Evelyn de Rothschild
- Lord Saatchi
- Bryan Sanderson 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)
- Sir John Sparrow BSc(Econ) FCA
- Miss R Stephen MBE
- Sir Dennis Stevenson CBE MA
- Sir Mark Weinberg BCom LLB LLM
- Mrs W Weinberg LLB BSc(Econ)
- ¹Erik Wernevi
- S F Wheatcroft OBE BSc(Econ) FCIT FRAES
- R M Worcester BSc

¹Nominated by the Students' Union
²Nominated by the Academic Board
³Nominated by The Senate of the University of London
⁴Ex-officio
⁵An additional Pro-Director will be appointed

ACADEMIC BOARD

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

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

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

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

ACADEMIC PLANNING AND RESOURCES COMMITTEE

Committee of the Academic Board

Terms of Reference

- to undertake a periodic review of the shape and strategic direction of the school;
- to prepare a 3-year medium term plan for the School, to be updated annually within the framework determined by (1);
- to consider, in the preparation of the School's medium-term plan, plans prepared on a regular basis by Departments, Institutes and Services;
- to monitor progress against the School's medium-term plan;
- to review periodically the performance of Departments, Institutes, services and other organisational units within the School, taking into account previous and current plans of the organisational unit under review;
- to advise the Academic Board and the Standing Committee on the establishment or disestablishment of Departments, Institutes, research centres and services;
- to oversee the preparation of the School's responses to major external enquiries in the field of institutional planning and development;
- to determine overall student number targets and their broad distribution, together with decisions or guidance on admissions targets as appropriate;
- to manage, within the financial framework approved by the Standing Committee, the annual distribution of resources for academic and non-academic purposes;
- to advise the Standing Committee on the exercise of the powers delegated to it by the Court of Governors concerning the establishment or discontinuance of academic or academic-related posts;
- to report to the Academic Board twice per session, and to the Standing Committee as required.

Membership

<i>Name</i>	<i>Origin</i>	<i>Term of Office</i>
Professor A Giddens	Director (Chairman)	<i>ex officio</i>
Professor S R Hill	Pro-Director	<i>ex officio</i>
Professor D Downes	Vice-Chairman of the Academic Board	<i>ex officio</i>
Professor M Bromwich	Academic: Group I	1998-2001
Dr A Cornford	Academic: Group I	1996-1999
Dr K Goetz	Academic: Group II	1998-2001
Professor R Reiner	Academic: Group II	1997-2000
Dr G Gaskell	Academic: Group III	1996-1999
Dr A Power	Academic: Group III	1998-2001
Professor P Cheshire (vacancy)	Academic: Group IV	1997-2000
Secretary Mr A Webb	Academic: Group IV	1998-1999

Committee of the Academic Board

ACADEMIC STUDIES COMMITTEE

Terms of Reference

- To consider and recommend to the Academic Board in respect of undergraduate courses of study, proposals for the establishment or deletion of main or component courses, and for amendments to regulations, drawing attention where appropriate to resource implications, including questions of timetabling, accommodation, etc.
- To consider and recommend to the University of London requests for the suspension of first degree regulations in individual cases or for particular purposes.
- To consider and determine matters relating to undergraduate courses of study which the regulations confer upon the School to decide, in individual cases or for particular purposes.
- To authorise its Chairperson to deal on its behalf with any request or application arising under 2 or 3 above.
- To keep under review the design, organisation, teaching and assessment methods of undergraduate courses of study.
- To maintain liaison with the Collegiate Committee of Examiners, the College Board of Examiners, and other examining bodies in matters relating to the examination of undergraduate students in the School.
- To receive information on academic performance at undergraduate level in the School, and to transmit it with comments to the Academic Board.
- To submit to the Academic Board an Annual Report.

Membership

<i>Name</i>	<i>Origin</i>	<i>Term of Office</i>
Dr M Anthony	Chairman	
Professor A Giddens	Director	<i>ex officio</i>
Professor S R Hill	Pro-Director	<i>ex officio</i>
Mr C W Noke	Dean of Undergraduate Studies	<i>ex officio</i>
Mr M Reddin	Senior Tutor to General Course Students	<i>ex officio</i>
Dr P Mella-Barral	Accounting and Finance	
Dr M Mundy	Anthropology	
Dr K G Deng	Economic History	
Dr A Innes	European Institute	
Dr J Thomas	Economics	
Dr J Lane	Economics	
Dr J Robinson	Geography and Environment	
Dr P Kelly (MT/LT)	Government	
(Mr J Madeley ST)		
Mr S Dunn	Industrial Relations	
Dr S Scott	Information Systems	
Dr J Hartley	International History	
Mr M Hoffman	International Relations	
Mr H Didiot-Cook	Language Centre	
Mr R Rawlings	Law	
Dr C Phillips	Management (Interdisciplinary Institute)	
Dr J Van den Heuvel	Mathematics	
Dr J Howard	Operational Research	
Dr R Bradley	Philosophy, Logic and Scientific Method	
Dr G Bridge	Social Policy and Administration	
Dr A Wells (MT)	Social Psychology	
(Dr J E Stockdale LT/ST)		
Dr P McGovern	Sociology	
Dr A Dassios	Statistics	
To be advised	Two student members	
Secretary Mr D Ashton		

ACADEMIC SUPPORT STAFF COMMITTEE

Committee Advisory to the Director

Terms of Reference

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

Membership

<i>Name</i>	<i>Origin</i>	<i>Term of Office</i>
Professor A Giddens	Director (Chairman)	<i>ex officio</i>
To be advised	Pro-Director	<i>ex officio</i>
Dr C Challis	Secretary	<i>ex officio</i>
Ms J Sykes	Librarian and Director of Information Services	<i>ex officio</i>
Professor D Downes	Vice-Chairman of the Academic Board	<i>ex officio</i>
Professor G W Jones	Vice-Chairman of the Appointments Committee	<i>ex officio</i>
Professor C Harlow	Academic Governor	1996-2000
Mr J Jacob	A member of the academic staff	1996-1999
Secretary Mr I Darker		

COMMITTEE ON ACCOMMODATION

Committee of the Academic Board

Terms of Reference

- To consider and make recommendations on all matters concerning the use of the School's accommodation;
- To prepare an annual report including an assessment of the future accommodation needs of the School for consideration by the Academic Board;
- To hold a joint annual meeting with the Site Development Committee in order to ensure co-ordination between the aims and activities of the two committees;
- To determine the broad allocation of new and existing accommodation and, where the interest of the School requires it, to make detailed recommendations on the use of particular rooms. In making its decisions the Committee shall aim to achieve equity between users and take due account of special needs;
- (i) To be responsible for the Specification for Teaching Rooms, ensuring that it sets standards of functionality and amenity which fully meet the teaching needs of the School, amending it as necessary from time to time and consulting with the body of teachers over the specification where this is judged to be desirable;
(ii) To oversee the monitoring of teaching rooms on a continuing basis to ensure that they meet the current specification for teaching rooms.

Membership

Name	Origin	Term of Office
Professor A Giddens	Director	<i>ex officio</i>
Professor S R Hill	Pro-Director	<i>ex officio</i>
Dr M Anthony	Academic Board Group I	1996-1999
Professor A C Atkinson	Academic Board Group I	1997-2000
Professor J C R Charvet	Academic Board Group II	1996-1999
Mr R Nobles	Academic Board Group II	1996-1999
Mr N Dodd	Academic Board Group III	1997-2000
Mr C Mills	Academic Board Group III	1996-1999
Dr B Benkhoff	Academic Board Group IV	1998-1999
To be advised	Academic Board Group IV	1997-2000
Dr C Challis	School Secretary	<i>ex officio</i>
Ms J Sykes	Librarian and Director of Information Services	<i>ex officio</i>
Mr French	nominated by the Students' Union	Annual
Mr S A Soumal	nominated by the Students' Union	Annual
Secretary Mr M Arthur		

ADMISSIONS COMMITTEE

Committee Advisory to the Director

Terms of Reference

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

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

Membership

Name	Origin	Term of Office
Professor R Baldwin	Chairman	1998-2001
Professor A Giddens	Director	<i>ex officio</i>
Professor S Hill	Pro-Director	<i>ex officio</i>
Mr C W Noke	Dean of Undergraduate Studies	<i>ex officio</i>
Mr M J Reddin	Senior Tutor to General Course Students	<i>ex officio</i>
Ms J F S Day	Accounting	Annual
Dr F Cannell	Anthropology	Annual
Professor S A Roberts	BA Anthropology and Law	Annual
Dr M Schulze	Economic History	Annual
Dr E Kuska	Economics	Annual
Dr S Chant	Geography and Environment	Annual
Mr E Thorp	Government	Annual
Dr R Richardson	Industrial Relations	Annual
Dr A Prazmowska	International History	Annual
Dr W Wallace/Dr D Josselin	International Relations	Annual
Mr T Murphy	Law	Annual
Dr M Barzelay	Management (Interdisciplinary Institute)	Annual
Dr J P M Van Den Heuvel	Mathematics	Annual
Dr D Lane	Operational Research (BSc Management Sciences)	Annual
Dr R W Bradley	Philosophy, Logic and Scientific Method	Annual
Ms J Falkingham	Social Policy and Administration (including Population St)	Annual
Dr A J Wells	Social Psychology	Annual
Professor E Barker	Sociology	Annual
Dr A Dassios	Statistics (BSc Actuarial Science)	Annual
Dr I Moustaki	Statistics (BSc Business Mathematics and Statistics)	Annual
Secretary Ms L Burton		

AGENDA COMMITTEE OF THE ACADEMIC BOARD

Committee of the Academic Board

Terms of Reference

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

Membership

Name	Origin	Term of Office
Professor D Downes	Vice-Chairman of the Academic Board	<i>ex officio</i>
Dr G Brightwell	Academic Board member	1995-2001
Dr M Light	Academic Board member	1996-1999
Mr T Murphy	Academic Board member	1996-1999
Dr S Wood	Academic Board member	1998-2001
Secretary Mr A Webb		

APPOINTMENTS COMMITTEE

Terms of Reference

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

Membership

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

ATHLETICS COMMITTEE

Committee Advisory to the Director

Terms of Reference

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

Membership

Name	Origin
Professor J Mayall	Chairman
Dr E Kuska	Vice-Chairman
To be advised	Pro-Director
Professor J Worrall	Member of teaching staff
Dr J Carrier	Member of teaching staff
To be advised	SCR representative
To be advised	Two Economicals Club representatives
To be advised	President of the Athletics Union
Mr T Whyte	External Vice-President of the Athletics Union
Mr I Staples	Internal Vice-President of the Athletics Union
To be advised	General Secretary of the Athletics Union
To be advised	Assistant General Secretary of the Athletics Union
To be advised	Treasurer of the Athletics Union
Secretary Ms S Macauley	

AUDIT COMMITTEE

Sub-Committee of the Standing Committee

Terms of Reference

- The Committee will exercise general oversight of operational audit, and of accounting and financial policies and procedures; The Committee will satisfy itself that financial and other internal control systems are operating effectively and will monitor the performance and effectiveness of external and internal audit. The Committee will seek to ensure that adequate internal audit and external audit resources are available.
- Operational audit
 - The Committee will consider and advise the Standing Committee on the selection, appointment and remuneration of the internal auditor.
 - The Committee will review the internal audit plan, receive and consider periodic reports from the Internal Auditor together with management responses and will additionally receive and consider annual reports from the Internal Auditor. The Committee will satisfy itself that satisfactory arrangements are in place to promote economy, efficiency and effectiveness.
 - The Committee will seek to promote co-ordination between the internal and external auditors.
 - The Committee will consider and advise the Standing Committee on the selection, appointment and remuneration of the external auditor, the provision of any non-audit services by the external auditor and any questions of resignation or dismissal of the external auditor
 - The Committee will review the external auditor's report and the outcome of its findings and, where considered appropriate, meet the external auditor to discuss the report.
- Accounting and financial policies and procedures
 - The Committee will satisfy itself that accounting and financial policies are soundly based and that accounting procedures, including systems of internal check, are adequate to safeguard the School's resources against inefficiency, waste and fraud.
- The Committee may:
 - when they consider it necessary, require from the Departments, Divisions and other areas, written comments on matters which have been the subject of work by the Internal Auditor or Value for Money Project Teams; they may invite officials to discuss such matters with them; and they will report to the Standing Committee on matters of major policy which they consider require the School's attention;
 - review the mechanism and forms of reporting that exist at various levels of the School's structure to enable the Internal Auditor to obtain adequate assurances and satisfy itself that a form of reporting adequate for the purpose of the Audit Committee and the School is agreed covering the matters referred to in paragraphs 2 and 3 above;
 - satisfy itself that the systems of managerial control are adequate to produce the foregoing information without external intervention and wherever possible, that the information is provided in a manner which facilitates external corroborations along the lines with the auditors or other external review bodies.
- The Audit Committee is a Sub-Committee of the Standing Committee and meets up to 3 times a year.
- The Audit Committee will report to and advise the Standing Committee annually.

Membership

Name	Origin	Term of Office
Dr J F Avery Jones	Chairman - Lay Governor	1998-1999
Mr P Rutteman	External Member	
Sir Alan Budd	Lay Governor	1998-1999
Dr W Plowden	Lay Governor	1998-1999
Mr J Selier	Lay Governor	1998-1999
Mr P Kanavos	Academic Member	1998-1999
Mr Y Potts	(observer) Treasurer of the Students' Union	
<i>Secretary Mr S Brooker</i>		

CATERING SERVICES ADVISORY COMMITTEE

Committee Advisory to the Director

Terms of Reference

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

Membership

Name	Origin
Professor S R Hill	Pro-Director (Chairman)
Mr J Jacob	Representative of the Senior Common Room
Dr E Bertero	Representative of the Senior Common Room
Mrs E Fishman	Representative of the Administrative Staff Common Room
Mr T Salzman	Representative of the Administrative Staff Common Room
Mr O Husbands	Representing the porters and maintenance staff
Mr Y Potts	Treasurer of the Students' Union
To be advised	Four Student Members
<i>Secretary Ms S Macauley</i>	

COMMITTEE ON EXTERNAL ACADEMIC ACTIVITIES

Committee of the Academic Board

Terms of Reference

- To tender policy advice to the School on the development and management of external study activities and external academic links by the School and its staff.
- To review the School's overseas academic links including proposed exchange or other academic agreements with academic institutions when they are proposed.
- To establish and receive reports from such sub-committees and groups as it considers necessary for particular purposes.
- To oversee arrangements for the exercise of the School's responsibilities under its Agreement with the University of London in respect of qualifications for External students, and in particular:
 - to receive reports on the review and update of syllabuses, study guides and other supporting academic material for the qualifications covered by the Agreement
 - to consider and determine applications from teaching institutions for listing as being permitted to teach or as meeting specified requirements for the qualifications covered by the Agreement, and to appoint panels to conduct formal visits for this purpose
 - to consider and recommend as necessary the appropriate provision of resources to enable the School to discharge its obligations under the Agreement.
- To formulate as required, on behalf of the School, views on matters relating to External Study for transmission to relevant bodies within the University.
- To review academic aspects of short courses and summer schools conducted in the name of the School.
- To prepare regular financial plans for all activities within its remit and to submit financial reports to appropriate bodies within the School.
- To report to the Academic Board annually or as necessary when any change is proposed which might in the Committee's view have wide academic policy implications.

Membership

Name	Origin	Term of Office
Professor S R Hill	Pro-Director	<i>ex officio</i>
Dr M Anthony	Chairman of the External Programmes Sub-Committee	<i>ex officio</i>
Professor D C Webb	Chairman of the Sub-Committee on Continuing Education	<i>ex officio</i>
Mrs R A Gosling	Programme Director for External Study	<i>ex officio</i>
To be advised	Head of Executive and Professional Education	<i>ex officio</i>
Professor R Jackman	Academic Board Group I	1998-2000
Dr H Machin	Academic Board Group II	1998-2001
Dr N Dodd	Academic Board Group III	1998-1999
To be advised	Academic Board Group IV	1998-2001
<i>Secretary Mr D Ashton</i>		

FINANCE COMMITTEE

Sub-Committee of the Standing Committee

Terms of Reference

- The Finance Committee is responsible to the Standing Committee for financial management of the School;
- The Committee will advise the Standing Committee on all financial matters of general importance, in particular the Annual Estimates and Accounts, including accounting policies.

Membership

Name	Origin	Term of Office
Sir Michael Lickiss (Chairman)	Lay Governor	<i>ex officio</i>
Sir Peter Parker	Chairman of the Court of Governors	<i>ex officio</i>
Mr A S Grabiner	Vice-Chairman of the Court of Governors	<i>ex officio</i>
Professor A Giddens	Director	<i>ex officio</i>
To be advised	Pro-Director	<i>ex officio</i>
Professor S A Roberts	Academic Governor	1996-1999
Dr Christine Whitehead	Academic Governor	1998-2001
Professor M Power	Academic member	1998-2001
Professor R Richardson	Academic member	1996-1999
To be advised	Academic member	1998-2001
Mr S Barclay	Lay Governor	1996-1999
Sir Terence Beckett	Lay Governor	1996-1999
<i>Secretary Mr B Pearce</i>		

GRADUATE SCHOOL COMMITTEE

Committee of the Academic Board

Terms of Reference

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

Membership

Name	Origin
Professor D Piachaud	Chairman
Professor P Miller	Accounting and Finance
Professor P Loizos	Anthropology
Dr J Putzel	Development Studies Institute
Dr W P Kennedy	Economic History
Professor K Roberts	Economics
Dr A Horsley	Economics
Dr S Economides	European Institute
Dr R Gill	Gender Institute
Dr Y Rydin	Geography and Environment
Mr A J Beattie	Government
Dr D Marsden	Industrial Relations
Dr E Whitley	Information Systems
Dr A C Howe	International History
Dr W Wallace	International Relations
Mrs A Kullmann-Lee	Language Centre
Mr C D Scott	Law
Dr D Reyniers	Interdisciplinary Institute of Management
Professor S Alpern	Mathematics
Dr D Lane	Operational Research
Professor J Worrall	Philosophy, Logic and Scientific Method
Dr A Hall	Social Policy and Administration
Dr M Bauer	Social Psychology
Dr L Sklair	Sociology
Dr M Knott	Statistics
To be advised	Representative from the Master's Students Sub-Committee
To be advised	Representative from the Research Students Sub-Committee
Ms M Wade	Representative from the Library
Secretary Mr B Muzzeroll	

INFORMATION SYSTEMS PLANNING COMMITTEE

Committee of the Academic Board

Terms of Reference

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

Membership

Name	Origin	Term of Office
Professor S R Hill	Pro-Director	ex officio
Mr C W Noke	Dean of Undergraduate Studies	ex officio
Mr M Steuer	Dean of the Graduate School	ex officio
Ms M Neophytou	Students' Union Education and Welfare Officer	ex officio
To be advised	Students' Union Equal Opportunities Officer	ex officio
Mr R Worcester	Lay Governor	1998-2001
Dr J Board	Academic Board Group I	1995-1999
Dr I Roxan	Academic Board Group II	1998-2001
Mr C Mills	Academic Board Group III	1997-2000
To be advised	Academic Board Group IV	1998-2001
Secretary Mr G Morrison		

INVESTMENTS COMMITTEE

Committee of the Court

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 Court and its officers on any matters relating to investments referred to the Committee.

Membership

Name	Origin	Term of Office
Sir Mark Weinberg	(Chairman) Lay Governor	1997-2000
Sir Peter Parker	Chairman of the Court of Governors	ex officio
Mr A S Grabiner	Vice-Chairman of the Court of Governors	ex officio
Professor A Giddens	Director	ex officio
Professor S Hill	Pro-Director	ex officio
Sir Michael Lickiss	Chairman of the Finance Committee	ex officio
Professor H Glennerster	Chairman of STICERD	ex officio
Dr R Altmann	Lay Governor	1996-1999
Mr S Barclay	Lay Governor	1996-1999
Dr C Downton	Lay Governor	1998-2001
Mrs J Freedman	Academic Member	1998-1999
Professor Pissarides	Academic Member	1998-1999
To be advised	Student Member	Annual
Secretary Mr B Pearce		

INTER-HALLS COMMITTEE

Sub-Committee of the Academic Planning and Resources Committee

Committee arrangements for Halls of Residence are currently subject to review and the following terms of reference are likely to be amended during 1998-1999.

Terms of Reference

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

Membership

Name	Origin	Term of Office
Professor A Giddens	Director	ex officio
Professor S Hill	Pro-Director	ex officio
Mr C W Noke	Dean of Undergraduate Studies	ex officio
Mr M Steuer	Dean of the Graduate School	ex officio
Mr J Thomas	Chairman	
To be advised	Student representative	
Mr C Whitehead	Warden of Carr-Saunders Hall	1989-1997
Dr M Perlman	Warden of Passfield Hall	1974-2000
Dr J M Hanhimaki	Warden of Rosebery Hall	1995-1998
Ms J Siemer	Warden of Butlers Wharf	1995-1998
Mr I Ben-Shaul	Warden of Silver Walk	1997-1998
Dr E A Kuska	Warden of High Holborn	1995-2000
Dr T Hochstrasser	Warden of Bankside	1996-1998
To be advised	Student representatives from each of Carr-Saunders Hall, Passfield Hall, Rosebery Hall, Butlers Wharf, Silver Walk, High Holborn, Bankside	
Secretary Mr D Segal		

LIBRARY COMMITTEE

Committee of the Academic Board

Terms of Reference

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

Membership

Name	Origin	Term of Office
Professor C J Hill	Chairman	1996-1999
Professor A Giddens	Director	ex officio
Professor S Hill	Pro-Director	ex officio
Ms J Sykes	Librarian and Director of Information Services	ex officio
Mr I Hay Davison	Chairman of Library Panel	ex officio
Mr N Aga	General Secretary of the Students' Union	ex officio
To be advised	Equal Opportunities Officer of the Students' Union	ex officio
To be advised	Postgraduate Officer of the Students' Union	ex officio
Dr E M Bertero	Academic Board Group I	1996-2000
Dr J I Leape	Academic Board Group II	1995-1999
Mr D Chalmers	Academic Board Group II	1998-2002
Dr M Thatcher	Academic Board Group II	1997-2001
Ms J Beall	Academic Board Group III	1997-2001
Dr M Harris	Academic Board Group III	1996-2000
Dr A Howe	Academic Board Group IV	1997-2001
Dr P Johnson	Academic Board Group IV	1996-1999
To be advised	Two Lay Governors	
To be advised	Academic Governor	
To be advised	Two Student Members	
Secretary Ms V Straw		

LIBRARY PANEL

*Sub-Committee of the Standing Committee**Terms of Reference*

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

Membership

Name	Origin	Term of Office
Mr I Hay Davison (Chairman)	Lay Governor	
Professor A Giddens	Director	<i>ex officio</i>
Professor S R Hill	Pro-Director	<i>ex officio</i>
Ms J Sykes	Librarian and Director of Information Services	<i>ex officio</i>
Professor C J Hill	Chairman of Library Committee	<i>ex officio</i>
To be advised	Three Lay Governors	
Dr H Machin	Academic member	
Dr S Wood	Academic member	
To be advised	Academic nominee of the Standing Committee	
Secretary Ms M Willis		

NURSERY COMMITTEE

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

To advise the Director on management policy concerning the Nursery.

Membership

Name	Origin	Term of Office
Professor S R Hill	Pro-Director	<i>ex officio</i>
Dr J W Carrier	Chairman of the Health Service Committee	<i>ex officio</i>
To be advised	Director of the Health Service	<i>ex officio</i>
To be advised	Scholarships Officer	<i>ex officio</i>
Mr N Aga	General Secretary of the Students' Union	<i>ex officio</i>
Mr Y Potts	Treasurer of the Students' Union	<i>ex officio</i>
To be advised	One Academic Board member	
To be advised	One student parent	
To be advised	One staff parent	
Secretary Ms S Macauley		

LAY APPOINTMENTS COMMITTEE

*Committee of the Court of Governors**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, taking into account the balance of skills and time which those whom the School might wish to appoint to lay and honorific appointments might offer as applied to the range of appointments available.
- To advise the Court of Governors on such other grades of lay 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.
- To consider lists of names which the School might wish to appoint to:
 - lay governorship
 - Honorary Fellowship
 - lay Chairmanships and 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, save that the Lay Appointments Committee shall not consider names for appointment to: the Chairmanship of the Court; the Vice-Chairmanship of the Court; lay and honorific appointments within the LSE Foundation.
- In the case of lay 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.
- To report to the Court of Governors and the LSE Foundation Committee on its view as to appropriate criteria for selection to the Chairmanship and Vice-Chairmanship of the Court and lay and honorific appointments in the LSE Foundation, to the extent that those bodies wish to be so advised.

Membership

Name	Origin	Term of Office
Sir Peter Parker (Chairman)	Chairman of the Court of Governors	<i>ex officio</i>
Mr A S Grabiner	Vice Chairman of the Court of Governors	<i>ex officio</i>
Professor A Giddens	Director	<i>ex officio</i>
Professor S Hill	Pro-Director	<i>ex officio</i>
Professor D Downes	Vice Chairman of the Academic Board	<i>ex officio</i>
Professor N Biggs	Academic governor	1997-2000
Professor H Collins	Academic governor	1995-1999
Professor C Hartow	Academic governor	1998-2001
Sir Anthony Battishill	Lay Governor	1998-2001
Mrs C M Patterson	Lay Governor	1997-2000
Mrs H Sasson	Lay Governor	1996-1999
To be advised	Two student governors	
Secretary Ms S Wood		

LSE HEALTH SERVICE COMMITTEE

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

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

Membership

Name	Origin	Term of Office
Dr J W Carrier	Chairman	
Professor A Giddens	Director	<i>ex officio</i>
Professor S Hill	Pro-Director	<i>ex officio</i>
To be advised	Adviser to Disabled Students	<i>ex officio</i>
Dr K Schulze	Adviser to Women Students	<i>ex officio</i>
Mrs A Kullmann-Lee	Academic Board	1999-2000
Professor J Worrall	Academic Board	1996-1999
To be advised	Three student members	
Secretary Ms S Macauley		

RESEARCH COMMITTEE

*Committee of the Appointments Committee**Terms of Reference*

- The Committee shall encourage and facilitate research appropriate to the School as an academic centre of scholarship and teaching in social studies.
- In particular, the Committee shall keep under review the research activities of the School and:
 - seek to initiate and to secure means for the development of research;
 - have the right to receive for assessment all new proposals for research 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 rights to receive for assessment annual reports on the use of all research funds and grants for which the School is accountable;
 - be responsible for oversight of policy relating to and distributions from the Staff Research Fund.
- The Committee's minutes shall be circulated to all members of the Appointments Committee and other papers shall be available for consultation by members of that Committee.
- The Committee shall consider and make recommendation to the Appointments Committee on the academic standards and purposes of research centres.
- The Committee shall make an annual report on its activities.
- The Committee shall meet at least once in each term on dates to be published in the Calendar.
- The Committee is empowered to make recommendations to the Director for executive action in respect of applications for or acceptance of research grants and other matters within its terms of reference.
- The Committee shall refer to Academic Planning and Resources Committee any request it has for resources and the resource implications of any subjects it discussed.

Membership

Name	Origin	Term of Office
Professor A Giddens	Director	<i>ex officio</i>
To be advised	Pro-Director	<i>ex officio</i>
Ms J Sykes	Librarian and Director of Information Services	<i>ex officio</i>
Professor Lord Desai	Chairman	
To be advised	Academic Board Group I	1998-2001
Dr M Gietzmann	Academic Board Group I	1996-1999
To be advised	Academic Board Group II	1998-2001
To be advised	Academic Board Group II	1998-2001
Dr B Hutter	Academic Board Group III	1997-2000
Professor P C Humphreys	Academic Board Group III	1996-1999
To be advised	Academic Board Group IV	1998-2001
Dr D Marsden	Academic Board Group IV	1996-1999
Dr A West	Academic Board Group V	1997-2000
Professor J Hills	Academic Board Group V	1997-2000
Secretary Mr A Jones		

SAFETY COMMITTEE

Committee Advisory to the Director

Terms of Reference

- To advise the Director on questions of safety policy, to draw attention to the School's obligations relating to safety, to provide a forum for discussion between the School and the appointed safety representatives of the recognised trade unions in LSE in accordance with the Health and Safety at Work etc Act 1974, to send forward to the Director recommendations for such action as is thought necessary to ensure that reasonable steps are being taken in accordance with the provisions of the Health and Safety at Work Act 1974 to promote the safety of staff, students, authorised visitors and members of the public lawfully entering the precincts of the School;
- to advise on the implementation of safety policy;
- to receive reports from the Safety Officer, appropriate sub-committees, and safety representatives;
- to report, at least annually, to the Director of the School;
- in conjunction with the LSE Health Service, to advise on the provision of appropriate first aid facilities and training and, where necessary, the setting up of appropriate health surveillance procedures;
- to ensure that a complete record of accidents is maintained;
- to advise those responsible for arranging insurance of specific hazards within the School;
- to maintain liaison with external organisations concerned with safety.

Membership

Name	Origin
To be advised	Chairman: Pro-Director
Dr J Kelly	representative of the AUT
Ms C R Hewlett	representative of the AUT
Mr K Fulton	representative of the MSF
To be advised	Two representatives of UNISON
Mr V Finnegan	representative of the TGWU
Mr E Harbard	representative of the TGWU
Mr D Harman	representative of the TGWU
Dr J Kelt	Head of the LSE Health Service
Mr D Segal	Head of Residential Services
Mr B Taffs	House Manager
Ms G Passey	Deputy Catering Manager
Ms E R Malbon	School Nurse
Mr Neil Cooper	Safety Adviser
Mr Chris Kudlicki	Safety Officer
Ms V Straw	Administrative Officer (Library)
Mr D P Dalby	IT Services Manager
To be advised	Three student members
Secretary Mr C Hickson	

SITE DEVELOPMENT COMMITTEE

Committee of the Court

Terms of Reference

- To be responsible for advising the Standing Committee and the Academic Board of the implications for academic planning and strategy of the site development and to receive reports from those bodies on the policy considerations affecting such development.
- To be responsible to the Standing Committee and the Academic Board for:
 - the coordination of overall strategy for site development, including residential accommodation;
 - the planning and execution of specific building projects agreed by the School, in conformity with procedures and regulations laid down by central bodies (note: "central bodies" refers to HEFCE and other public organisations), excluding negotiations for acquisitions and financing and excluding management of projects for student residential accommodation;
 - the formulation and implementation of maintenance and refurbishment policy and schedules for all of the School's buildings.
- To refer to the APRC any request for resources and the resource implications of any subject it discusses.
- For specific purposes to establish project groups which shall include a lay governor and an academic member, provided that when such a group considers the acquisition or disposal of any student residence it shall include at least one member of the Inter-Halls Committee nominated by that committee.

Membership

Name	Origin	Term of Office
Professor A Giddens	Director	<i>ex officio</i>
Professor S Hill	Pro-Director	<i>ex officio</i>
Mr N Aga	General Secretary of the Students' Union	<i>ex officio</i>
Mr Y Potts	Treasurer of the Students' Union	<i>ex officio</i>
Mr S F Wheatcroft	Joint Chairman	
Mr A C Gilmour	Lay Governor	1993-1999
Mr D J Goldstone	Lay Governor	1996-1999
Mr J Selier	Lay Governor	1997-2000
Mr R Burdett	Academic member	1997-2000
Dr R Sally	Academic member	1996-1999
To be advised	Two academic members	
Mr M Steuer	Dean of the Graduate School	1998-1999
To be advised	Two student members	
Secretary Mr M Arthur		

STANDING COMMITTEE

Committee of the Court

Terms of Reference

- To transact the business and exercise the powers conferred by the resolution recorded in Minute 6 of the minutes of the meeting of the Court of Governors and Council of Management held on the 13 May 1937 namely:
 - passing any resolution on behalf of the Court of Governors and Members of the Corporation which by the Constitution is required to be passed by the Court of Governors and Members of the Corporation but can be legally delegated;
 - acting on behalf of the Court of Governors and Members of the Corporation in all reserved matters¹, that is to say, all matters expressly withdrawn from the general delegation of powers from the Court of Governors and Members of the Corporation to the Director;
 - acting on behalf of the Court of Governors and Members of the Corporation in any other matters brought before them by the Director;
 - that the said Standing Committee be and it is hereby authorised and has at all time previously been authorised to delegate the transaction of any of its business and/or all or any of its powers from time to time in such manner and upon such terms as it thinks proper to such person, persons or group(s) of persons (including without limitation, the Standing Committee Inter-Meeting Group constituted by authority of Minute 19 (d) of the Standing Committee meeting held on 23 October 1990), as it may nominate for the purpose.
- that all things duly done by the said Standing Committee or by any persons or groups(s), (including, without limitation, the Standing Committee Inter-Meeting Group), to whom the said Standing Committee may have delegated the transaction of any of its business and/or all or any of its powers shall be of the same force and effect as if done by the Corporation;
- that every matter to be considered by the said Standing Committee shall be determined by the majority of the members present and voting on the question, and the Chairman of the said Standing Committee shall have a casting vote, whether or not he shall in any other circumstances vote on the same question, but no member shall in any other circumstances give more than one vote;
- that the existing arrangements for the vacation powers, considered at the second Summer Term meeting, be revoked, and that the Chairman of the Court (or in his absence the Vice-Chairman), in consultation with the Director (or in his absence the Pro-Director or the Vice-Chairman of the Academic Board), be authorised with immediate effect to act during periods of vacation, and other periods between meetings of the Standing Committee in any urgent matter which would normally come before it, consulting with members of the Standing Committee as appropriate.

Membership

Name	Origin	Term of Office
Sir Peter Parker	Chairman of the Court of Governors	<i>ex officio</i>
Mr A S Grabiner	Vice-Chairman of the Court of Governors	<i>ex officio</i>
To be advised	Vice-Chairman of the Court of Governors	<i>ex officio</i>
Sir Michael Lickiss	Chairman of the Finance Committee	<i>ex officio</i>
Sir Patrick Gillam	Lay Governor	1993-1999
Mr A C Gilmour	Lay Governor	1994-2000
Miss K M Jenkins	Lay Governor	1993-1999
Mr K A V Mackrell	Lay Governor	1993-1999
Sir Gordon Manzie	Lay Governor	1995-2001
Dr W Plowden	Lay Governor	1998-2003
Ms A Page	Lay Governor	1998-2003
Professor A Giddens	Director	<i>ex officio</i>
Professor S Hill	Pro-Director	<i>ex officio</i>
Professor G W Jones	Vice Chairman of the Appointments Committee	<i>ex officio</i>
Professor D Downes	Vice Chairman of the Academic Board	<i>ex officio</i>
Professor E Barker	Academic Governor	1998-1999
Professor N Biggs	Academic Governor	1996-2000
Professor H Collins	Academic Governor	1995-1999
Professor C Harlow	Academic Governor	1996-2000
Professor S A Roberts	Academic Governor	1995-1999
Dr C Whitehead	Academic Governor	1998-2002
Mr N Aga	Student Governor (General Secretary of the Students' Union)	<i>ex officio</i>
To be advised	Student Governor	
Secretary Mr A N P Hall		

¹Reserved matters in terms of reference (a) (ii) are:

- The establishment or discontinuance of posts on the full-time teaching staff or of administrative posts (including posts in the Library and Information Systems and the LSE Development Office) of comparable status; the making of appointments thereto for periods exceeding two years; and the termination of appointments thereto.
- The variation of the salary scales of such posts.

STANDING SUB-COMMITTEE OF THE APPOINTMENTS COMMITTEE

Terms of Reference

- The Appointments Committee appoints a Standing Sub-Committee charged with the responsibility of considering all questions that may be referred to it by the Committee or by the Director and, in particular, of considering such questions from the point of view of the School as a whole. Members of the Committee are not expected to represent the interests of departments in which they serve or of related departments.
- The establishment of the Standing Sub-Committee is not intended to reduce the active participation in the work of the Appointments Committee of all its members. The Standing Sub-Committee, constituted as the Promotions and Review Committee, has therefore authority to act only in the matter of individual candidates for promotion and review. In all other matters it is a Standing Sub-Committee empowered only to make recommendations for the consideration of the Appointments Committee. The Appointments Committee traditionally received all papers that had been circulated to the Standing Sub-Committee (except confidential drafts, references and working papers). Following a one year trial period the Appointments Committee resolved that members of the Committee should receive only the Minutes of the previous Standing Sub-Committee meeting, which may include annexes of details of revisions to procedures which are the subject of recommendations.
- Members of the Appointments Committee wishing to continue to receive the full set of Standing Sub-Committee papers may do so by notifying the School Secretary.
- When considering questions which relate to a particular department of the School, the Standing Sub-Committee will invite the Convener of that department to attend or to nominate some other member of the staff of the department to attend in order to assist its deliberations.

Membership

Name	Origin	Term of Office
Professor A Giddens	Director	ex officio
Professor S Hill	Pro-Director	ex officio
Professor G W Jones	Vice-Chairman Appointments Committee	ex officio
Professor J Hardman Moore	Academic Board Group I	
Professor D Webb	Academic Board Group I	
Professor J Coleman	Academic Board Group II	
Professor C Harlow	Academic Board Group II	
Professor M Bloch	Academic Board Group III	
Professor T Dyson	Academic Board Group III	
Professor P Preston	Academic Board Group IV	
Professor P Taylor	Academic Board Group IV	
Secretary Mrs H Paton		

STUDENT SUPPORT AND LIAISON COMMITTEE

Committee of the Academic Board

Terms of Reference

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

Membership

Name	Origin	Term of Office
Professor A Giddens	Director	ex officio
To be advised	Pro-Director	ex officio
Professor D Downes	Vice-Chairman of the Academic Board	ex officio
Mr C W Noke	Dean of Undergraduate Studies	ex officio
Mr M Steuer	Dean of Graduate School	ex officio
Mr N Aga	General Secretary of the Students' Union	ex officio
Mr Y Potts	Treasurer of the Students' Union	ex officio
Ms M Neophytou	Education and Welfare Officer of the Students' Union	ex officio
Dr D Stevenson	Convener of the Postgraduate Awards Panel	ex officio
Dr C Avgerou	Convener of the Undergraduate Awards Panel	ex officio
To be advised	Academic Governor	
To be advised	Academic Board member	
To be advised	Two student members	
Secretary To be advised		

Committee of the Academic Board

TEACHING QUALITY ASSURANCE COMMITTEE

Terms of Reference

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

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

Membership

Name	Origin	Term of Office
Professor D Downes	Chairman: Vice-Chairman of the Academic Board	ex officio
Professor G W Jones	Vice-Chairman of the Appointments Committee	ex officio
Professor S R Hill	Pro-Director	ex officio
Mr M Steuer	Dean of the Graduate School	ex officio
Mr C W Noke	Dean of Undergraduate Studies	ex officio
Dr J Hartley	Academic Staff Development Officer	ex officio
Mrs J Galbraith	Academic Board member	1998-2001
Professor J Coleman	Academic Board member	1997-2000
Mr C M Langford	Academic Board member	1996-1999
Mr H Didiot-Cook	Academic Board member	1997-2000
To be advised	Student Representative	
To be advised	Student member of the Committee on Undergraduate Studies	
To be advised	Student member of the Master's/Diploma Students' Committee	
To be advised	Student member of the Research Students' Committee	
Secretary To be advised		

COMMITTEE ON UNDERGRADUATE STUDIES

Committee of the Academic Board

Terms of Reference

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

Membership

Name	Origin	Term of Office
Mr C W Noke (Chairman)	Dean of Undergraduate Studies	ex officio
Professor A Giddens	Director	ex officio
Professor S R Hill	Pro-Director	ex officio
Mr M J Reddin	Senior Tutor to General Course Students	ex officio
Mr N Aga	General Secretary of the Students' Union	ex officio
Ms M Neophytou	Education and Welfare Officer of the Students' Union	ex officio
To be advised	Two members of staff and two students of the Economics Department	
To be advised	One member of staff and one student from each other department	
Secretary Mr D Ashton		

Honorary Fellows

Her Majesty Queen Elizabeth the Queen Mother
Her Majesty Queen Margrethe II of Denmark HonLLD HonPhD
His Excellency Shlomo Argov BSc MScEcon
John Ashworth MA PhD DSc FIBiol
P L J Bareau OBE BCom
Mrs Pat Barker BSc(Econ)
Rt Hon Lord Bauer MA DSc FBA
W J Baumol BS PhD HonLLD HonDoc HonDHumLett
W T Baxter BCom PhD HonDLitt DScEcon CA
Sir Terence Beckett KBE DL BSc(Econ) FEng FIMechE CBIM HonDSc
HonDSc(Econ) HonDTech HonDU
Daniel Bell BSS PhD
Sir Kenneth Berrill GBE KCB BSc(Econ) MA HonLLD DUUniv HonDTech HonDSc
R S Bhatt MA
Rt Hon Baroness Blackstone BScSoc PhD HonDLitt HonDUUniv HonLLD
Anne Bohm OBE PhD
Sir John Bourn KCB BSc(Econ) PhD
Sir Gordon Brunton
Sir John Burgh KCMG CB BSc(Econ) MA HonLLD FRCS HonMRNCM
Sir Alec Cairncross KCMG MA PhD FBA
Rt Hon Kim Campbell QC BA LLB LL
Sir Bryan Carsberg MScEcon MA FCA HonScD HonDLitt HonDU HonLLD
R H Coase BCom DScEcon CorrespFBA
Rt Hon Lord Cockfield PC BSc(Econ) LLB HonLLD DUUniv Grand Croix De
L'Ordre de Léopold II
Professor William Cornish FBA LLB BCL
Hon J J Cremona KM BA PhD DLitt LLD FRHistS
Rt Hon Lord Croham GCB BSc(Econ) HonDSc
Rt Hon Lord Dahrendorf KBE FBA DrPhil PhD DLitt LLD DSc DUUniv DrScPol
DHL HonDr DSSc HonMRIA HonFRCS FRSA
E L Dalemont DENd Croix de Guerre Off Lég d'Honn, Com Ordre Nat du Mérite
Professor Partha Dasgupta PhD FBA
A C L Day BA
A L Diamond LLM HonMRCP
A L Dias BA BSc(Econ) HonDPhil
D V Donnison BA HonDLitt
Rt Hon Lord Donoghue MA DPhil FRHistS
R P Dore CBE BA FBA HonMem Japan Academy HonMem AAAS
R Dumas LENd Croix de Guerre Chev Lég d'Honn Croix du Combattant Volontaire
Gran Cruz de la Orden de Isabela la Católica HonLLD
Professor James Durbin MA
A F Earle BSc(Econ) PhD
Joan Eckstein BSc(Econ)
H C Edey BCom HonLLD FCA
S N Eisenstadt MA PhD HonDrPolSci MIASC HonFMAAAS FMAPS FANAS
HonHLD HonLLD Hon PhD
Fei Hsiao-tung BA PhD
Sir Raymond Firth MA PhD DPh DHumLett LittD DrLetters DScEcon LLD FBA
Jean Floud CBE BSc(Econ) MA HonLLD HonDLitt
C Freeman BSc(Econ)
J Garcia Parra MA MScEcon
Nicholas C Garganas BA(Econ) MSc(Econ) PhD
H Giersch DrRerPol, HonDrRerPol CorrespFBA HonFSwedish Academy EngSci,
Mem Order pour le Mérite HonMem American Economic Assn HonPres Int Eco
Assn Paolo Baffi Int Prize for Economics
Sir Paul Girolami BCom FCA
Goh Keng Swee BSc(Econ) PhD
Sir Samuel Goldman KCB MScEcon
David Goldstone LLB
W M Gorman MA HonDSocSc HonDSc(SocSc) HonDEconSc
C Goustis BA BSc(Econ) MSc PhD
Margaret Gowing CBE BSc(Econ) HonDLitt HonDSc FBA FRS FRHistS
E Grebenik CB MScEcon
W Guth DrRerPol
F H Hahn BSc(Econ) MA PhD HonDSocSc HonDLitt DrHC HonDSc FBA
Professor A H Halsey BSc(Econ) PhD MA HonDSocSc
Hon Keith Hancock AO BA PhD HonDLit FASSA
Zena Harman BSc(Econ)
Sir Douglas Henley KCB BSc(Econ) HonLLD
Dame Rosalyn Higgins DBE JSD FBA QC MA LLB HonDCL HonLLD
Syed Shahid Husain BA BSc MA
Hon J E Isaac BCom BA PhD AO FASSA
M Jagger
Judge Sir Robert Yewdall Jennings MA LLB HonLLD HonDrJur
Rt Hon A Jones BSc(Econ) DSc
Pierre Daniel Joxe
Sir Yuet-Keung Kan GBE BA HonLLD
Clark Kerr AB MA PhD HonLLD DHC HonDLitt
J N Khosla BA BSc(Econ) PhD
Kim Dae-jung MA PhD
D J Kingsley BSc(Econ) FRSA RCM FIP ACSD

Sir Arthur Knight BCom
A D Knox CMG BA
Charles Y K Lee LLM FCCA FCIS
B Levin CBE BSc(Econ)
H Limann BSc(Econ) BA PhD
J M A H Luns GCMG CH LLD DCL
R W Lyman BA LLD MA PhD LHD FRHistS
N I MacKenzie BSc(Econ) HonDUUniv FRSL
Lady McGregor of Durris BA JP
Rt Hon Ratu Sir Kamise Mara GCMG KBE MA HonLLD HonDrPolSci
HonDrUniv HonDr
W R Mead DScEcon HonDPhil FBA HonPhD
Datuk Mokhzani Bin Abdul Rahim BA MA PhD DPMP JMN
Sir John Morgan KCMG BSc(Econ) HonDScPol HonLLD FRSA FRAS
M Morishima BEcon MA FBA
W H Morris-Jones BSc(Econ)
Sir Claus Moser KCB CBE FBA BSc(Econ) HonDUUniv HonDSc HonDSc(Econ)
HonDTech HonDSocSci DrHC HonDLitt HonDr HonFRAM Com Nat Ordre du
Mérite
Hon D P Moynihan BNS BA MA AM PhD LLD DPA DHL DSSC DH DSc
K R Narayanan MA BSc(Econ) HonDSc
His Excellency B K Nehru BSc BSc(Econ) HonLLD HonLittD
E P Neufeld BA PhD
A C Offord DSc PhD FRS FRSE
Professor Peter Paret BA PhD LittD DLitt LHD
I G Patel KBE BA PhD
Sir Alan Peacock DSc MA HonDEcon HonDUUniv HonDSocSc HonLLD FBA
FRSE For Fellow Academia Nazionale dei Lincei, Rome
Lord Peston BSc(Econ) HonDEd
John Pike CBE MA Penglima Negara Bintang Sarawak
Romano Prodi Libera Docenza
K N Raj MA PhD CorrespFBA
Dr the Hon Navinchandra Ramgoolam LRCP, LRCSI
Shridath Ramphal OE OCC ONZ AC GCMG LLM QC HonLLD HonDoc HonDCL
HonDLitt Albert Medal RSA
L Rasminsky CC CBE BA LLD DH, DCL
Rt Hon Lord Rayne HonLLD Off Lég d'Honn
Hon Sir Veerasamy Ringadoo GCMG LLB
Professor Adam Roberts FBA BA MA
B C Roberts MA
D Rockefeller BS PhD HonLLD HonDEng
Rt Hon Lord Roll of Ipsden KCMG CB
Katharine Russell OBE SocScCert Chev (1st) O Dannebrog
Keizo Saji BSc OST
P A Samuelson MA PhD LLD DLitt DSc FBA
Rt Hon Lord Scarman OBE MA HonLLD HonDCL HonDUUniv PC QC
I Schapera MA PhD DSc HonDLitt HonLLD FBA FRSSAI
T Scitovsky DrJur MScEcon
Amartya Kumar Sen BA MA PhD HonDLitt HonDU HonDSc FBA
Samar Ranjan Sen MA PhD
Rt Hon Baroness Serota BSc(Econ) JP HonDLitt
His Excellency Narcis Serra ProfEcon
Mrs Mary Siepmann CBE
Tarlok Singh BA BSc(Econ) HonDLitt
Sir John Sparrow BSc(Econ) FCA
Vivien Stern BA MLitt CertEd CBE
J R Stewart CBE MA HonLLD
Professor Susan Strange BSc(Econ)
Helen Suzman HonDBE BCom HonDCL HonDLitt HonLLD HonDHL HonDUUniv
HonLLD
R D Theocharis BSc PhD
Cedric Thornberry MA LLB HonDUUniv
Eiji Toyoda BSME
Dr S Toyoda BEng DrEng
Rt Hon Pierre Trudeau CC CH QC MA LLL LLD LittD FRSC
His Hon Judge Stephen Tumim MA
P Ungphakorn BSc(Econ) PhD
V L Urquidí HonCBE BCom Com Ordre des Palmes Academiques, Gran Cruz de
la Orden de Alfonso X el Sabio Com Lég d'Honn
P A Volcker AB MA HonDr
Takeshi Watanabe OST(1st)
Rt Hon Lord Weinstock BSc(Econ) HonDSc HonDTech HonLLD HonFRCR, FSS
Stephen Wheatcroft OBE BSc(Econ) FCIT FRAeS
Sir Charles Wilson MA LLD DC DLitt
T Wilson OBE MA PhD HonDUUniv FBA FRSE
M J Wise CBE, MC BA PhD HonDSc HonDUUniv FRSA FRGS HonFLI
Professor Sir Tony Wrigley MA PhD FBA
B S Yamey CBE BCom FBA
Rt Hon Lord Young of Dartington BSc(Econ) PhD HonFBA HonLittD
HonDUUniv HonDLitt HonLLD

Academic Departments

Lists of academic staff arranged by department will be found in LSE Experts

Accounting and Finance

Convener Professor M K Power
Administrator Vera Bailey

Departmental Tutor Professor R H Macve

Anthropology

Convener Professor C J Fuller
Administrator Margaret Bothwell

Departmental Tutor Dr M W Mundy

Economic History

Convener Professor N F R Crafts
Administrator Linda Sampson

Departmental Tutor Dr W P Howlett

Economics

Convener Professor C A Pissarides
Administrator Jenny Law

Departmental Tutor Mr J J Thomas

Geography & Environment

Convener Professor J A Rees
Administrator Sue Morgan

Departmental Tutor Professor D K C Jones

Government

Convener Professor D B O'Leary
Administrator Nicole Boyce

Departmental Tutor Mr E Thorp

Industrial Relations

Convener Dr J E Kelly
Administrator Sandra Bayne

Departmental Tutor To be appointed

Information Systems

Convener Dr S Smithson
Administrator Ilse Redpath

Departmental Tutor Dr S Scott

International History

Convener Professor M Rodriguez-Salgado
Administrator Carol Toms

Departmental Tutor Dr D Stevenson/Dr J Hartley

International Relations

Convener Professor P G Taylor
Administrator Hilary Parker

Departmental Tutor Mr M J Hoffman

Law

Convener Professor S A Roberts
Administrator Angela White

Departmental Tutor Dr S E Worthington

Mathematics

Convener Professor N Biggs
Administrator Penny Stagg

Departmental Tutor Dr A J Ostaszewski

Operational Research

Convener Dr G M Appa
Administrator Breda Mowlam

Departmental Tutor Dr S Powell

Philosophy, Logic and Scientific Method

Convener Professor J Worrall
Administrator Angela Wapplington

Departmental Tutor Dr R Bradley

Social Policy and Administration

Convener Professor T Dyson
Administrator Jean Ingram

Departmental Tutor Mr D Cornish

Social Psychology

Convener Professor R M Farr
Administrator Sarah Van Hest

Departmental Tutor Dr A Wells

Sociology

Convener Professor P Rock
Administrator Joyce Allen

Departmental Tutor Dr C Badcock

Statistics

Convener Dr M Knott
Administrator Pippa Smith

Departmental Tutor Mr D Balmer/Dr A Dassios

Geography/Cartography Department

Technical Staff
Geographical Support Officer
Andrew Patterson BSc MScEcon
Senior Technician (Cartography)
Mina Moshkeri BSc
Chief Technician (Cartography) Jane Pugh
Graphic/DTP Technician S J Brown BA

Social Psychology Department

Technical Staff
Chief Technician Steve C Bennett
Technician (Multimedia) Michelle Duxbury
Technician Steve Gaskell

Institutes

The School has established a number of institutes to provide a co-ordinated focus for teaching and research in subjects of contemporary importance to which several academic disciplines and departments contribute. Research and teaching carried on under the aegis of each institute are described in the relevant sections of the *Calendar*. The academic staff associated with each institute are listed in *LSE Experts*.

Development Studies Institute (DESTIN)

Director Professor Ashwani Saith
Chairman of Steering Committee Professor Simon Roberts
Programme Director Dr John Harriss

DESTIN was founded in 1990 as a focal point for teaching and research in problems relating to the theory, policy and practice of development. It is closely associated with the Centre for Global Governance. It is concerned with teaching and research on development problems around the globe, including the third world, Eastern Europe and the less-developed regions of the developed world. It is responsible for the MSc in Development Studies and the MSc in Development Management.

The European Institute

Director Dr Howard Machin
Deputy Director Dr Alain Guyomarch
Publications Officer Professor Gordon Smith (Professor Emeritus of Government)
Administrator Mrs Marian Clark

The Institute aims to promote and coordinate research training and research about Europe at LSE and to provide support and advice (notably on European research agencies and funding) to all LSE researchers working on studies on Europe, both East and West. It develops contacts and networks with the Commission of the EU, with LSE alumni groups and other research centres throughout Europe. It is responsible for the development and coordination of teaching, research training and research about Europe in all departments and centres at LSE, for interdepartmental teaching and research, for public lectures and seminars, and for support and advice (with the Research and Consultancy Office) to all LSE researchers working on studies of Europe, both West and East, including Russia. The Institute is responsible for the MSc European Studies, the MSc Political Economy of Transition in Europe, the MSc Russian and Post-Soviet Studies and the BSc Russian Studies.

LSE Gender Institute

Director Professor H L Moore
Chair of Steering Committee Professor N Cartwright
MSc Course Tutor Ms C Martin
Administrator Ms H Johnstone

The Gender Institute is based on the notion that we cannot understand change in the modern world without empirical and theoretical analysis of the changing nature of social relations between women and men. Established with the support of 12 departments of the School in 1992, the Institute aims to develop an interdisciplinary approach to the analysis of gender relations.

Interdisciplinary Institute of Management

Director Professor P Abell
Chairman of the Academic Management Committee Professor D Downes
Deputy Director Dr D J Reyniers
Administrative Officer Ms V L Elliot
Administrative Secretary Mrs Zenab Mongan

The Institute's research programme covers studies into the problems of Management in the Public Sector, the Management of International Organisations, Entrepreneurship, the Economic Implications of Profit Sharing, and the Market for Corporate Control. In addition, fundamental research into formalising case studies, game theoretical models of organisations, and applied time series analysis is well established. The Institute also promotes interdisciplinary teaching and is responsible for the BSc and MSc in Management.

Methodology Institute

Director Dr G Gaskell
Chairman of the Academic Management Committee Professor J N Hobcraft
Administrator Ms V Grey-Edwards

The Methodology Institute's objective is to foster cross-disciplinary research and provide advanced training in qualitative and quantitative research methods for MSc and research students. The Institute is an interdisciplinary group with staff holding joint appointments in the Departments of Statistics, Government and Social Psychology, and associates from the Departments of Sociology, Geography, Anthropology and Philosophy.

Research Centres and Units

A significant proportion of the School's research is conducted in projects or programmes under the umbrella of a research centre or unit. Each centre and unit is described in the Research section of the *Calendar* and the staff of each centre and unit are listed in *LSE Experts*.

Other Academic Organisations**City Policy Architecture and Engineering Programme**

Director Mr R M Burdett

The programme was established in 1996 and is associated with the Department of Social Policy and Administration.

INFORM (Information Network Focus on Religious Movements)

Chairman Professor Eileen Barker

INFORM was established with the support of the Home Office and mainstream churches in 1988, with the aim of obtaining and making available objective and up-to-date information about new religious movements or 'cults'. It is affiliated to the School through the Department of Sociology. INFORM has a large collection of data on computer and in various other forms (books, articles, cuttings, videos and cassettes), and is in touch with an international network of scholars and other specialists. Independently funded research is conducted on various subjects in conjunction with INFORM. Seminars are organised at regular intervals.

Language Studies Centre

Director (vacancy)
Administrative Secretary Marianna Tappas BSc(Econ)

Academic and Research Staff

This list includes certain former members of the regular academic staff who are visiting teachers at the School, and does not include changes notified after 26 June 1998

Director Professor A Giddens BA (Hull) MA PhD (Cantab)
P Abell BSc PhD (Leeds), Eric Sosnow Professor of Management, The Interdisciplinary Institute of Management, Department of Sociology
T Ahrens BA (CNA) MSc PhD, Lecturer in Accounting
T Allen BA (Lanc) MA PhD (Manchester), Lecturer in Development Studies, Development Studies Institute
S Almond BA PhD (Kent), Research Officer, Personal Social Services Research Unit
Steve Alpern AB (Princeton) PhD (New York), Professor of Mathematics
Perry Anderson BA (Oxon), Miliband Fellow, Department of Sociology
T O Anderson BA (Illinois) MA PhD (Chicago), Lecturer in International History
Ian O Angell BSc (Swansea) PhD, Professor of Information Systems
Helmut K Anheier MA MPhil PhD (Yale), Director of the Centre for Voluntary Organisation
Martin Anthony BSc (Glasgow) PhD, Reader in Mathematics, Chairman of the Academic Studies Committee
G M Appa BSc MSc PhD, Senior Lecturer in Operational Research
N J Ashton MA PhD (Cantab), Lecturer in International History
C S J Ashwin BA (Oxon) PhD (Warwick) MSc, Lecturer in Industrial Relations
Rita Astuti LAUREA (Siena) MSc PhD, Lecturer in Anthropology
A C Atkinson MA DIC PhD, Professor of Statistics
G M Austin BA (Cantab) PhD (Birmingham), Lecturer in Economic History
Chrisanthi Avgerou MSc (Loughborough), Lecturer in Information Systems
J Backhouse BA (Exeter) MSc PhD, Senior Lecturer in Information Systems, Director of the Computer Security Research Centre
C R Badcock BA PhD, Reader in Sociology
D E Baines BSc(Econ), Reader in Economic History
Robert Baldwin LLB PhD (Edinburgh), Professor of Law, Chairman of the Admissions Committee
S Balfour BA (Dublin) MA PhD, Reader in Contemporary Spanish Studies, Government and European Institute
D W Balmer BSc(Econ) MSc (Manchester) FSS, Lecturer in Statistics
J K Banthia BSc MSc (Kampur) MSc, Research Officer, Social Policy and Administration
Eileen Barker BSc Soc PhD, Professor of Sociology with special reference to the Study of Religion
Rodney Barker BA (Cantab) PhD, Reader in Government
Nicholas A Barr MSc(Econ) PhD (California) FRSA, Senior Lecturer in Economics
A Barron LLB (Dublin) LLM (Harvard), Lecturer in Law
M Barzelay AB (Stanford) MPPM PhD (Yale), Lecturer in Public Administration, Department of Government
M Bauer LicPhil (Berne) PhD, Joint Lecturer in Social Psychology and Research Methodology
J D Beall BA MA (Natal) PhD, Lecturer in Social Policy and Planning in Development Studies
C R Bean MA (Cantab) PhD (MIT), Professor of Economics
A J Beattie BSc(Econ), Deputy Convener, Department of Government
V S M Beni PhD (Paris), Research Fellow, Department of Anthropology
E L Benner BA (New Orleans) MPhil DPhil (Oxon), Lecturer in International Relations
D Berkeley BSc (Brunel) PhD, Research Fellow, Social Psychology
E M Bertero BA (Turin) MSc PhD, Lecturer in Accounting and Finance
T J Besley BA MA MPhil DPhil (Oxon), Professor of Economics
A M Best BA (Leeds) PhD, Lecturer in International History
R G Bevan MA (Oxon) MTEch, Reader in Policy Analysis, Department of Operational Research
C Beyani LLB LLM (Zambia) DPhil (OXON), Lecturer in Law
S Bhattacharya BSc (Delhi) PhD (Massachusetts), Professor of Finance
A Bhimani BSc MBA (Cornell) CMA (Canada) PhD, Senior Lecturer in Accounting and Finance
N L Biggs MA (Cantab) DSc, Professor of Mathematics, Director of the Centre for Discrete and Applicable Mathematics
Duncan Black BA (Pennsylvania) AM PhD (Brown), Lecturer in Economics
J M Black BA DPhil (Oxon), Lecturer in Law
B J N Blight MA (Cantab) MPhil PhD, Lecturer in Statistics
M E F Bloch BA PhD (Cantab), Professor of Anthropology
J L G Board BA (Newcastle) PhD, Reader in Accounting and Finance, ICAEW Fellow
A Philip Bond BA (Oxon), Lecturer in Economics
Moir S Bovill BLitt (Oxon) BSc MA (Edinburgh) PhD, Research Officer, Social Psychology
R W D Boyce BA (Wilfrid Laurier) MA PhD, Senior Lecturer in International History
D C Bradley LLB (Manchester), Reader in Law
R W Bradley BA (Witwatersrand) MSc PhD (Chicago), Lecturer in Philosophy
Margaret M Bray BA (Cantab) MPhil DPhil (Oxon), Reader in Economics
E Brett BA (Witwatersrand) PhD, Associate Programme Director, Development Studies Institute
Gillian E M Bridge BA DipSocAdmin DipAppiSocSt PhD, Field Work Organiser and Teacher in Social Work
G Brightwell MA PhD (Cantab), Professor of Mathematics
Michael Bromwich BSc(Econ) DSc FCMA CIMA, Professor of Accounting and Financial Management
C J Brown BSc(Econ) PhD(Kent), Professor of International Relations
Diemut-Elisabet Bubeck DipPsych BPhil DPhil (Oxon), Lecturer in Political Theory
Tania Burchardt BA (Cantab) MA (East Anglia), Research Officer, Centre for Analysis of Social Exclusion, Suntory and Toyota International Centres for Economics and Related Disciplines
R M Burdett BSc (Bristol) MSc, Director City Policy Architecture and Engineering Programme
R S L Burgess BSc (Edinburgh) MSc DPhil (Oxon), Lecturer in Development Economics, Department of Economics and Development Studies Institute, Research Officer, Suntory and Toyota International Centres for Economics and Related Disciplines
M C Burrage BSc Soc, Lecturer in Sociology
C A Callender BA (Providence) PhD (Rutgers), Lecturer in Philosophy
M Calloni BA PhD (Milan) PhD (EUI Florence), European Network Co-ordinator, LSE Gender Institute
Catherine M Campbell MA(Clin) MA(Res) (Natal) PhD (Bristol), Lecturer in Social Psychology
Fenella Cannell BA (Cantab) MSc PhD, Lecturer in Anthropology
J W Carrier BSc Soc LLB MPhil LLB PhD, Senior Lecturer in Social Administration, Chairman of the LSE Health Service Committee
N L D Cartwright BSc (Pittsburgh) PhD (Illinois) FBA, Professor of Philosophy, Director, Centre for the Philosophy of Natural and Social Science
D J Chalmers BA (Oxon), Lecturer in European Community Law
S H Chant BA (Cantab) PhD, Reader in Geography
J C R Charvet MA (Cantab) BPhil (Oxon), Professor of Political Science

P C Cheshire BA (Cantab), Professor of Economic Geography, Geography and Environment
 C M Chinkin LL.M (Yale) PhD (Sydney) LL.B LL.M, Professor of International Law
 M Coca BA (Oviedo) MA, Language Instructor in Spanish, Language Studies Centre
 S Cohen BA (Witwatersrand) PhD, Martin White Professor of Sociology
 C Coker BA DPhil (Oxon), Reader in International Relations
 Janet Coleman BA MPhil PhD (Yale), Professor of Ancient and Mediaeval Political Thought
 L J Colley BA (Bristol) MA PhD (Cantab), School Professor of History, European Institute
 Hugh Collins BA BCL (Oxon) LL.M (Harvard), Professor of English Law
 R E Collins BA (York) MA (Warwick) PhD (Strathclyde), Senior Lecturer in Media and Communications, Social Psychology
 A Conroy BA BA MA PhD (Pittsburgh), Lecturer in Latin American Politics, Department of Government
 S Constantinou BA (Athens) MSc, Research Officer, Information Systems
 R A Cookson BA (York) MPhil (Oxon), Research Officer, LSE Health
 R G Coopey BA (CNA) MA PhD (Warwick), Senior Research Fellow, Business History Unit
 A Cornford BSc(Econ) MSc PhD MBS CEng, Senior Lecturer in Information Systems
 D B Cornish BA (Bristol and Reading) CertEd, Lecturer in Psychology with special reference to Social Work
 Frank A Cowell MA PhD (Cantab), Professor of Economics
 J A-M Coyle-Shapiro MBA BCom (Dublin) Diploma in Business Studies PhD, Lecturer in Industrial Relations
 N F R Crafts BA (Cantab), Professor of Economic History
 M Cushman BA PGCE MSc, Research Officer, Department of Information Systems
 J Danielsson PhD (Duke), Lecturer in Finance
 A Dassios BA (Cantab) MSc PhD, Lecturer in Actuarial Science
 S Datta BStat (Calcutta) MStat PhD (New Delhi), Lecturer in Strategic Management, Interdisciplinary Institute of Management
 B P Davies MA (Cantab) DPhil (Oxon), Professorial Fellow and Director of Personal Social Services Research Unit
 J Davies MA, PhD (Oxon), Instructor in Mathematics
 Paul L Davies LL.M (Yale), Cassel Professor of Commercial Law
 Judith F S Day BSc(Econ) MSc CA, Senior Lecturer in Accounting, ICAEW Fellow
 M Del Seta BSc MSc (Liverpool) PhD, Research Officer, Centre for Philosophy of Natural and Social Sciences
 David E de Meza BSc(Econ) MSc, Professor of Management
 K G Deng BA (Beijing) PhD (La Trobe), Lecturer in Economic History
 Jeremy F Dent BSc (Southampton) FCA, Reader in Accounting and Finance
 Lord Desai of St Clement Danes MA (Bombay) PhD (Pennsylvania), Professor of Economics, Director of the Centre for the Study of Global Governance, Chairman of the Research Committee, Chairman of the Asia Research Centre Management Committee
 R Dessi BA MA PhD (Cantab) MSc, Research Fellow in Empirical Corporate Finance, Financial Markets Group
 H J Didot-Cook DipEpol (Grenoble) MA (Brunel), Instructor in French
 V T Dimitrov BA PhD (Cantab), Lecturer in East European Politics
 N B Dodd BSc PhD (Cantab), Lecturer in Sociology
 Christopher R S Dougherty BA (Cantab) PhD (Harvard), Senior Lecturer in Economics
 K M Dowling BA (Keele) DPhil (Oxon), Reader in Public Choice and Public Administration
 David M Downes BA (Oxon) PhD, Professor of Social Administration, Vice Chairman of the Academic Board, Director of Mannheim Centre for Criminology and Criminal Justice
 R Dridi DEEA (Toulouse), Lecturer in Economics
 P L J Du Gay BA MA (Durham) PhD (Open), Research Fellow, Department of Sociology
 Patrick Dunleavy BA DPhil (Oxon), Professor of Government
 S R Dunn BA (Oxon) MSc, Lecturer in Industrial Relations
 G A Dunne BA PhD (Cantab), Research Fellow, LSE Gender Institute
 G Duranton HEC (HEC, Paris) MAITRISE (Sorbonne) MSc PhD (EHESS, Paris), Lecturer in Economic Geography
 Tim Dyson BSc MSc, Professor of Population Studies, Vice Chairman of the Population Investigation Committee
 S Economides BSc Soc (Birmingham) MSc PhD, Lecturer in International Relations and European Politics
 A D Edge BSc (Bristol) MSc PGCE, Research Officer, Centre for Educational Research
 P Z Eleftheriadis LL.M PhD (Cantab), Lecturer in Law
 S Epstein MA (Siena) PhD (Cantab), Reader in Economic History
 M C Evans BA (Exeter) MSc PhD, Research Officer, Centre for Analysis of Social Exclusion, Suntory and Toyota International Centres for Economics and Related Disciplines
 Jane Falkingham BSc MSc, Lecturer in Population Studies
 Robert M Farr BA MA PhD DSc (Belfast) CPsychol FBPSS, Professor of Social Psychology
 A Faure-Grimaud BA MA (Limoges) PhD (Toulouse), Lecturer in Management, Institute of Management, Financial Markets Group
 L Felli Laurea (Trieste) PhD (MIT), Reader in Economics
 J Fernandez BA (ESC Bordeaux) MA (Kent), Research Officer, Personal Social Services Research Unit
 S Fernie BSc (Loughborough) MSc, Research Officer, Centre for Economic Performance
 D G Fon-der-Flaass PhD (Russia), Research Officer, Department of Mathematics and Centre for Discrete and Applicable Mathematics
 Vanessa M I Finch LL.B (Kingston) LL.M, Senior Lecturer in Law
 J E Forder BSc (Bath) MSc (York), Research Officer, Personal Social Services Research Unit
 E Francís MA MSc DPhil (Oxon), Lecturer in Development Studies
 L A Franco BSc MBA (Peru) MSc (Lanc), Research Officer, Department of Operational Research
 B W Franks BSc MSc PhD (Edinburgh), Lecturer in Psychology
 P Frantz EngD (Grenoble) PhD (LBS), Lecturer in Accounting and Finance
 M Fraser BSc(Econ), Lecturer in European Government and Policy, European Institute
 Judith A Freedman MA (Oxon), Reader in Law
 R B Freeman BA PhD (Harvard), Professorial Fellow, Centre for Economic Performance
 C M Frege BA (Freiburg) MSc PhD, Lecturer in Industrial Relations
 S J Friederich DEA (IEP Paris), Research Officer in Market Microstructure, Financial Markets Group
 Julian Fulbrook LL.B (Exeter) PhD (Cantab) LL.M (Harvard), Lecturer in Law
 C J Fuller MA PhD (Cantab), Professor in Anthropology
 Jane I Galbraith MA (Aberdeen) MSc, Lecturer in Statistics
 Karen Gardiner BSc MSc, Research Fellow, Centre for Analysis of Social Exclusion, Suntory and Toyota International Centres for Economics and Related Disciplines
 G D Gaskell BSc PhD, Reader in Social Psychology, Director of the Methodology Institute
 P Georgiou BA MA, Research Officer, Department of Operational Research
 Marie-Claude Gervais BSc MSc (Montreal) PhD, Lecturer in Social Psychology
 M B Gietzmann BA (Newcastle) PhD (Durham), Senior Lecturer in Accounting and Finance
 R C Gill BA (Exeter) PhD (Loughborough), Lecturer in Gender Studies and Theory, Gender Institute
 L Giraitis BA PhD (Vilnius), Research Officer, Department of Economics
 Howard Glennerster BA (Oxon), Professor of Social Administration, Chairman of Suntory and Toyota International Centres for Economics and Related Disciplines

K H Goetz MSc DPhil (Oxon), Senior Lecturer in Government with special reference to the Politics and Government of Germany
 Joanna Gomułka MSc PhD (Warsaw), Senior Research Fellow, Suntory and Toyota International Centres for Economics and Related Disciplines
 Stanislaw Gomułka MSc DrEcon (Warsaw), Reader in Economics
 C A E Goodhart BA(Econ) (Cantab) PhD (Harvard), The Norman Sosnow Professor of Banking and Finance
 Rosemary A Gosling BSc MSc, Programme Director for External Study
 A P Gouldson BA (Portsmouth) MSc, Lecturer in Geography and Environment
 T R Gourvish BA PhD FRHistS, Director of the Business History Unit
 P G Gow PhD, Lecturer in Anthropology
 J N Gray DPhil (Oxon), School Professor of European Thought, European Institute
 C J Greenwood BA LL.B (Cantab), Professor of International Law
 P A Gregg BA (Kent) MSc, Senior Research Fellow, Centre for Economic Performance
 A Guyomarch L ès L M ès L (Caen) DEA (Paris) PhD, Joint Lecturer in European Politics, Government and the European Institute, Deputy Director of the European Institute
 C Hadjimannuil LL.B LL.M PhD, Lecturer in Law
 V A Hajivassiliou BSc MSc PhD (Massachusetts), Reader in Economics
 Catherine Hakim BA PhD, Senior Research Fellow, Department of Sociology
 A L Hall BA (Sheffield) MPhil PhD (Glasgow), Reader in Social Planning in Developing Countries, Convener of Postgraduate Awards Panel
 F Halliday BA (Oxon) MSc PhD, Professor of International Relations
 F E Ian Hamilton BSc(Econ) PhD, Senior Lecturer in Economic and Social Studies of Eastern Europe (joint post with School of Slavonic and East European Studies)
 J M Hanhimäki BA (Tampere) MA PhD (Boston), Lecturer in International History
 John H Hardman Moore MA (Cantab) MSc PhD, Professor of Economic Theory
 S Harkness BA (Cantab) MA (Sussex), Research Officer, Centre for Economic Performance
 C R Harlow LL.B LL.M PhD, Professor of Public Law
 M E Harris BSc Soc (Birmingham) MA (Brunel) PhD, Lecturer in Voluntary Sector Organisation, Assistant Director, Centre for Voluntary Organisation
 J C Harriss MA (Cantab) PhD (East Anglia), Programme Director, Development Studies Institute
 Janet M Hartley BA PhD, Senior Lecturer in International History
 T C Hartley BA LL.B (Cape Town) LL.M, Professor of Law
 D W Harvey BA MA PhD (Cantab), Miliband Fellow, Department of Geography and Environment
 Michele Harvey BSc (Atlanta) MSc PhD (Columbia), Instructor in Mathematics
 D M Hausmann BA (Harvard) MPhil PhD (Columbia), Ludvig Lachmann Fellow, Department of Philosophy
 A R Heching BA (New York) PhD (Columbia), Lecturer in Management, Interdisciplinary Institute of Management
 R Hendry BSc MSc, Research Officer, Centre for Analysis of Social Exclusion, Suntory and Toyota International Centres for Economics and Related Disciplines
 Francisco J Hidalgo Licenciatura (Madrid) MSc PhD, Reader in Economics
 C J Hill BA DPhil (Oxon), Montague Burton Professor of International Relations
 Stephen R Hill BA (Oxon) MSc PhD, Professor of Sociology, Pro-Director
 J R Hills MA (Cantab) MSocSc (Birmingham), Professor of Economics and Social Policy, Director of the Centre for Analysis of Social Exclusion, Suntory and Toyota International Centres for Economics and Related Disciplines
 Simon J Hix BSc(Econ) MSc(Econ) PhD (EUI, Florence), Lecturer in European Union Politics and Policy, Government and European Institute
 J Hobcraft BSc(Econ), Professor of Population Studies, Chairman of the Population Investigation Committee
 T J Hochstrasser MA PhD (Cantab), Lecturer in International History
 Harold C Hoefner BA (Houston) PhD (Stanford), Lecturer in Philosophy
 M J Hoffman BA (Massachusetts) MSc, Lecturer in International Relations
 Walter W Holland CBE BSc MD FRCGP FRCPath FRCP FFPHM, Hon Professorial Fellow, LSE Health, Professor Emeritus of Public Health Medicine
 C C Hood BA (York) BLitt (Glasgow) DLitt (York), Professor of Public Administration and Public Policy
 A Horsley BSc (Birmingham) MS (Minnesota) PhD (Birmingham) DPhil (Oxon), Lecturer in Economics
 J G Horton MSc (Aberystwyth) MPhil PhD, Lecturer in Accounting
 John Howard MA (Cantab) MSc (Newcastle) PhD (Bristol), Senior Lecturer in Operational Research and Statistics
 A C Howe BA DPhil (Oxon), Senior Lecturer in International History
 W P Howlett BA (Warwick) MPhil (Cantab) PhD (Cantab), Lecturer in Economic History
 C Howson BSc(Econ) PhD, Professor of Logic
 J Hughes BA (Belfast) PhD, Senior Lecturer in Comparative Politics
 Patrick C Humphreys BSc PhD, Professor of Social Psychology
 E H Hunt BSc(Econ) PhD, Senior Lecturer in Economic History
 Janet E Hunter BA DPhil, Saji Senior Lecturer in Japanese Economic and Social History
 Christopher T Husbands BA(Econ) (Manchester) MA PhD (Chicago) AIL, Reader in Sociology, Consultant to the Teaching Quality Assurance Office
 S A Hussain MA (Karachi) BPhil MLitt (Oxon), Deputy Director of the Asia Research Centre
 B M Hutter BA DPhil (Oxon), Lecturer in Sociology
 A J Innes BSc PhD, Lecturer in the Political Sociology of Central and Eastern Europe, European Institute
 L Inrona BCom (South Africa) BA MSc PhD (Pretoria), Lecturer in Information Systems
 R A Jackman MA (Cantab), Professor of Economics, Academic Director of Economics Summer School
 E M Jackson MA (Oxon), Lecturer in Law
 J A Jackson Preece BA MA (British Columbia) DPhil (Oxon), Lecturer in Nationalism in Europe, European Institute
 Joe M Jacob LL.B, Senior Lecturer in Law, Chairman of the Academic Publications Committee
 D P C Jacobs MA (Harvard) BA MA, Research Officer, Centre for Analysis of Social Exclusion, Suntory and Toyota International Centres for Economics and Related Disciplines
 M U Jacobs BA (Oxon), Research Fellow, Department of Geography and Environment
 D A James PhD (South Africa), Lecturer in Anthropology
 O James BA (Oxon) MSc, Research Officer, Government
 E M M S João BSc (Lisbon) MA (North Carolina) PhD, Lecturer in Geography and Environment
 B S Johnson BA PhD (Nottingham), Senior Lecturer in Russian
 P A Johnson MA DPhil (Oxon), Reader in Economic History
 David K C Jones BSc FGS, Professor of Physical Geography
 G W Jones MA DPhil (Oxon) FRHistS, Professor of Government, Vice Chairman of the Appointments Committee
 D Josselin MSc PhD, Lecturer in International Relations
 Sandra Jovchelovitch BSc (Brazil) MSc (PUC-Brazil) PhD, Lecturer in Social Psychology
 P G Kanavos BSc (Athens) MSc (Oxon) MSc, Lecturer in Health Policy, Department of Social Policy and Administration and LSE Health
 S Karmel BA (CORNELL) MSc PhD (Princeton), Lecturer in Comparative Politics, Department of Government
 S M Kavanagh BA (Queen's) MSc (York), Research Officer, Personal Social Services Research Unit

D P Keen BA (Cantab) DPhil (Oxon) MSc, Lecturer in Development Management and Complex Emergencies, Development Studies Institute
 R G Keller BA MSc DPhil (Oxon) MSc, Lecturer in Economics
 John Kelly BSc (Sheffield) PhD, Senior Lecturer in Industrial Relations
 P J Kelly BA MA (York) PhD, Lecturer in Political Theory, Department of Government
 J Kendall BSc (Hull) MSc (York) PhD (Kent), Research Officer, Personal Social Services Research Unit
 William P Kennedy BA (Rice) PhD (Northwestern), Lecturer in Economic History
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Editorial Co-ordinator Official Publications Gloria Henshaw
Admin Officer (Systems) Derek Cook BA

Senior Tutor to General Course Students
 Mike Reddin DipSocAdmin
Admin Asst Amanda Barton BSc

Student Recruitment Manager Tim Rogers BA
Student Recruitment Co-ordinator Carey Singleton BA PGCE

Programme Director For External Study
 Rosemary Gosling MSc BSc(Econ)
Admin Officer (External Study) Rhiannon Jones BSc

Estates Officer Christopher Kudlicki MCIQB Chartered Constructor
Asst Estates Officer (Projects) P G Seager ACIOB MBIAT LASI
Asst Estates Officer (Operations) K Foot

Building Projects Officer Peter Kersey ARICS Chartered Surveyor
Energy Manager F Malik BSc
Help Desk Technician To be appointed
Operational Administrator To be appointed

Finance Officer Bryan Pearce CPFA
Executive Asst Chandra Patel

Deputy Finance Officer Norman Hill BSc CPFA

Asst Finance Officer Nigel Stallard BSc ACA
Senior Accountant Catherine Hollyhead BSc ACA
Systems Accountant Keith Adams MAAT ACCA
Asst Accountant Gillian Lee BSc
Credit Manager Tony Salzman MICM

Superannuation Officer Eugene Kennedy
Payroll Officer To be appointed
Manager, General Accounts Office
 Sean McNally BA PGCE LMusLSM
Deputy Manager, General Accounts Office Margaret Woollard

Catering Manager Elizabeth Thomas MHCIMA
Deputy Catering Manager Gillian Passey BA

Unit Managers (Brunch Bowl) T A K Kose,
L. Causley, (Staff Dining Room) Jacqueline Beazley,
(Robinson Room) Alison Goulstone, *(PizzaBurger)*
 To be appointed, *(Café Pepe)* Andrew Carr,
(Beavers' Retreat) Peter Coton

Head of Personnel Services Alison Johns MA MIPD

Deputy Head of Personnel Services Diane Cleak BA MA LLB FIPD

Employee Relations Manager Ian Darker BA
Asst Personnel Officer (Employee Relations)
 Gail Keeley BA MIPD
Personnel Systems Manager Simon Beattie BA MSc
Recruitment Manager Sita Gore GIPD

Academic Personnel Officer Hannah Paton BA
Committee Secretary June Brown
Staff Training & Development Co-ordinator
 Chris Connelley BA PGCE
Teaching & Learning Development Officer Elizabeth Barnett BA PhD

Head of Research and Contracts Division
 Neil Gregory BA MA ACIS

Deputy Head of Research and Contracts Division
 Angus Stewart

Head of Executive and Professional Education
 To be appointed

Research and Contracts Division Policy Coordinator
 Andrew Jones BA MSc

Divisional Office Manager Michael Oliver
International Summer Schools Coordinator To be appointed

Divisional Administrative Secretary Joanne Baker
Executive and Professional Education Projects Coordinator
 To be appointed

European Research Contracts and Training Manager
 Jonathan Deer

Research and Contracts Division Accounts Coordinator Kerry Fyffe
Management Trainee Linda Cotterrell BA

Senior Asst Secretary Adrian Hall BA

Planning Officer Graham Morrison MA FCIS
Asst Secretary Andrew Webb BA MA

Management Trainee Stephen Brooker BA
Resource Centre Manager Sue Wood

Academic Publications Officer B S Friedgood BA MA PGCE
Head of Public Relations Denise Annett BA DipLIS
Press Office Manager Deirdre French
Press Officer Judith Higgin BA
Asst Information Officer Fiona Whiteman BA

School Photographer Karl Fulton

Head of Management Information Services
 Alan Harrison FBCS

Analyst/Programmers Jane Godfrey BA, Ronald Riley BA,
 Frances Jennings MA MPhil, Antonia Buamah BSc MSc

Deputy Head of Management Information Services
 Christopher Cobb BSc

Support Analyst/Programmers Irmela Geyer DIPLOM,
 Clifton Lindo PGD, To be appointed

Senior Analyst/Programmer Brian Young BSc

Database Administrator P Makkar BSc PhD
Support Officer Mike Bragg
Desktop Support Officer Suzanne Baldwin

Head of Accommodation Planning and Services
 M G Arthur LLB AKC ACIS

Administrative Officer Sarah Smith BA
House Manager B N Taffs
Management Trainee Ruth Shapiro BA

Facilities Manager H Edwards DMS MIMGT
Environmental Services Officer S J Black MA
Supplies Controller To be appointed
Post Room Supervisor K Harvey
Reprographics Services Manager To be appointed
Telecommunications Manager To be appointed

Teaching Room Services Manager C Hickson BSc
Audio Visual Supervisor R V Flood
Conference & Events Manager G Delaney BSc(Econ)
Timetables Manager K. Elliott BA

Head of Residential Services D. Segal BA PGCE PGDIRD

See also Residences below

Accommodation Officer Paul Trivett BSc(Econ)
Residences Accountant D Wilson-Cole FCEA MAAT MABE AIMGT

Marketing Officer Mark Worrall BA BIM
Residences Administrator S Macauley
Senior Nursery Officer in Charge Claire Boyack NNEB

The LSE Development Office

Director of Development Fiona Hodgson BSc MA

Operations Manager Julian Szego BSc MA

Fundraising Executives Vanessa Edwards BA MA,
 Patrick Hawke-Smith BA, Dorothy Johnson BA,
 Robert McCarthy BA, Tariq Sadiq BA, Luna Sidhu BA MA MPhil MA

Alumni Relations Manager Regina (Reggie) Simpson BA MA
Management Information Officer Oliver Luker BA

The LSE Health Service

Senior Partner To be appointed

Partners John Kelt BSc MB CHB DFM MPhil MRCP
Occupational Health Physician, M B Byrne MB CHB
Adviser to Disabled Students, R Ratnavel BA MB.BS MRCPG

Gynaecologist Valerie Little BScPhysiol MB BS MRCS LCRP

Practice Nurse Rosemary Malbon SRN SCM RSCN

Student Counsellors E Barker BA PG DIP, J. Storey BA DIP PSYCH MSc,
 Susan Kendall, Teresa Schaefer

Practice Manager Catherine Duggan

Residences

Bankside Hall

Warden T J Hochstrasser MA PhD
 Academic Resident A P Gouldson BA MSc
 General Manager Richard M Anderson HICM
 Deputy General Manager A S Lapping BSc DipMan
 Accounts Officer S B Williams

Butlers Wharf

Warden To be appointed
 Residence Manager George Kane BA PGDHCIM
 Office Manager/Book Keeper Sue Stocker

Carr-Saunders Hall

Warden J J Thomas BSc
 Hall Bursar To be appointed
 Deputy Hall Bursar Amanda Edwards BA
 Accounts Officer Janet Marchant

High Holborn

Warden Edward A Kuska BA PhD
 Residence Manager Sarah Jons AHCIMA
 Deputy Residence Manager Jacquelyn Woodley HCIMA

Passfield Hall

Warden M Perlman BBA PhD
 Hall Bursar Jill Martin
 Deputy Hall Bursar Catherine Robertson
 Caterer Carole Tew

Rosebery Avenue

Warden J M Hanhimäki BA MA PhD
 Hall Bursar Mary W Zantaf MHCIMA
 Deputy Hall Bursar Melanie Parnell BA
 Caterer Nigel Blackman

Careers Advisers of the University of London Careers Service attached to the School

Head of College Careers Service Michael Tiley MA FCA
 Careers Adviser Mary Baldwin BA
 Careers Adviser Lesley Martin BSc DIPCG

The Chaplaincy

Rev Neil Nicholls *Anglican*
 Rev Nadim Nassar *Free Church*
 Fr Jeremy Fairhead *Roman Catholic*
 Fr Alexander Fostiropoulos *Orthodox*

British Library of Political and Economic Science

Librarian & Director of Information Services

Jean Sykes MA MLitt DipLib ALA

Administration and Planning (Library and IT Services)

Deputy Librarian To be appointed
 Library Administrator & Project Coordinator Valerie Straw BA
 PA and Office Administrator Barbara Levinson

Information Services and Collection Development

Sub-Librarian Maureen Wade BA DipLib ALA
 Data Librarian Sean Townsend BA MA
 Asst Librarians Giovana Bono BA MSc, Graham Camfield BA MA,
 Heather Dawson BA DipLib ALA, Kenneth Gibbons MA ALA,
 Christine James MA ALA, Jane Neilson BA MPhil DipLib,
 Nerys Webster BA MSc, Rupert Wood Phil MA DipLib
 Head of Official Publications Ben Wynne BA DipLib ALA
 Senior Library Asst Iain Baxter

Archives and Rare Books

Archivist Susan Donnelly BA DIPARCHIVE ADMIN
 Asst Archivist Anna Towison BA MA/Ad

Public Services

Deputy Librarian To be appointed
 Public Services Librarian To be appointed
 Senior Library Assistant (Circulation Supervisor) Helen Easter BA
 Senior Library Assistant (Document Delivery) Vincent Matthews
 BSc MA MA PhD
 Senior Library Assistant (Admissions) Joanne Taplin BA
 Shelving Supervisor Graham Meredith
 Photocopying Supervisor Bridgette Cummings

Technical services

Sub-Librarian Glyn Price BA DipLib ALA

Serials

Assistant Librarians Frances Shipsey BA MA,
 Nadine Edwards BA PGDip
 Principal Library Assistant Elizabeth Fishman
 Senior Library Assistant Ruth Taylor BSc

Acquisitions

Acquisitions Manager Beverly Brittan

Senior Library Assistant (Binding) Richard Collings BA
 Senior Library Assistant (Study Packs) Mei Pang
 Senior Library Assistants Irene Kiener, Kathy Lee,
 Rachel Robinson BSc MA
 Principal Library Assistant Francesca Ward
Cataloguing
 Assistant Librarians Richard Leggott MA, Karen Prowse BSc MSc
 Principal Library Assistants Norman Cadge BA ALA, Robert Warren
 Senior Library Assistant To be appointed

Information technology support

IT Support Team Manager Tim Green DipCompSt
 Library System Project Manager Anna Leith BA DipLib MSc ALA
 IT Support Officers Michael McFarlane, Victoria Voice BA
 Web Officer Richard Meheux BA MA MSc

International bibliography of the social sciences

Editorial Manager Caroline Shaw BA MA
 Asst Editorial Manager To be appointed
 Editorial Assts Liam Earney BA, Bethan Hatherall BA, Samantha
 Mitchell BSc PgDip, Carlos Novas BA MA, Michael Royce BA MSc,
 Csanad Siklos BA MA

Shaw Library

Principal Library Asst Alan Lowson FLCM ARCM LRAM ALA

Externally funded projects

Penny Beveridge MA ALA, John Gilby BSc,
 Barbara Humphries BA MA DipLib, Laura Johnson BA MSc,
 Darryl Kirk, Simon McLeish BA PhD, Clare Mays BA MA,
 John Paschoud MSc, Neil Prockter BSc, Richard Trussell BA MA ALA,
 Nerys Webster BA MSc

Information Technology Services

Librarian & Director of Information Services

Jean Sykes MA MLitt DipLib ALA

User Services Manager

Malcolm Keech BA MSc PhD FIMA

Network Services

Network Services Manager Raj Patel HND CNE
 PC & Hardware Support Officer Ken Dong
 IT Support Specialist Paul Jackson BSc DipComSci
 Analyst/Programmer Michael Koh MSc
 Technical Administrator Puneet Singh BSc DipAcc&Fin
 PC & Network Support Officers Martin Slade BSc,
 Catherine Tapp BSc

Systems Development

Systems Development Manager Richard Kaczynski BSc MSc
 Analyst/Programmers Rick Barns BSc, Jeremy Skelton BSc

Office Administration

Departmental Administrator Maria Tortelli BA
 Departmental Secretary Elizabeth Dada HND

Operations

Operations Manager Derek Harper
 Supplies Officer Ian Harvey

IT Services Manager

David Dalby BSc(Econ) MSc MBCS

Central Services

Training & Information Manager Sam Thornton MSc
 Specialist Applications Consultant Alma Gibbons
 IT Trainer Mary Stewart-David MA
 Information & Help Desk Officer Chavi Yogeswaran
 Information Officer & Data Preparation Supervisor Penny Page
 IT Support Officer (Student off-site access) Chris Thompson
 IT Support Specialist San Huang-Doran BA MSc

Cluster Support Teams

IT Support Specialists Carol Hewlett MA MSc MBCS,
 Paul Gee BSc MSc, Joanne Bordoni BA MSc, Fraser Muir BSc,
 Kerrie Henderson BSc, Adam Preston BA MSc,
 Adam Bovington BSc, Victoria Kingham BA MITT

IT Support Officers Yvonne Ward, Kristian Roger BA,
 Carole Simpson, Peter Krawiecki HNC, Linda Shiels BSc MSc,
 Mike McFarlane, Philip Palmer BSc, Li Cheng BSc MSc,
 Robin Judd BA CEng

British Library of Political and Economic Science

The British Library of Political and Economic Science is the library of the School and aims to meet the information needs of all LSE members. The Library is internationally recognised as a major social science library. These interdependent functions have grown together: the School has given the Library wide contacts with the public and academic worlds and a standing which it could not so easily have gained as an independent institution, and the Library has in its turn been a major asset in attracting high calibre scholars to the School. It is freely open to members of the School and is extensively used by other scholars and researchers.

The scope of the Library is the social sciences in the widest sense of the term. It is particularly rich in economics, in transport, in statistics, in political science and public administration, in international law and in the economic, political, social and international aspects of history. As well as purchasing books which students will be required to read for their courses the Library continues to build its collections for use by research students.

The Library has very long runs of periodicals of which approximately 10,000 are current. Other notable features of the Library's stock are several hundred thousand controversial and other pamphlets and leaflets; rich collections of government publications from nearly all the countries of the world; depository sets of the publications of the United Nations and of its specialised organisations, and of the United States Government; and many individual collections of rare books and manuscripts. The Library occupies five floors of the Lionel Robbins building and the majority of the estimated 4 million separate items are on open shelves. In some subjects within its field, the Library is surpassed only by smaller, highly specialised libraries, and in others it is unsurpassed.

The *Course Collection*, situated by the main entrance to the Library, contains the more important books used in teaching and includes additional copies of texts which may be borrowed by any member of the School.

The catalogues show which items are in the Library's stock and where they can be located. Items added to stock since January 1980 are recorded on the Library's computer system, UNICORN, which can be searched via computers located in the Library and from other computer workstations in the School. For pre-1980 material it is necessary to use the author card catalogue situated on the ground floor of the Library. The subject catalogue is also published in bound volumes under the title *A London Bibliography of the Social Sciences*, covering accessions until 1989. Since 1990 the Library has published *The International Bibliography of the Social Sciences*, which selectively indexes books and the contents of journals added to the Library. In 1995 this also became available to the UK academic community as 'IBSS Online', a database accessible via BIDS/ISI at Bath.

The Library has an extensive Reference Collection and during staffed hours Information Desk staff are available to answer queries about the Library's collections and services. A wide range of electronic bibliographic search services is available to staff and students of the School. Training in the use of these is offered through the Information Skills Training programme. 100 PC workstations for LSE members and additional microcomputer facilities are provided for postgraduate students.

The *Shaw Library* (established with the help of a gift from Mrs George Bernard Shaw) is a lending collection of general literature, and also contains a substantial collection of records. It is on the sixth floor of the Old Building.

Full information about Library services is given in the range of guides displayed on the guide stands on the ground floor.

University Library

The University Library is a major academic library of over 1,500,000 volumes, the main strengths being in the humanities and social sciences. Many of the books are loanable. It has about 5,700 periodicals.

Entitlement to use the University Library is not automatic. You should apply to the School Library (BLPES) by completing an application form available from the BLPES Information Desk. In authorising applications, priority will be given to those needing access to specialist research material not held at the School Library. Short tours of the University Library are available.

Information Library Information Centre, or telephone (0171) 636 8000 Ext. 5081.

Information Technology Services

IT plays a key role in both teaching and research in the social sciences. The School is committed to ensuring that students and staff have access to the necessary tools and support.

The main elements of the School's IT provision include:

- Over 1,700 desktop personal computers (mostly IBM-compatible). Of these, some 600 IBM PCs are available in open-access rooms, principally for student use.
- A high-speed network interconnecting all the School's computers. This provides access to a wide range of industry-standard software, as well as advanced research and teaching applications. The School is connected to a London-wide Metropolitan Area Network and, hence, to the national Super JANET network and the Internet.
- A shared central computer, currently a Sun E4000 Unix system, which provides resources for computationally-intensive and large memory calculations. Access is also provided to remote mainframe and high performance computing facilities. These are services for approved research projects only.
- Internet access, electronic mail, remote login and file transfer to educational institutions and other organisations throughout the world.
- Access to a wide range of databases and information sources, including networked CD-ROMs, online data services and the World Wide Web.
- Computer rooms in most halls of residence, with some wired for direct connection to the School network. Students in certain halls may access the School network from study bedrooms using their own computers.
- Online access to the Library catalogue held on a Digital Alpha system using UNICORN software.

The software available on the network includes Microsoft Office (Word, Excel, PowerPoint and Access), Microsoft Exchange, Netscape, SAS, SPSS and a range of other Windows 95 applications. Windows 95 is the standard environment in all of the public computer rooms. Hardware and software support is provided by IT Services, and open-access advisory and fault desks are available to all students, which are backed up by teams of support specialists. A range of training is available from IT Services, concentrating on introductory courses. Computer-based training is also available.

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

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

IT training and support is provided for all staff and there is also a Staff IT Resource Centre, which includes various self-paced open learning materials. IT Services has designated a member of staff as a point of contact for disabled students.

Students with Disabilities

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

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

The Economists' Bookshop

Founded in 1946, the bookshop has developed in harmony with the School, enjoying always a close relationship with its host. Stock concentrates on disciplines studied at LSE, with strong ranges in social sciences, management, law and finance, and with an outstanding range in economics. A large second hand book department deals in student textbooks, publisher review copies and older collections: often a valuable resource for those with a tight budget, or with an interest where the required title has exceeded the publisher's increasingly abbreviated shelf life.

The Bookshop's biggest initiative planned for 1998/9 is the development of a web-based ordering system, in order to enhance our provision of book information and service to all our customers, wherever they happen to be in the world. Announcements on developments here will be made in the LSE Magazine as the programme progresses. In the meantime, the management and staff are always available to offer help and guidance at the bookshop, and to deal promptly with enquiries by letter, phone, fax or e-mail.

Telephone +44 (0)171 405 5531 Fax +44 (0)171 430 1584 e-mail economists@psilink.co.uk

Short Courses, Contract Teaching and Executive Education

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

Executive and Professional Education (EPE)

Programmes can be specifically designed to meet the needs of clients and professional groups in both the public and private sectors and can be held in LSE or at client locations in any part of the world. EPE ensures the highest level of tuition by drawing on the School's regular staff, who are responsible for ensuring the design, quality and standard of specific courses.

EPE is glad to provide advice on the organisation, structure and financing of continuing and professional education, and welcomes ideas and suggestions for future courses.

General information Head of EPE 0171-955 6761 (direct line).

Information on summer schools and short courses Telephone 0171 955 7227 Fax 0171 955 7675

email EPE@lse.ac.uk

The Economics Summer School

The principal aim of the Economics Summer School is to provide high quality short courses in economic principles and in the main fields of applied economics, such as finance and international economics. It is intended to cater to a variety of target groups including undergraduate and graduate students as well as those from the business community and public sector.

Academic Directors:	Professor R Jackman Dr M Perlman Dr John Board
Administrative Officer:	E Aitken BSc
Administrative Assistant:	L McKeivitt BSocSci MSc

External Study

By agreement with the University of London, the School is responsible for the academic direction of a number of qualifications for External Students in Economics, Management, Accounting and Finance, Banking and related areas. Some 7000 students are studying worldwide for these qualifications. One of these is the Diploma in Economics for External students. The Diploma is part of the commitment of the School and the University to extending and widening opportunities for access to higher education. It was designed for students without formal university entrance qualifications and is examined at the level of the first year of a university degree. It is also of interest to those who are conventionally-qualified. The Diploma may only be taught by institutions to whom the School has given permission. In 1998/9, institutions in Greece, Hong Kong, India, Malaysia, Pakistan, Singapore, Sri Lanka and Turkey had permission to teach for the Diploma.

LSE Development Office

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

The Development Office intends to build on the Foundation's achievement of raising over £22 million since 1993, by further initiatives to support the following:

- redevelopment of the Lionel Robbins building which houses the British Library of Political and Economic Science;
- development of the School site, including pedestrianisation of Houghton Street;
- academic development, in particular in the areas of Media and Communications, Risk Studies and Management;
- student support; fundraising efforts will be concentrated on the New Futures Fund, an innovative and flexible fund designed to promote access and excellence for students of the School.

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

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

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

Residential Accommodation

The School has four Halls of Residence: Bankside House, Carr-Saunders Hall, Passfield Hall and Rosebery Hall; two block of self-catering flats: Butlers' Wharf and High Holborn; 18 self-catering houses at Silver Walk in Rotherhithe, 1 house in Mile End and 18 furnished flatlets in Tufnell Park for couples and single parent families. In addition there are eight University of London Halls which accommodate students from the School as well as other London Colleges. The Students' Union and Welfare Housing Office and the University of London Accommodation Office help students find lodgings and flats in the private sector.

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

School Halls of Residence, Flats and Houses

Bankside House 24 Sumner Street, London SE1 9JA Telephone: 0171 633 9877
The School's newest residence on the South Bank accommodates over 600 men and women students. More than half of the rooms have private showers and toilets. There are 32 adapted spaces for disabled students.

Butlers' Wharf Gainsford Street, London SE1 2NB Telephone: 0171 407 7164
Butlers' Wharf is a self-catering residence of forty-six purpose designed flats. There are 257 places in single study bedrooms and 24 places in twin rooms.

Carr-Saunders Hall 18-24 Fitzroy Street, London W1P 5AE Telephone: 0171 580 6338
Carr-Saunders accommodates 156 men and women students in 132 single and 12 twin rooms.

High Holborn 178 High Holborn, London WC1V 7AA Telephone: 0171 379 5589
Opened in September 1995, this is currently the most popular of the residences, accommodating 448 men and women students in self-catering flats.

Passfield Hall Endsleigh Place, London WC1H 0PW Telephone: 0171 387 7743
Passfield Hall accommodates 195 men and women students in single, twin and treble rooms. Two meals a day are included in the fees.

Rosebery Avenue Hall 90 Rosebery Avenue, London EC1R 4TY Telephone: 0171 278 3251
This hall accommodates 315 men and women students in 285 single and 15 twin study bedrooms.

Silver Walk 1-19 Pattina Walk, Silver Walk, London SE16 1HT Telephone: 0171 252 3058
Silver Walk accommodates 85 men and women students in 17 shared houses in Rotherhithe. There is also one common house for the students' recreational and study use. Twin rooms are often let to couples where one is a full-time graduate student. Silver Walk now offers occasional spaces for families with one or two small children.

83 Anson Road and 73 Carleton Road London N7 0ET Telephone: 0171 607 5024
The School has 18 furnished flatlets at the junction of Anson and Carleton Roads which are available for letting to couples and families with one child where one is a full-time student at LSE.

University of London Halls of Residence (Intercollegiate Halls)

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

Canterbury Hall Cartwright Gardens, London WC1H 9EE Telephone: 0171 387 5526
230 women students are accommodated in 226 single and 2 twin study bedrooms.

College Hall Malet Street, London WC1E 7HZ Telephone: 0171 580 9131
252 women students are accommodated in 112 single and 70 twin study bedrooms. All first year undergraduates are expected to share.

Commonwealth Hall Cartwright Gardens, London WC1H 9EB Telephone: 0171 387 0311
Commonwealth Hall accommodates 418 men and women students in 412 single study bedroom and 3 twin study bedrooms.

Connaught Hall Tavistock Square, London WC1H 9EX Telephone: 0171 387 6181
Accommodation is provided for 205 men in 185 single and 10 twin study bedrooms.

Hughes Parry Hall Cartwright Gardens, London WC1H 9EF Telephone: 0171 387 1477
This Hall provides accommodation for 299 men and women students in 289 single and 5 twin study bedrooms.

International Hall Brunswick Square, London WC1N 1AS Telephone: 0171 837 0746
Accommodation is provided for 533 men and women students in 503 single and 15 twin study bedrooms. Half the accommodation is reserved for British students and half for overseas students.

Nutford House rawn Street (off George Street), London W1H 6AH Telephone: 0171 723 5020
Accommodation is provided for 198 men and women students in 158 single and 20 twin study rooms.

Lillian Penson Hall Talbot Square, London W2 1TT Telephone: 0171 262 2081
The Hall is unique amongst the Intercollegiate Halls in that it accepts postgraduate students only, although it also welcomes applications from research fellows, research scholars and academics on sabbatical leave. There are 271 places for single men and women students and 194 places available for couples. Applications to the Hall are accepted at any time.

Research

Although much research at LSE comes within an easily identified discipline, the intellectual link between subject and discipline gives much of the School's research a strong interdisciplinary flavour, often most marked in research applied to problems of public concern. The training of social science research workers is an important aspect of the link between research and teaching, which is unusually close at the School; many of the students undertaking higher degrees make significant contributions to major research programmes.

Most research is conducted by individuals or by small groups of collaborating researchers, but a significant proportion is organised in the form of projects or programmes, often under the umbrella of a research unit or centre employing several research staff. There are currently 21 research centres and units at the School, and several institutes with an involvement in research activities on interdisciplinary topics. Research centre and units range from large multidisciplinary centres with annual turnovers of hundreds of thousands of pounds (e.g. STICERD and the Centre for Economic Performance) to small centres with more modest resources.

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

Most of LSE's research centres and units are entirely financed by industry, commerce, research councils or charitable foundations. The School is successful in attracting funds, both private and public, for research purposes. In recent years LSE received a substantial endowment, from Suntory Limited and the Toyota Motor Company of Japan; £250,000 to establish the Business History Unit; over £1 million from City sources for the LSE Financial Markets Group; and £1.5 million from a charitable sponsor to establish the Centre for the Study of Global Governance. In addition, the School has been successful in attracting funds for new chairs which will stimulate and strengthen research. Funds for research raised from outside sources exceeded £9.8 million in 1996-97.

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

The School recognises the importance of individual research in the social sciences, and each year allocates from general funds a sum (£245,000 for 1997-98) to the **Staff Research Fund**, which finances small research projects for which outside support is unsuitable or premature. Projects nurtured by small grants from the Staff Research Fund are often developed into proposals which go on to attract significant funding from outside bodies.

Consultancy is undertaken for a wide variety of clients on policy-relevant issues. Administration of consultancy projects is undertaken by Enterprise LSE (ELSE).

The LSE Research and Contracts Division aims to improve the level of administrative support for LSE's expanding funded research activities. LSE Research provides a comprehensive information, support and guidance service to academic staff seeking funding for their research. Its aim is to maximise income for research, particularly by developing new avenues of financial support and collaborative partnerships for research.

Full details of the current research interests of LSE staff, and the staff associated with each institute, research centre and research unit, are contained in *LSE Experts*.

Institutes

Development Studies Institute

Director Professor Ashwani Saith

The small core staff of the Institute are actively involved in research and policy advice in a number of countries. Their interests include problems of poverty, rural development and crisis management in Asia and Africa, politics and development, institutional reform at national and international levels, gender relations and the political economy of sustainable development at national and international levels. Its members have done sustained work in India, China, Indonesia, the Philippines, Uganda, South Africa, Kenya, and Zimbabwe. In future we expect to develop these and other interests in association with the wide range of colleagues at the School with a strong interest in development studies.

The European Institute

Director Dr Howard Machin

The Institute supports a range of research on Europe, both East and West.

The Public Service Group, with support from the ESRC for its Converging Administrative Systems project, has analysed the convergence of administrative structures and methods in the EU and also the recruitment, training and mobility of senior civil servants.

The Economic and Social Cohesion Laboratory, with support from the European Commission, is responsible for a major research project to measure and model the impact of the EU Cohesion structural fund projects. Other projects undertaken include City of Naples: The Europeanization of Urban Planning in the European Union; Economic Disparities in the Mediterranean Regions; and Financing of Local Investment Projects, City of Brescia.

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

The Corporate Governance project which aims to assess the implications of competition between systems of corporate governance in Europe for companies and regulators in Britain and Germany is currently supported by the Anglo-German Foundation.

The Information Society Observatory has been established to provide a published analysis of and a database on information society issues and to conduct research into the socio-economic impact of the emerging information society. Its first annual conference on the theme Europeans in the Global Information Society was addressed by the EU Commissioner for industry, information technology and telecommunications.

The interdisciplinary Hellenic Observatory was inaugurated in October 1996 to develop research and undergraduate and postgraduate courses on the country's economics, society, politics and policy-making, and establish doctoral scholarships and post-doctoral fellowships for research on specific aspects of contemporary Greece. The holder of the newly-established Eleftherios Venizelos Chair of Contemporary Greek Studies will assume the directorship of the Observatory.

The Association for the Study of Ethnicity and Nationalism has an international, multidisciplinary membership of approximately 500 academics, researchers and students. Its journal *Nations and Nationalism* is published three times a year and is the only scholarly journal in the English-speaking world which is specifically concerned with the study of nationalism in all regions of the globe. In addition to its journal, *ASEN* publishes a bi-annual *Bulletin*, and hosts a range of seminars, lectures and conferences. In 1996, the Ernest Gellner Nationalism Lectures were inaugurated; in 1997 the seventh annual *ASEN* conference addressed the topic of Nationalism and Democracy, and attracted a large international audience.

Gender Institute

Director Professor H L Moore

The Institute's research programme has five components:

- Social Identities and Citizenship – with a particular focus on patterns of care and welfare provision; citizenship and migration; reproductive rights; identity politics and multiculturalism; civic participation; ethics and justice.
- Health and Social Capital – with special attention to inequalities in health between different groups in populations; the relationship between health and the analysis and development of social capital; crime and social well-being; HIV and public health; the health of children and young people; community development and the reproduction of human capital.
- Gender, Violence and Conflict – with a particular emphasis on the analysis of gender relations and the reconstruction of societies in situations of war and civil conflict; the impact of violence on children and young people; domestic violence; and issues of risk and trust.
- Households, Families and Work – with special attention to the changing perceptions and experiences of the family/household; the links between households and labour markets; globalization and changing working practices; flexible labour deployment; new information technologies and the future of work; women in business and women entrepreneurs.
- New philosophical, methodological and empirical models for the analysis of gender in the social sciences – with particular attention to the values and politics of cultural and social difference.

Interdisciplinary Institute of Management

Director Professor P Abell

The Institute's research programme covers studies into the problems of Management in the Public Sector, the Management of International Organisations, Entrepreneurship, the Economic Implications of Profit Sharing, and the Market for Corporate Control. In addition, fundamental research into formalising case studies, game theoretical models of organisations, and applied time series analysis is well established.

Current studies include:

- Management in the public sector.
- Managerial motivation in take-overs and mergers.
- The impact of profit and equity sharing on firm performance.
- The motivation of the self-employed.
- Statistical modelling for managerial decision-making.
- Combining statistical and qualitative data in research programmes.
- The development of an interdisciplinary theory of the organisation of the firm.

The Methodology Institute

Director Dr G Gaskell

Current research projects in the Institute include:

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

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

Chairman Professor H Glennerster

Deputy Chairman Professor T Besley

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

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

The LSE Suntory and Toyota Lectures attract a wide and diverse audience from outside the School as well as LSE students and staff. Seminars are organised in a variety of fields during the year, including the Theoretical Economics Workshop, the International Studies Programme Symposia, the Japanese Seminars, the ESRC Centre for the Analysis of Social Exclusion Seminars and the Economics of Industry. Financial support is provided to the FMG for the Taxation Seminars and the Capital Markets Workshop.

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

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

Activities are financed by the income arising to the Foundation for Economic Research at LSE which was established in 1978 on the basis of funds donated by Suntory Ltd and the Toyota Motor Company Ltd of Japan.

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

Business History Unit

Director Dr Terry Gourvish

Administrator Mrs Sonia Copeland

The Business History Unit, founded in 1978, is an internationally recognised research centre specialising in business history. It emphasises the wider aspects of the subject, building on the history of individual companies and encompassing business as a whole. Since 1989 some £1.8M in research income has been generated.

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

Centre for Asian Economy, Politics and Society

The Asia Research Centre

Director Professor Michael Leifer

Administrator Joanne Hay

The Asia Research Centre began in 1997/98, as a major academic initiative. It is constituted on an inter-departmental basis with the object of promoting and coordinating social science research within an Asian ambit, especially that of an inter-disciplinary kind. That ambit takes in South Asia, South-East Asia and East Asia.

The focus of the Centre is on research and particular emphasis is placed on collaboration with academic institutions in Asian countries and the dissemination of findings to policy-makers and business and financial circles. The Centre organises conferences and briefing workshops on various topical issues concerning Asia.

The research agenda of the Centre for the coming years includes:

- Economic performance and the impact of government policy.
- The development and integration of Asian economies, including their role and place in world trade and finance, geography, social policy and administration and sociology.
- Relations between the central and territorial governments and regional diversity within countries.
- Regional security and the sources of conflict within the region.

Centre for Community Operational Research (SCORE)

Director Professor Jonathan Rosenhead

The Centre provides analytically-based assistance to community and voluntary groups, and to develop understanding of the scope, limitations and appropriate methodology for such assistance. Organisational problems which may benefit from community operational research include acquisition of information technology (hardware, software); development of business plans; surveys; forecasting; evaluation of organisational effectiveness; strategy development; and model-based support for group decision processes. Analytic approaches which may be used include problem structuring methods and operational research techniques. The Centre draws on the expertise of members of the Operational Research group (as well as staff in other disciplines) at LSE, and of the national Community Operational Research Network.

Centre for Discrete and Applicable Mathematics

Director Professor Norman Biggs

Chairman of the Steering Committee Professor Lord Desai

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

The first official activity of the Centre was the organisation of the 1995 annual meeting of the Discrete Optimization Network (DONET). DONET is a consortium of eight European institutions working closely together on theoretical and practical aspects of Discrete Optimization.

CDAM Seminar: The weekly seminar at 1pm on Thursdays attracts good audiences from inside and outside the LSE. The seminar will continue at its traditional time, and it will be a regular meeting point for members of CDAM. We have a programme of speakers to reflect the wider horizons of the Centre.

Mathematics Preprint Series: Established in 1992, there are now over 140 papers in the series. It will continue as a joint CDAM/Mathematics Department enterprise, and here too we hope that future papers will reflect the wider horizons of the Centre.

Centre for Economic Performance

Director Professor Richard Layard
Deputy Director Professor D Metcalf
Administrative Officer Nigel Rogers

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

These issues can only be understood by an interdisciplinary approach. The Centre therefore draws not only on economics but also on psychology, sociology, industrial relations, accountancy, law, economic history, geography and social administration. The 60 senior staff, drawn from all these disciplines, are mainly members of the LSE teaching staff. Further key contributions come from staff at Sheffield (in the Social and Applied Psychology Unit) and Oxford (in economics and sociology).

The 30 or so junior staff are mainly research assistants working for PhDs on an apprenticeship basis. This provides a real opportunity to attract and develop a core of well-trained social scientists in this area.

The work of the Centre is organised under eight major programmes, each with programme directors having special expertise: Corporate performance and work organisation (Professor S Nickell, Professor M West), Industrial relations (Professor S Machin), Human resources (Professor R Jackman), Business Policy and Entrepreneurship (Sir Geoffrey Owen and Professor P Abell), National economic performance (Professor C Bean, Professor C Pissarides, Professor D Quah), Post-communist reform (Dr S Gomulka), Discontinuous Change (Professor R Freeman) and International Economic Performance (Professor T Venables).

The ESRC contributes £1.2M a year and the Centre also has contracts with the DfEE, European Commission, Gatsby Trust, FEFC, the Leverhulme Trust, Nuffield Foundation, OECD and the Rowntree Foundation. It also obtains support from business. The Centre runs jointly with The Economist a Senior Business Forum which meets three evenings a year, when members of the Centre present their findings to a selected group of senior executives.

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

Centre for Educational Research

Director of Research Dr Anne West

The Centre was established in 1990 under the directorship of Professor Desmond Nuttall, formerly head of the Inner London Education Authority's Research and Statistics Branch. The Centre continues to maintain an interest in education in the capital, and other current research interests include the financing of education and educational policy research in the European Community. In addition to these core interests a range of other research and consultancy activities are regularly undertaken.

The current programme of research includes the following:

- An examination of curriculum coverage and assessment in second level education across the EU/EEA funded by the European Commission.
- An examination of the financing of school-based education in England.
- An investigation of parental choice, involvement and expectations of achievement at school funded by the ESRC.
- An international comparison of quality in higher education funded by BP.
- An international comparison of evaluation in higher education funded by the European Commission.

Other recent research has examined schools' admissions policies since the Education Reform Act 1988. The Centre publishes a range of *Clare Market Papers*.

Research and consultancy services are undertaken on a regular basis and clients have included the World Bank, the Office of Manpower Economics, the inner London boroughs, the Association for Colleges London Region, TECs and the local authority associations. Other work has been carried out for a range of charitable foundations.

Centre for International Studies

Chairman Dr Margot Light
Chairman of the Steering Committee Professor J B L Mayall

The Centre for International Studies was established as an enterprise in inter-departmental collaboration in 1967 with the initial aid of a five year grant from the Ford Foundation. Its prime purpose has been to encourage individual research to a large extent with a regional focus. Soviet and Chinese studies were encouraged at the outset but the range of interest has been extended to cover a number of regions including the Middle East and Europe.

The Centre is administered by a Steering Committee drawn from the departments of Economics, Law, Government, International Relations, International History and Social Policy & Administration. The Steering Committee assumes responsibility for recommending the appointment of up to six Visiting Fellows at any one time from home and abroad. The Fellows are lodged in their own room in Columbia House. No formal obligations are imposed on Visiting Fellows but they are expected to play some part in the intellectual life of the School especially through guest lectures and seminars. In 1996/97 the following Visiting Fellows were appointed: Margo Picken (The Ford Foundation); Professor Vilho Harle (University of Helsinki); Mr S J D Schwartzstein (Defense Department, US Government); Professor Yehuda Nini (Tel Aviv University); Professor Wayne Hunt (Mount Allison University); Professor Ralph Pettman (Victoria University of Wellington); Dr J-A Scholte (University of Sussex); Georgina Ashworth (CHANGE); Professor S J Nuttall (College of Europe); Dr Elena Kotchina (Moscow Centre for Gender Studies); Dr Alexander Ossipov (Institute for Humanities and Political Studies, Moscow); Dr Vladimir Gimpelson (Russian Academy of Sciences, Moscow); Dr Irina Modnikova (Russian Academy of Sciences, Moscow).

The Centre sponsors a monograph series in the field of International Studies published by the Cambridge University Press. Recent published works have been: David Long, *J A Hobson's Approach to International Relations: an exposition and critique*; James Mayall (Ed), *The New Interventionism: UN Experience in Cambodia, former Yugoslavia and Somalia*.

Centre for Philosophy of Natural and Social Science

Director Professor Nancy Cartwright
Co-Directors Helena Cronin, Professor John Worrall
Administrative Secretary Ms K H Workman

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

The Centre organises seminars, lectures and workshops (this last year on topics ranging from Darwinian issues in the debates on social inequality, to the role of rights in the economic analysis of welfare and the philosophical foundations of quantum mechanics). A thriving visitors programme attracts distinguished visitors from abroad whose research interests overlap with those of Centre members. The Centre organised an international conference on *Methodological and Ethical Issues in Clinical Trials* in June 1991; and a major international conference on Evolution and the Human Sciences in June 1993. Research projects on modelling in physics and economics and on causality in medicine are underway. The Centre is the home of the successful Darwin @ LSE programme.

Centre for Research on the USA (CRUSA)

CRUSA, which was established in 1993, is (apart from research institutes in Berlin and Moscow) the only research centre in Europe devoted to social science analysis of the contemporary USA and its relations with the rest of the world, with an emphasis on US-European relations. In the UK (before CRUSA was established) there was no major research Centre dedicated to the study of the political, economic and social dynamics of the USA, even though each country is the leading foreign investor in the other, no other allies share such an extensive network of cooperation and commitment, and each is now a leading tourism destination for the other.

CRUSA's research priorities have been defined in three broad areas: the Atlantic relationship, the American federal experience and the future of American society.

The Atlantic Relationship: CRUSA analyses the adjustments made by the USA to its relative loss of power among the industrialised countries and the choices it faces – unilateral, bilateral and multilateral action – as the world enters a new era after the Cold War. Will the USA continue to provide, and its partners to accept, leadership in the maintenance of economic, political and social stability – in the G7, WTO, NATO and the UN? An ESRC-funded project on US and European approaches to global economic regime formation commenced in 1994.

The American Federal Experience: An especially important issue for Europeans is the American model of federalism, and the division of political and regulatory power between central and regional authorities. CRUSA studies the American experience of federalism and its applicability (or otherwise) to the European context.

The Future of American Society: President Clinton was elected with a mandate for change, and CRUSA researches on the role of the federal government in addressing America's problems – waning industrial competitiveness, decaying infrastructure and inner cities, worsening race relations, escalating health-care costs and inadequate primary and secondary education. The scope for comparative research on such issues as health care, race relations, family structures, corporate governance and industrial policy is very great and the School has a depth of expertise in these issue areas.

Over twenty LSE teaching staff from nine departments are currently affiliated with the Centre. It is expected that academics from other institutions in Europe and the US will also participate, either as resident research fellows or on an inter-institutional basis, with dissemination of the research results world-wide using the LSE's established network and reputation.

Centre for the Study of Global Governance

Director Professor Lord Desai
Administrative Secretary Joanne Hay

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

The Centre sees as its task:

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

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

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

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

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

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

Director Dr Jonathan Leape
Administrative Secretary Ms S Persaud

CREFSA was established in February 1990 (as the LSE Centre for the Study of the South African Economy and International Finance), as an initiative of the Commonwealth Heads of Government at their meeting in October 1989. It has become a leading centre of independent research into the management of international finance, foreign exchange policy, and domestic financial policy in South Africa. Since 1992, the Centre's research has also focused on economic and financial policy issues facing the Southern Africa region, with an emphasis on issues relating to policy coordination and economic integration. CREFSA has been funded by the UK Department for International Development since 1994.

The Centre's objectives are first, to help inform economic policy, with particular reference to finance issues crucial to economic growth and development; and second, to contribute to specialist capacity on financial aspects of economic policy.

Underlying the Centre's efforts to achieve these objectives is a structured research programme that is responsive to emerging policy issues. The research is disseminated primarily through the Centre's broadly circulated *Quarterly Review* as well as through occasional Research Papers.

This research provides the basis for the Centre's two other key activities: as a catalyst for stimulating debate and further research through workshops and roundtable discussions, and to provide capacity building opportunities for policy-makers and researchers in the form of training initiatives and visitor programmes.

Centre for Voluntary Organisation

Director Dr H K Anheier

The Centre for Voluntary Organisation is part of the Department of Social Policy and Administration and was established during 1987-88 with the financial support of a number of charitable trusts.

The Centre's work focuses on problems and issues arising in the organisation and management of 'third sector organisations' - voluntary agencies, NGOs, nonprofits and associations. The aim is to provide an integrated programme in which research findings are tested and disseminated through publications, short courses, research workshops, postgraduate teaching and applied research projects. The Centre is responsible for two MSc courses: Voluntary Sector Organisation, and The Management of Non-Governmental Organisations.

The Centre has a number of part-time researchers working on externally funded projects. An Advisory Panel of voluntary sector practitioners supports the Centre's work.

The Centre co-sponsors the Journal of Nonprofit Management and Leadership with Case Western Reserve University in the United States. Other publications of the Centre include Working Paper and Case Study series. In 1998 the Centre is launching a new series of International Working Papers.

Recent and current research projects include a study of governance and change in housing associations funded by Joseph Rowntree Foundation; a series of seminars funded by ESRC on 'Challenges for Voluntary Organisations in a Changing Social Policy Environment'; an examination of the work of religious organisations; a research seminar on international comparisons on issues facing NGOs supported by the Charities Aid Foundation; a project on improving the effectiveness of small voluntary agencies funded by the Lloyds-TSB Foundation; and an investigation of the contribution of community organisations also funded by the Charities Aid Foundation. Research workshops have focused on topics such as contracting and voluntary agencies; the competing force of bureaucracy and informality in the voluntary sector; organisational structure and the role of governing bodies.

Computer Security Research Centre

Director Dr James Backhouse

Centre Secretary Jeanette Rasmussen

The Centre was opened in July 1991. The main research thrust is on the management of information security, comprising the social aspects of organisations, both formal and informal, as well as the purely technical.

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

The Centre is run by academic staff from the Information Systems Department, visiting scholars and postgraduate students following Masters and Doctoral programmes.

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

The Centre is currently involved in the following research projects:

The role of security management in organisations: an attempt to understand the role and function of security management, using an interpretative approach. A particular element is the relating of information systems security to the underlying system of responsibility and authority.

Information and power: a study of the relationship between power and information; the application area is in information security. The investigation will lead to a model which will be applied in large computer-using organisations who are developing security management.

Computer forensics: assessing the implications of the need for legal proofs for recording transactions as an element of information systems.

Information security and informal systems of control: statistics on security breaches usually indicate that a large percentage of them are discovered 'accidentally'. This project aims to assess the nature and importance of informal systems in delivering security.

CSRC Library: Relevant material for the study of information systems security comes from a diverse range of sources, including government reports, legislation, internal company documentation, conference and seminar proceedings, and commercial newsletters, bulletins, journals and newspaper articles. The Centre committed itself in 1994 to developing a library of relevant 'grey' literature. We aim to hold as much information as possible electronically and to use bibliographic and full text search techniques.

In 1994 the Centre has received funding from 3i Group Ltd and Abbey National Group Treasury to support research into computer security.

ESRC Centre for Analysis of Social Exclusion

Director Professor John Hills

Deputy Director Professor Anne Power

Co-Directors Professor Howard Glennerster, Dr Kathleen Kiernan, Professor Jullian LeGrand

Administrator Ms Jane Dickson

Chairman of the Advisory Committee Mr Norman Glass (HM Treasury)

CASE was established in October 1997 with funding from the Economic and Social Research Council. It is located within the Sunbury and Toyota International Centres for Economics and Related Disciplines (STICERD) and benefits from support from STICERD, including funding of its Toyota Fellowship. It also carries out research funded by other bodies, including the Joseph Rowntree Foundation, the Nuffield Foundation, the Gatsby Charitable Trust and the Department for Environment, Transport and the Regions.

CASE's core research lies in empirical analysis of three of the principal dimensions of social exclusion:

- the economy and incomes
- families and family change
- communities and neighborhoods.

It also examines the implications of developments in these areas for society as a whole, and the political and philosophical content of the concepts of exclusion and inclusion. Its aim is to understand the dynamic processes at work within its area of study and to investigate the individual characteristics and social institutions which prevent exclusion and promote recovery, regeneration and inclusion.

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

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

LSE Financial Markets Group

Director Professor David Webb

Centre Administrator Sarah Vink

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

The Group has its own research staff and members are drawn from the Departments of Economics and Accounting and Finance. Currently there are five Research Officers and seventeen PhD students are also employed as Research Assistants. There are also a number of part-time Research Assistants, working on various projects. In total, there are now thirty-two research staff, seven associates and three administrative support staff.

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

The dissemination of the Group's work takes place through Discussion Papers, which are generally technical in nature; Special Papers, which deal with more topical matters and are aimed at a more general readership; the FMG Review, which appears quarterly and provides non-technical summaries of recent Discussion and Special Papers, conferences and seminars and also its two Annual Reports.

The Group has been successful in maintaining balanced funding between the ESRC and other sources. During 1997 the Group obtained approximately £290,000 from the ESRC and £180,000 from the private sector in the form of sponsorship and subscriptions. Included in the ESRC income is £43,000 per annum from the DTI through its Technology Foresight Challenge. Additional funding has been obtained through the EC TMR programme (approximately £50,000 during 1997).

The Group's Steering Committee includes representatives from banking and City organisations and the ESRC, as well as LSE staff.

Greater London Group

Director Mr Tony Travers

Chairman Professor G W Jones

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

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

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

In addition to major projects, Group members are regularly involved in research and consultancy on London and metropolitan issues. Regular conferences and seminars are held at the LSE and elsewhere. Group members addressed a number of conferences during 1996 and 1997, including ones held by the Confederation of British Industry, London First, the London Research Centre, the Government Office for London, the Association of London Government and the Corporation of London.

Seminars held in 1996 and 1997 have involved - among others - London Pride Partnership, the Government Office for London, London Transport and a number of Members of Parliament. A London archive, consisting of policy papers and reports from the institutions most involved in London government, is maintained.

LSE Health

Director Dr Elias Mossialos

Chairman of the Steering Committee Professor Julian LeGrand

LSE Health was established as a multidisciplinary research centre in the School in June 1994, bringing together members of the LSE academic staff from different departments working on Health Economics and Health Policy issues. The fundamental mission of LSE Health is to undertake research, consultancy and training in the area of international health policy, to influence thereby international health policies and to contribute to the School's presence and reputation in the area. LSE Health has grown significantly in the last five years, including 20 core research staff members and another 20 research associates.

LSE Health's teaching activities have also expanded. The Centre organises the Jean Monnet Module in European and Comparative Health Policy as an option to existing related MSc courses and LSE Health is offering two intensive courses on: International Pharmaceutical Regulation and Business and the Economic Evaluation of Medical Therapies and Other Health Care Technologies. A new MSc degree in International Health Policy is to be launched in October 1999.

LSE Health's activities involve conducting high quality research in all aspects of health policy, with a particular emphasis on European and international health policy issues; promoting teaching in European and international health policy; advising government and non-government bodies; establishing a European-wide network of similar organisations; providing information through publications and other means on international health policy developments; and mounting lecture and seminar series, workshops, conferences, short courses and summer schools.

Recent and current research projects include work on health care reforms in six European countries and the reform of the health care systems of 17 OECD countries, a study of the socio-economic impact of Alzheimer's disease in the EU, citizens' views on health care systems in the 15 European Union member states, cost containment policies in the 15 EU member states, an evaluation of training in the field of health economics and management, the evaluation of integrated health promotion and innovation in a network of European Cities, the structure of the European pharmaceutical industry, developing systems for health financing in Kyrgyzstan, the implementation of user charges in Tanzania, health care reform in Greece, pharmaceutical policies in Serbia and Russia and health information systems development in Croatia. These research projects have been supported by the European Commission, the European Parliament, DFID, the World Bank, the OECD, the British Council, governments and NGOs and WHO. LSE Health has also been awarded the status of the WHO Collaborating Centre for European Health Policy.

LSE Health is a founding member of the European Health Policy Research Network and the European Observatory on Health Care Systems. The aim of the Observatory is to provide background descriptive and analytic support to policy makers in member states of the WHO European Region as they formulate strategy for the development of their national systems, and to international agencies, as they

provide consultation and programme support to member states. The Observatory is composed of WHO/Europe, the World Bank, the European Investment Bank, Norway, LSE Health and the London School of Hygiene and Tropical Medicine (LSHTM).

The Centre regularly publishes books, occasional and discussion papers. In conjunction with the European Health Policy Research Network, it also publishes *Eurohealth*, which provides a forum for policy-makers, academics and politicians to express their views on health policy developments in Europe.

LSE Housing

Coordinator Professor Anne Power

LSE Housing was established in 1989 in the Department of Social Policy and Administration as a centre for research, development and consultancy. As a result of rapid changes in the housing world and the growing housing related problems of marginalisation, we have reorientated our work in the direction of area-based problems and regeneration, closely linked to social breakdown. The main areas of research and expertise are: housing finance and economic analysis; building, design and housing maintenance; housing management; resident consultation and tenant advice; European housing developments; and new housing initiatives. LSE Housing is based in the Centre for the Analysis of Social Exclusion and has strong links to CASE research work.

LSE Housing provides advice to central and local government; government sponsored bodies, housing associations, tenants' organisations and co-operatives, other academic institutions and international bodies.

Recent research completed by the Centre has included an 18-month project funded by the Joseph Rowntree Foundation examining polarisation and progress in 20 unpopular council housing estates between 1980 and 1995. The work was based on earlier research published in 1981, 1984 and 1991. We revisited 20 extremely disadvantaged areas to assess the effect of the changes introduced over the 16 years of Conservative Government and their impact on the most vulnerable to such changes.

Current work includes a major five-year research and development programme for the Gatsby Charitable Trust Community Grants Scheme. LSE Housing is monitoring and evaluating the scheme and will be producing best practice guides for the development of small-scale self-help initiatives. We are also carrying out a 15-month study into the establishment of a local housing company in Brent on behalf of the Housing Corporation. The study will lead to the production of a guide to good practice in the establishment of local housing companies. We are currently undertaking a major study of low demand for housing and incipient area abandonment, funded by the Joseph Rowntree Foundation.

LSE Housing has international links with France, Belgium, Germany, Hungary, Bulgaria, Denmark, Japan, Sweden, Ireland and the USA. Research is being undertaken on developments and initiatives on difficult-to-let estates in Northern and Southern Europe, and a study has been made (with other European researchers as part of the European Network for Housing Research) of the impact of economic and monetary union on national housing policies.

LSE Housing organises a programme of seminars and workshops. To date the themes have included:

- compulsory competitive tendering of housing management;
- housing associations as 'new managers'
- the Right to Manage for council tenants
- European Housing, homelessness and waiting lists
- towards a viable private rented sector
- polarisation and progress in social housing
- the emergence of American ghetto trends in Europe
- Housing Plus – an agenda for social landlords.

Mannheim Centre for Criminology and Criminal Justice

Enquiries to Professor D Downes

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

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

Personal Social Services Research Unit

Director Professor Bleddyn P Davies
Director of PSSRU at LSE Professor Martin Knapp

Population Investigation Committee

Chairman Professor J N Hobcraft
Research Secretary Professor M Murphy
Administrative Officer Mrs D Castle

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

Since 1947, the Committee has published *Population Studies*, the first English language journal devoted to the subject and one of the world's leading demographic publications. The first editors were Professor D V Glass and Mr E Grebenik (who continues as a member of the editorial board). The current managing editor is Mr J Simons, the other editors being Professor J Cleland (London School of Hygiene and Tropical Medicine), Professor J N Hobcraft (LSE), Professor Heather Joshi (City University), Professor M Murphy (LSE), Dr Gigi Santow (Stockholm University), Dr R Smith (Cambridge Group for the History of Population and Social Structure) and Mr I Timaeus (London School of Hygiene and Tropical Medicine). The journal appears three times a year and has a circulation of nearly 2,800, more than 85% of which is made up of overseas subscribers.

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

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

The Committee has received financial support from many bodies, including the Economic and Social Research Council, the Ford Foundation, the Home Office, the International Planned Parenthood Federation, the Nuffield Foundation, the Eugenics Society, the Simon Population Trust, the Population Council and the Rockefeller Foundation.

Academic Publications of the School

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

Journals:

Several journals of international repute originate from departments and institutes within the School:

The British Journal of Sociology (Journal Manager Jacqueline M Gauntlett BA)
Government and Opposition (Managing Editor Rosalind J Jones, BA MA)
Economica
British Journal of Industrial Relations
The Journal of Transport and Economic Policy
Population Studies
Millennium
Russian Economic Trends

Advice on publication:

Anyone preparing a manuscript or with an idea for a book should contact the Academic Publications Officer (tel 7960), or the Academic Publications Secretary (tel 7692), who provide advice on how to prepare and present proposals for publication, finding an appropriate publisher, rights, contractual and editorial matters. The APO is also available to advise on journal publication, and to provide a commercial publishing perspective on new project proposals, print and electronic.

An objective of the APO is to consider joint ventures with commercial publishers for LSE projects.

Books, Pamphlets and Occasional Papers

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

LSE Monographs on Social Anthropology (Athlone Press, Editor, Dr D McKnight)
Reprints of Scarce Works on Political Economy (*Economica* Office)
Greater London Papers (Greater London Group)
Occasional Papers on Social Administration (Gower Publishing, Editor, Professor Jane E Lewis)
Discussion and Occasional Papers, Suntory-Toyota International Centre for Economics and Related Disciplines (STICERD)
Centre for Economic Performance Discussion Papers
Geographical Research and Discussion Papers (Geography Department)
Financial Markets Group Discussion Papers
Centre For Voluntary Organisation Papers
The Population Investigation Committee publications
LSE Handbooks in Economic Analysis (Simon & Schuster, Editor, Professor F A Cowell)
European Institute Working Papers (Editor, Professor G R Smith)
European Political Economy Series (publications of EPERN, European Institute)
LSE Health: Occasional Papers in Health Policy (Editor, Dr E Mossialos)
Outstanding Theses from the London School of Economics and Political Science (Garland Publishing, New York)

Regulations as to Honorary Fellows

- 1 The Lay Appointments Committee of the Court of Governors shall consist of the Chairman and Vice-Chairman of the Court of Governors, the Director, the Pro-Director, the Vice-Chairman of the Academic Board, three lay governor members, three academic governor members appointed by the Standing Committee on the recommendation of the Academic Board and two student members appointed by the Standing Committee on the recommendation of the Students' Union.
- 2 The Court may, on the recommendation of the Lay Appointments Committee and with the concurrence of the Academic Board, elect as an Honorary Fellow of the London School of Economics and Political Science any past or present member of the School who has attained distinction in the arts, science or public life; and, exceptionally, any person who has rendered outstanding services to the School or its concerns.
- 3 No full-time member of the staff of the School shall be elected an Honorary Fellow.
- 4 Elections may be made annually in the Michaelmas Term. The number of persons elected shall not, save for special reasons considered adequate by the Court, exceed six.
- 5 Suggestions for election to Honorary Fellowships shall be invited annually by the Lay Appointments Committee in April from:
 - (i) each member of the Court of Governors
 - (ii) each member of the Academic Board
 - (iii) each Honorary Fellow
- 6 Not more than two suggestions are permitted from the same person in any one year. If two suggestions are made, one should be the 'lead' suggestion and the other a 'supporting' one. Every suggestion shall be made in writing, shall be signed by the person making it and shall be received by the Secretary not later than 15 September. Unless successful or withdrawn, it shall be regarded as current for three successive years, including the year of nomination, after which it shall lapse; but a fresh suggestion of the same name can be made.
- 7 The file of names suggested, past and current, shall be open to inspection in confidence by those persons who are to be invited, in accordance with regulation 5, to make suggestions.
- 8 In each year the Lay Appointments Committee shall, in the Michaelmas Term prior to the first ordinary meeting of the Academic Board, consider the current list of names suggested, and such other names as may be proposed in the course of their deliberations; and the names of persons recommended for election shall be arranged in alphabetical order in the report of the Committee.
- 9 The report of the Lay Appointments Committee shall be considered by the Academic Board at their first meeting in the Michaelmas Term and shall be transmitted by the Board, with such observations as they may think fit, to the Court of Governors for consideration at their meeting held in the Michaelmas Term.
- 10 After the report of the Lay Appointments Committee has been considered by the Academic Board, but before its transmission to the Court, the Director shall ask those who are recommended for election to Honorary Fellowships whether they would be willing to accept election. No such enquiry shall be made by those who suggest their names.

General Academic Regulations**General**

- 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, MA and MSc Degrees, Diplomas or Research Degrees, as appropriate
<i>Programme</i>	A whole programme of study, comprising courses, whether or not it is intended that it should lead to an award of the School or of the University
<i>School</i>	The London School of Economics and Political Science
<i>Student</i>	A person registered as a student of the School under these Regulations
<i>University</i>	The University of London
- 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 in taught degree and diploma courses*.
- 23 To be eligible for the award of a degree, diploma or other qualification a student must
 - 23.1 have completed to the satisfaction of the School the programme prescribed by the School for the qualification concerned, and
 - 23.2 have satisfied the examiners in all elements of assessment prescribed for the qualification concerned and have shown a 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.

Grievances and appeals

- 25 A student dissatisfied with any aspect of teaching or other service provided by the School shall have the rights set out in the *Procedure for the Submission of Grievances on Academic Matters*.
- 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.

School Policy on Equal Opportunities

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

Approved by the Court of Governors, 29 June 1995

School Policy on Students with Disabilities

The School's policy is:

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

Approved by the Academic Board, 18 February 1987 and amended 27 November 1996

Regulations for Short Courses and Summer Schools**1. General**

- 1.1 These regulations are made pursuant to the School's General Academic Regulations.
- 1.2 For the purposes of these regulations, short courses and summer schools shall include all courses where the students are not registered as regular undergraduates or postgraduates or Occasional students as defined in Regulation 4.1.1, 4.1.2 and 4.1.4 of the School's Regulations for Internal Students. These students shall normally be recorded for the purposes of the Higher Education Statistics Agency in their record of non-credit-bearing courses.
- 1.3 Proposals for short courses and summer schools offered in the School's name must be considered for approval by the Sub-Committee on Continuing Education (SCCE) of the Committee for External Academic Activities (CEAA), under procedures to be approved by the Academic Board on the recommendation of the CEAA; except that courses for which no certificate or other award in the School's name (other than a certificate of attendance) is offered, and which last for no longer than 42 contact hours, may be approved by the Chairman of the SCCE or other officer of the School approved by the SCCE.
- 1.4 For all such 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 SCCE.
- 1.5 Students on short courses and summer schools are subject to the appropriate Regulations, Codes of Practice and Procedures, as published in the School *Calendar*: e.g., the Regulations for Internal Students, 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. The Course Director for the student's course, or the Chairman of the SCCE, shall be considered the appropriate person to act in respect of students on short courses and summer schools in place of the Dean of the Graduate School or the Dean of Undergraduate Studies where these are referred to in these documents (e.g., in Annex C of the Regulations for Students, in the Procedure for the Submission of Grievances by Students on Academic Matters and in the Procedure for Complaints of Sexual Harassment).
- 1.6 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.

2. Examinations and Certification

- 2.1 Where a diploma or certificate (other than a certificate of attendance) is to be awarded for a short course or summer school, the CEAA must approve the form of the examination, the procedures for the appointment of examiners, and the marking and reporting conventions.
- 2.2 Where it is intended that the diploma or certificate to be awarded in respect of a proposed course should grant exemption from, or be credited towards, a degree or other qualification for regular undergraduate or postgraduate students, the proposal for the course, its examination and marking conventions must also be considered by the Academic Studies Committee or Graduate School Committee (as appropriate) for recommendation to the Academic Board, according to their usual procedures.
- 2.3 For every diploma or certificate awarded in respect of a short course or summer school, there must be:
 - 2.3.1 a clear record as to the level of study at the School at which the examination is set and marked
 - 2.3.2 marking and reporting conventions consistent with those used in the corresponding School examinations for that level of study
 - 2.3.3 a final mark-sheet signed by the chairman 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.
- 2.4 A certificate of attendance may be issued in respect of any short course or summer school, provided that:
 - 2.4.1 the certificate records no implied opinion or judgement as to the student's performance or attainment on the course and
 - 2.4.2 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.

3. External Clients

- 3.1 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.
- 3.2 In any such contract, it shall be made clear
 - (a) 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 SCCE:
 - (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
 - (b) 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 Committee on External Academic Activities.

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The School's history is a long and varied one, and its development has been shaped by a number of factors. In 1825, the School was founded as the London School of Economics and Political Science, and it has since grown into one of the leading universities in the world. The School's early years were marked by a period of rapid expansion, and it was in 1890 that the first building was completed. The School's reputation for excellence in research and teaching has been maintained over the years, and it has become a leading centre for the study of economics and social sciences. The School's commitment to academic excellence and to the advancement of knowledge has been a constant throughout its history, and it continues to be a leading force in the world of higher education.

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History of the School

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

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

The School joined the reorganised University of London in 1900, its three-year course providing the basis of the new BSc(Econ) degree. Since joining required the School to regularise its constitution, it was incorporated as a limited company not trading for profit, with Sidney Webb as Chairman of Governors. Webb may have hoped that the study of society and social problems would lead to social, economic and political developments congenial to him and other Fabians, but he firmly established the principle that the School was not to be the servant of any political or economic dogma but only of the impartial pursuit of knowledge and understanding. This was emphasised in the adoption by the School in 1922 of the motto from *Virgil* (*Felix qui potuit rerum cognoscere causas*, and of the coat of arms depicting books (for learning) and the beaver 'as an industrious animal with social habits.'

Much of the development of the social sciences in this country has its origins in work done at the School. Five Nobel Prizes in Economics have been awarded to former members of staff at the School (Sir John Hicks, Sir Arthur Lewis, Professor J E Meade, Professor F A von Hayek and Professor R Coase); but, as the list of subjects in the original Articles of Association suggests, the School's work has concerned the social sciences in the widest senses, theoretical and empirical, quantitative and humanistic. The School's contribution includes the development of the departments of Sociology (the oldest in the country, dating from 1904), and of Social Policy and Administration, established in 1912 'for those who wish to prepare themselves to engage in the many forms of social and charitable effort' (later it offered one of the first university courses for professional social workers). Anthropology as currently practised owes much to the pioneering work at the School of Malinowski and others in the 1920s; in 1924 one of the first Chairs in International Relations was established at the School; in 1934, the first organised study of Criminology began at the School. Among many distinguished former members of staff may be mentioned Sir Raymond Firth, Morris Ginsberg, Harold Laski, T H Marshall, Michael Oakshott, Sir Karl Popper, Lord Robbins, R H Tawney and Richard Titmuss.

The extent of the School's current research and teaching may be seen elsewhere in the Calendar. Neither is rigidly confined within departmental or subject boundaries. Efforts are made to ensure that specialisation does not prevent students from drawing on the insights of other approaches, to enable them to take a broader view. The federal structure of the University allows intercollegiate teaching in some subjects.

From the first it was intended that the School's work should be of service to the community. As early as 1903 staff offered expert advice to a Royal Commission on Taxation, and since then many have engaged in many forms of public service, in advising and participating in commissions and enquiries, in attachments as civil servants, in consultancy at home and abroad; some have entered public life directly (Clement Attlee, later Prime Minister, lectured at the School in the 1920s). Research at the School has been disseminated through a series of journals, starting with *Economica* in 1921. More recently, the School has developed publications such as *LSE Experts* to encourage greater access for a wider, general audience to its research and consultancy services. The School has also offered teaching designed to be of direct relevance to those in employment. There have been special courses for specific groups such as railway staff, social workers, bankers, trade union officials, personnel managers and civil servants. The BCom degree combined vocational and general training for business and commercial life, and much of the apparently more academic research and teaching of the School is of direct value to business and commerce. The School actively seeks to develop short courses and other forms of teaching outside conventional degree patterns to suit the needs of different groups and organisations. Many of the School's former students have held important positions in industry and commerce, in the professions and in public service in many parts of the world. Some of the world's major businesses and many of its governments have been led by alumni. At any one time, several governors of central banks, dozens of government ministers and several scores of members of parliaments may be former students, as are over 30 members of the present UK Parliament.

As the School's academic interests grew more various, so student numbers grew. At first there were 300 students. After the First World War there were 2,900, and numbers remained steady for some years. In the beginning most students attended on an occasional basis, often at evening lectures, but within the total number of students the patterns of study changed. The proportion of students reading for degrees rose from a third in 1920 to a half in 1939, and to two-thirds in 1946. The proportion attending evening teaching fell from a half in 1920 to a third in 1939, and to a quarter in 1946. As opportunities for full-time study expanded and financial support increased, the composition of the School's student body came closer to the national pattern of primarily full-time studies for degrees and other awards.

The School is still in some important respects unusual among British universities. As the founders originally intended, it welcomes older students – at present, about a quarter of each undergraduate intake. There are also many postgraduate students (and, among them, part-time students). From very early days, students have come to the School from many countries: in the 1920s and 1930s between 20% and 25% of students were from overseas, and in the 1960s, the proportion rose to about one-third and has now reached one-half. Similarly, the range of countries of origin of students has been wide; in 1921 the then Director claimed that at the School one could, in Samuel Johnson's words 'survey mankind from China to Peru'. Nowadays over 120 countries are represented. Similarly, there are many contacts with overseas organisations and academic institutions. Every year, some 100 academic visitors come from abroad to work at the School, and many eminent scholars and public figures have come to lecture and debate or to attend seminars. Members of the School travel widely on academic business, and have many fruitful international links.

The School's situation in central London, close to the centres of government, finance, the law, business and journalism is of obvious importance for its work, but space has always been a problem. One hundred years ago the area between Holborn and the Strand (which had been notorious for its criminality and was still one of the poorest in London) underwent general redevelopment, with the construction of Kingsway and the Aldwych. In 1902, the London County Council provided the site in Clare Market for a building funded by Passmore Edwards and others, but by 1913 the Passmore Edwards Hall was seriously overcrowded. In 1919/20, some teaching had to be held in disused Army huts on the site now occupied by Australia House. Houghton Street was then a street of small houses and shops with a public house (whose name, The Three Tuns, is still used for the Students' Union Bar) and a grammar school. King George V laid the foundation stone of the Main Building in 1920, and it was opened in 1922; it was extended and remodelled more than once (the *Director's Report for 1924/5* refers to the remark that the School was 'an empire on which the concrete never set'). The East Building was erected in 1931 on the site of the grammar school.

In the Second World War, the School's buildings were requisitioned by Government and the School was evacuated to Cambridge. Accommodation and access to social and sporting facilities were generously made available by Peterhouse, and special arrangements were made for the School in the Cambridge University libraries. Some teaching continued in London, with the assistance of Birkbeck College.

After the return to London student numbers began to rise, as they did nationally. Indeed, by the late 1950s, there was extreme competition for admission to university, leading to the enquiry chaired by Lord Robbins which reported in 1962 and led to the national expansion of universities in the 1960s and 1970s. The School experienced its fair share of such pressures, and continued to search for

more space. The St Clement's Building opened in 1961 after acquisition from the St Clement's Press, who published and printed *The Financial Times* there. In the early 1960s, new universities were being established on 'green field' sites in several counties and there was discussion of a plan to move the School to completely new premises, but a location in central London was held to outweigh the benefits of campus life in Croydon. Connaught House, now housing the School's administration, was leased in 1966 and purchased in 1989. The St Clement's extension and the Clare Market building were opened in 1970 on the site of a former Government Laboratory and various houses previously rented by the School. One writer's view is that, as a result of piecemeal development over the years, 'the buildings bear the marks of growth by accident and accretion, connected by bridges and different levels, full of corridors that end abruptly, connections that no rational man could expect.' Other buildings have been used from time to time, notably on the 'Island Site' between Portugal Street and Sheffield Street. Still within walking distance of the School are student residences (two of which were acquired through the generosity of the Anonymous Donor who has contributed so much to the wellbeing of the University of London). Since 1989, the School has acquired new residences near Tower Bridge, off Shaftesbury Avenue, and in Bankside; by 1996, the School owned one of the largest collections of residential accommodation in London. Land at New Malden has been used for playing fields since the 1920s.

Houghton Street remains the focus of the School; and major expansion became possible in 1978, when the Library moved into the former headquarters of W H Smith and Son, now renamed the Lionel Robbins Building in honour of the distinguished former member of staff and Chairman of Governors who had led the successful appeal for funds to acquire it. In one move the School obtained 60% more space. For most of the 1980s there was reasonable room not only for teaching but also for general amenities. In subsequent years much has been done to improve the appearance of Houghton Street; the local authority was persuaded to close it to motor traffic in 1975, and in 1982 an anonymous donor enabled the stonework to be cleaned, the street to be paved over, and plants to be established to make a pedestrian precinct at the School's centre. In 1992, the School acquired the former St Philip's Hospital in Sheffield Street. In 1995, the School acquired the Royalty Theatre (now the Peacock Theatre), providing an excellent venue for major occasions. In 1996, Clement House on Aldwych added attractive new teaching and office space. The School continues to plan ways of making the Houghton Street area a more unified and attractive campus.

Over the years the School has owed much to the generosity of organisations and individuals. For many years, the former London County Council gave invaluable support, and as part of the University of London the School enjoyed its share of government funding through the UGC and UFC; but private funding, much of it from overseas, has played its part. The Ratan Tata Foundation helped fund early work in Social Administration; many of the inter-war developments relied on the help of the Laura Spellman Rockefeller Memorial. In recent years, the support given to research at the School by many different public and private organisations (pre-eminent amongst which is the support of Suntory Ltd and Toyota Ltd for the International Centre for Economics and Related Disciplines), and the response to successive appeals for the Library 1980s Fund for financial support for students, for the Butler's Wharf development and the School's Second Century campaign, testify to the importance attached world-wide to the continuing vitality of the School's work, and to its standing as a major international institution in the Social Sciences.

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Directors of the School

W A S HEWINS 1895–1903
 SIR HALFORD MACKINDER 1903–1908
 THE HON PEMBER REEVES 1908–1919
 SIR WILLIAM (later LORD) BEVERIDGE 1919–1937
 SIR ALEXANDER CARR-SAUNDERS 1937–1957
 SIR SYDNEY CAINE 1957–1967

SIR WALTER ADAMS 1967–1974
 PROFESSOR SIR RALF (later LORD) DAHRENDORF 1974–1984
 DR INDRAPRASAD PATEL 1984–1990
 DR JOHN ASHWORTH 1990–1996
 PROFESSOR ANTHONY GIDDENS 1997

Statistics of Students

(Figures based on count at 31 May)

Table A: Undergraduate and Postgraduate Students: 1993-94 to 1997-98

	Session 1993-94	Session 1994-95	Session 1995-96	Session 1996-97	Session 1997-98
1. REGULAR STUDENTS					
Full-time					
Undergraduate Degree	2599	2623	2763	2698	2752
Other Undergraduates	249	315	287	291	328
Total: Full-Time Undergraduates	2848	2938	3050	2989	3080
Higher Degree	1640	1872	1894	2339	2652
Higher Diploma	134	121	120	145	152
Research Fee	76	41	23	37	40
Exchange Students	11	6	2	16	20
Total: Full-Time Postgraduates	1861	2040	2039	2537	2864
TOTAL: ALL FULL-TIME STUDENTS	4709	4978	5089	5526	5944
Part-time					
Undergraduate Degree	36	43	57	56	2
Other Undergraduates	7	25	22	2	-
Total: Part-Time Undergraduates	43	68	79	58	2
Higher Degree	727	745	784	797	779
Higher Diploma	37	13	8	6	9
Research Fee	4	2	3	2	2
Total: Part-Time Postgraduates	768	760	795	805	790
TOTAL: ALL PART-TIME STUDENTS	811	828	874	863	792
TOTAL: ALL UNDERGRADUATE STUDENTS	2891	3006	3129	3047	3082
TOTAL: ALL POSTGRADUATE STUDENTS	2629	2800	2834	3342	3654
TOTAL: ALL REGULAR STUDENTS	5520	5806	5963	6389	6736
2. OTHER STUDENTS					
Occasional Students	39	23	77	2	9
Single Term Students	109	114	116	61	-
TOTAL: OTHER STUDENTS	148	137	193	61	9
3. TOTAL: ALL STUDENTS	5668	5943	6156	6452	6745

Table B: Undergraduate and Postgraduate Students Domiciled Overseas: 1993-94 to 1997-98

	Session 1993-94	Session 1994-95	Session 1995-96	Session 1996-97	Session 1997-98
1. REGULAR STUDENTS					
Full-time					
Undergraduate Degree	1021 (260)	1029 (236)	1008 (292)	745 (344)	782 (312)
Other Undergraduates	269 (72)	342 (58)	286 (30)	211 (80)	264 (37)
Total: Full-Time Undergraduates	1290 (332)	1371 (294)	1294 (322)	956 (424)	1046 (349)
Higher Degree	1194 (308)	1442 (379)	1362 (414)	1210 (575)	1446 (704)
Higher Diploma	116 (21)	106 (18)	102 (25)	93 (35)	85 (46)
Research Fee	72 (35)	41 (11)	20 (10)	15 (19)	17 (23)
Exchange Students	10 (5)	11 (8)	2 (2)	1 (15)	7 (13)
Total: Full-Time Postgraduates	1392 (369)	1600 (416)	1486 (451)	1319 (644)	1555 (786)
TOTAL: ALL FULL-TIME STUDENTS	2682 (701)	2971 (710)	2780 (773)	2275 (1068)	2601 (1135)
Part-time					
Undergraduate Degree	11	15	15	16	-
Other Undergraduates	7	23	22	-	-
Total: Part-Time Undergraduates	18	38	37	16	-
Higher Degree	257	226	267	286	143
Higher Diploma	12	5	1	2	-
Research Fee	5	1	2	1	-
Total: Part-Time Postgraduates	274	232	270	289	143
TOTAL: ALL PART-TIME STUDENTS	292	270	307	305	143
TOTAL: ALL UNDERGRADUATE STUDENTS	1308 (332)	1409 (294)	1331 (322)	972 (424)	1046 (349)
TOTAL: ALL POSTGRADUATE STUDENTS	1666 (369)	1832 (416)	1756 (451)	1608 (644)	1698 (786)
TOTAL: ALL REGULAR STUDENTS	2974 (701)	3241 (710)	3087 (773)	2580 (1068)	2744 (1135)
2. OTHER STUDENTS					
Occasional Students	3	1	8	2	9
Single-Term Students	109	114	116	61	-
TOTAL: OTHER STUDENTS	112	115	124	63	9
3. TOTAL: ALL OVERSEAS STUDENTS	3086 (701)	3356 (710)	3211 (773)	2643 (1068)	2753 (1135)

Figure 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, 1995-98

	SESSION 1995-96 STUDENT NUMBERS			SESSION 1996-97 STUDENT NUMBERS			SESSION 1997-98 STUDENT NUMBERS		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
1. UNDERGRADUATE DEGREE STUDENTS									
B.Sc. (Economics)									
1st year	10	4	14	1	-	1	-	-	-
2nd year	325	158	483	20	5	25	4	-	4
Final year	328	186	514	318	167	485	20	5	25
Totals	663	348	1011	339	172	511	24	5	29
B.Sc. Accounting and Finance									
1st year	66	37	103	62	44	106	71	34	105
2nd year	-	-	-	58	33	91	66	40	106
Final year	-	-	-	-	-	-	58	31	89
Totals	66	37	103	120	77	197	195	105	300
B.Sc. Actuarial Science									
1st year	25	11	36	30	9	39	28	15	43
2nd year	-	-	-	22	11	33	28	7	35
Final year	-	-	-	-	-	-	19	11	30
Totals	25	11	36	52	20	72	95	33	108
B.Sc. Anthropology and Law									
1st year	2	5	7	3	6	9	3	1	4
2nd year	-	-	-	2	5	7	3	6	9
Final year	-	-	-	-	-	-	2	3	5
Totals	2	5	7	5	11	16	8	10	18
B.Sc. Business Mathematics and Statistics									
1st year	19	7	26	14	8	22	14	9	23
2nd year	10	13	23	25	7	32	17	6	23
Final year	-	-	-	14	12	26	23	6	29
Totals	29	20	49	53	27	80	54	21	75
B.Sc. Econometrics and Mathematical Economics									
1st year	18	2	20	17	7	24	10	3	13
2nd year	-	-	-	17	2	19	11	5	16
Final year	-	-	-	-	-	-	13	2	15
Totals	18	2	20	34	9	43	34	10	44
B.Sc. Economic History									
1st year	7	4	11	5	5	10	3	4	7
2nd year	-	-	-	4	2	6	7	3	10
Final year	-	-	-	-	-	-	5	2	7
Totals	7	4	11	9	7	16	15	9	24
B.Sc. Economic History and Economics									
1st year	2	-	2	-	-	-	-	-	-
2nd year	-	-	-	-	-	-	-	-	-
Final year	-	-	-	-	-	-	-	-	-
Totals	2	-	2	-	-	-	-	-	-
B.Sc. Economic History with Economics									
1st year	5	1	6	1	-	1	2	2	4
2nd year	-	-	-	7	-	7	2	1	3
Final year	-	-	-	-	-	-	4	3	4
Totals	5	1	6	8	-	8	8	3	11
B.Sc. Economic History with Population Studies									
1st year	-	1	1	2	-	2	-	1	1
2nd year	-	-	-	-	1	1	-	-	-
Final year	-	-	-	-	-	-	-	1	1
Totals	-	1	1	2	1	3	-	2	2
Economics									
1st year	121	54	175	124	56	180	131	51	182
2nd year	-	-	-	119	54	173	134	64	198
Final year	-	-	-	-	-	-	118	56	174
Totals	121	54	175	243	110	353	383	171	554
Economics and Economic History									
1st year	4	2	6	5	3	8	3	1	4
2nd year	-	-	-	2	1	3	4	-	4
Final year	-	-	-	-	-	-	2	1	3
Totals	4	2	6	7	4	11	9	2	11
B.Sc. Economics with Economic History									
1st year	6	4	10	5	3	8	1	2	3
2nd year	-	-	-	3	3	6	4	3	7
Final year	-	-	-	-	-	-	1	2	3
Totals	6	4	10	8	6	14	6	7	13

Analysis of Regular and Other Students, 1995-98 - continued

	SESSION 1995-96 STUDENT NUMBERS			SESSION 1996-97 STUDENT NUMBERS			SESSION 1997-98 STUDENT NUMBERS		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
B.Sc. Environmental Geography									
1st year	5	7	12	4	5	9	2	2	4
2nd year	-	-	-	4	6	10	4	7	11
Final year	-	-	-	-	-	-	3	6	9
Totals	5	7	12	8	11	19	9	15	24
B.A./B.Sc. Geography									
1st year	11	10	21	10	8	18	6	3	9
2nd year	15	10	25	7	4	11	10	5	15
Final year	16	11	27	17	10	27	7	4	11
Totals	42	31	73	34	22	56	23	12	35
B.Sc. Geography and Population Studies									
1st year	-	2	2	-	3	3	3	2	5
2nd year	-	-	-	-	-	-	-	4	4
Final year	-	-	-	-	-	-	-	-	-
Totals	-	2	2	-	3	3	3	6	9
B.Sc. Geography with Economics									
1st year	4	5	9	11	4	15	8	5	13
2nd year	-	-	-	3	2	5	7	4	11
Final year	-	-	-	-	-	-	2	2	4
Totals	4	5	9	14	6	20	17	11	28
B.Sc. Government									
1st year	16	15	31	8	4	12	8	6	14
2nd year	-	-	-	18	17	35	9	6	15
Final year	-	-	-	-	-	-	20	18	38
Totals	16	15	31	26	21	47	37	30	67
B.Sc. Government and Economics									
1st year	17	14	31	15	12	27	21	9	30
2nd year	-	-	-	14	10	24	13	9	22
Final year	-	-	-	-	-	-	13	10	23
Totals	17	14	31	29	22	51	47	28	75
B.Sc. Government and History									
1st year	8	2	10	3	1	4	3	3	6
2nd year	-	-	-	8	2	10	1	1	2
Final year	-	-	-	-	-	-	9	1	10
Totals	8	2	10	11	3	14	13	5	18
B.Sc. Government and Law									
1st year	3	6	9	1	3	4	2	7	9
2nd year	-	-	-	1	8	9	1	2	3
Final year	-	-	-	-	-	-	1	8	9
Totals	3	6	9	2	11	13	4	17	21
B.A. History									
1st year	10	7	17	11	10	21	18	10	28
2nd year	12	7	19	7	6	13	7	7	14
Final year	12	9	21	10	9	19	9	5	14
Totals	34	23	57	28	25	53	34	22	56
B.Sc. Industrial Relations & Human Resource Management									
1st year	5	7	12	4	7	11	9	7	16
2nd year	7	6	13	3	7	10	6	6	12
Final year	-	-	-	7	6	13	4	9	13
Totals	12	13	25	14	20	34	19	22	41
B.Sc. International History									
1st year	7	6	13	6	7	13	4	8	12
2nd year	-	-	-	10	3	13	10	11	21
Final year	-	-	-	-	-	-	10	4	14
Totals	7	6	13	16	10	26	24	23	47
B.Sc. International Relations									
1st year	20	28	48	20	18	38	17	23	40
2nd year	-	-	-	19	26	45	21	18	39
Final year	-	-	-	-	-	-	18	24	42
Totals	20	28	48	39	44	83	56	65	121
B.Sc. International Relations and History									
1st year	4	9	13	1	6	7	8	11	19
2nd year	-	-	-	4	9	13	1	7	8
Final year	-	-	-	-	-	-	4	9	13
Totals	4	9	13	5	15	20	13	27	40
B.Sc. Mathematics, Statistics, Computing and Actuarial Science									
1st year	2	-	2	-	-	-	-	-	-
2nd year	30	11	41	2	-	2	-	-	-
Final year	18	2	20	17	11	28	-	-	-
Totals	50	13	63	19	11	30	-	-	-

Analysis of Regular and Other Students, 1995-98 - continued

	SESSION 1995-96 STUDENT NUMBERS				SESSION 1996-97 STUDENT NUMBERS				SESSION 1997-98 STUDENT NUMBERS			
	Men	Women	Total		Men	Women	Total		Men	Women	Total	
B.Sc. Management Sciences												
1st year	21	14	35		24	18	42		23	8	31	
2nd year	22	11	33		21	10	31		22	19	41	
Final year	20	12	32		19	11	30		24	9	33	
Totals	63	37	100		64	39	103		69	36	105	
B.Sc. Management Sciences with French												
1st year	3	4	7		2	2	4		2	3	5	
2nd year	5	—	5		4	2	6		—	—	—	
Final year	—	1	1		5	1	6		6	—	6	
Totals	8	5	13		9	5	14		8	3	11	
B.Sc. Mathematical Sciences												
1st year	—	—	—		—	—	—		—	—	—	
2nd year	—	—	—		—	—	—		—	—	—	
Final year	—	2	2		—	1	1		—	—	—	
Totals	—	2	2		—	1	1		—	—	—	
B.Sc. Mathematics and Economics												
1st year	14	4	18		18	10	28		17	5	22	
2nd year	—	—	—		9	1	10		18	9	27	
Final year	—	—	—		—	—	—		8	—	8	
Totals	14	4	18		27	11	38		43	14	57	
B.A./B.Sc. Philosophy												
1st year	10	2	12		6	1	7		8	1	9	
2nd year	3	2	5		8	4	12		7	1	8	
Final year	7	4	11		5	1	6		6	4	10	
Totals	20	8	28		19	6	25		21	6	27	
B.Sc. Philosophy and Economics												
1st year	20	5	25		13	4	17		16	1	17	
2nd year	—	—	—		14	5	19		10	4	14	
Final year	—	—	—		—	—	—		12	5	17	
Totals	20	5	25		27	9	36		38	10	48	
B.Sc. Philosophy and Mathematics												
1st year	—	—	—		1	1	2		1	2	3	
2nd year	—	—	—		—	1	1		1	1	2	
Final year	—	—	—		—	—	—		—	1	1	
Totals	—	—	—		1	2	3		2	4	6	
B.Sc. Population Studies												
1st year	4	2	6		1	3	4		2	2	4	
2nd year	2	3	5		4	2	6		1	3	4	
Final year	—	1	1		2	3	5		4	2	6	
Totals	6	6	12		7	8	15		7	7	14	
B.Sc. Psychology and Philosophy												
1st year	4	6	10		4	3	7		1	4	5	
2nd year	—	—	—		2	1	3		4	3	7	
Final year	—	—	—		—	—	—		2	—	2	
Totals	4	6	10		6	4	10		7	8	15	
B.Sc. Russian Joint Studies												
1st year	—	—	—		—	3	3		1	2	3	
2nd year	—	—	—		—	—	—		—	3	3	
Final year	—	—	—		—	—	—		—	—	—	
Totals	—	—	—		—	3	3		1	4	5	
B.A./B.Sc. Social Anthropology												
1st year	9	19	28		4	7	11		5	20	25	
2nd year	10	7	17		19	18	37		5	7	12	
Final year	5	20	25		8	18	26		8	18	26	
Totals	24	46	70		31	43	74		18	45	63	
B.A. Social Anthropology and Law												
1st year	—	—	—		—	—	—		—	—	—	
2nd year	3	4	7		—	—	—		—	—	—	
Final year	4	10	14		3	4	7		—	—	—	
Totals	7	14	21		3	4	7		—	—	—	
B.Sc. Social and Economic History with Population Studies												
1st year	—	—	—		—	—	—		—	—	—	
2nd year	3	3	6		—	1	1		—	—	—	
Final year	4	4	8		3	2	5		—	1	1	
Totals	7	7	14		3	3	6		—	1	1	
B.Sc. Social Policy and Administration												
1st year	10	13	23		3	10	13		3	9	12	
2nd year	8	11	19		5	10	15		3	12	15	
Final year	3	12	15		8	11	19		4	8	12	
Totals	21	36	57		16	31	47		10	29	39	

Analysis of Regular and Other Students, 1995-98 - continued

	SESSION 1995-96 STUDENT NUMBERS				SESSION 1996-97 STUDENT NUMBERS				SESSION 1997-98 STUDENT NUMBERS			
	Men	Women	Total		Men	Women	Total		Men	Women	Total	
B.Sc. Social Policy and Government												
1st year	1	3	4		4	9	13		3	6	9	
2nd year	—	—	—		2	3	5		3	7	10	
Final year	—	—	—		—	—	—		2	3	5	
Totals	1	3	4		6	12	18		8	16	24	
B.Sc. Social Policy and Population Studies												
1st year	—	1	1		—	—	—		—	—	—	
2nd year	—	—	—		—	1	1		—	—	—	
Final year	—	—	—		—	—	—		—	—	—	
Totals	—	1	1		—	1	1		—	—	—	
B.Sc. Social Policy and Sociology												
1st year	1	1	2		1	2	3		1	2	3	
2nd year	—	—	—		1	1	2		1	1	2	
Final year	—	—	—		—	—	—		1	1	2	
Totals	1	1	2		2	3	5		3	4	7	
B.Sc. Social Policy with Social Psychology												
1st year	1	2	3		—	7	7		1	1	2	
2nd year	—	—	—		1	—	1		—	6	6	
Final year	—	—	—		—	—	—		1	—	1	
Totals	1	2	3		1	7	8		2	7	9	
B.Sc. Social Psychology												
1st year	5	14	19		—	1	1		—	—	—	
2nd year	4	12	16		4	12	16		—	12	16	
Final year	8	17	25		4	12	16		4	12	16	
Totals	17	43	60		8	25	33		4	13	17	
B.Sc. Social Psychology with Social Psychology												
1st year	1	1	2		—	—	—		—	—	—	
2nd year	—	—	—		1	1	2		—	—	—	
Final year	—	—	—		—	—	—		1	—	1	
Totals	1	1	2		1	1	2		1	—	1	
B.Sc. Sociology												
1st year	10	18	28		3	20	23		8	15	23	
2nd year	7	15	22		11	14	25		3	18	21	
Final year	5	15	20		6	16	22		10	16	26	
Totals	22	48	70		20	50	70		21	49	70	
LL.B.												
1st year	51	64	115		37	48	85		45	63	108	
2nd year	49	52	101		56	60	116		37	46	83	
Final year	45	51	96		44	52	96		52	59	111	
Totals	145	167	312		137	160	297		134	168	302	
LL.B. with French Law												
1st year	8	6	14		1	4	5		3	7	10	
2nd year	—	—	—		3	4	7		1	3	4	
3rd year	—	—	—		—	5	5		2	2	4	
Final year	—	—	—		—	—	—		—	—	—	
Totals	10	13	23		4	13	17		6	12	18	
LL.B. with German Law												
1st year	—	—	—		—	—	—		—	—	—	
2nd year	—	—	—		—	—	—		—	—	—	
3rd year	2	2	4		—	—	—		—	—	—	
Final year	—	1	1		2	2	4		—	—	—	
Totals	2	3	5		2	2	4		—	—	—	
B.Sc. Management												
1st year	24	17	41		33	12	45		38	20	58	
2nd year	29	15	44		27	19	46		27	14	41	
Final year	26	24	50		30	13	43		32	20	52	
Totals	79	56	135		90	44	134		97	54	151	
TOTAL UNDERGRADUATE DEGREE STUDENTS												
1st year	594	446	1040		516	394	910		553	387	940	
2nd year	544	340	884		561	394	957		513	379	892	
3rd year	502	307	809		520	359	879		539	383	922	
Final year	503	384	887		520	359	879		5	5	10	
Totals	1643	1177	2820		1599	1155	2754		1610	1149	2759	

Analysis of Regular and Other Students, 1995-98 - continued

	SESSION 1995-96 STUDENT NUMBERS			SESSION 1996-97 STUDENT NUMBERS			SESSION 1997-98 STUDENT NUMBERS		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
TOTAL: OTHER REGULAR STUDENTS:									
General Course	140	117	257	153	129	282	205	123	328
Erasmus Exchange Students	22	17	39	9	8	17	6	10	16
Other Exchange Students	7	6	13	9	4	13	-	-	-
TOTAL: OTHER REGULAR STUDENTS	169	140	309	171	141	312	211	133	344
TOTAL: REGULAR UNDERGRADUATES	1812	1317	3129	1770	1296	3066	1821	1282	3103
OTHER STUDENTS									
Single Term	70	46	116	-	61	61	-	-	-
Occasional	40	37	77	14	12	26	-	-	-
TOTAL: OTHER STUDENTS	110	83	193	14	73	87	-	-	-
TOTAL: ALL UNDERGRADUATES STUDENTS	1922	1400	3322	1784	1369	3153	1821	1282	3103
2. POSTGRADUATES Ph.D./M.Phil. STUDENTS									
Accounting and Finance									
1st year	-	1	1	2	-	2	1	-	1
Subsequent years	14	-	14	11	2	13	7	1	8
Totals	14	1	15	13	2	15	8	1	9
Anthropology									
1st year	2	10	12	3	6	9	3	8	11
Subsequent years	11	17	28	12	16	28	16	32	48
Totals	13	27	40	15	22	37	19	40	59
Demography									
1st year	1	1	2	1	2	3	1	4	5
Subsequent years	1	1	2	1	2	3	2	4	6
Totals	2	2	4	2	4	6	3	8	11
Development Studies									
1st year	3	3	6	2	3	5	5	7	12
Subsequent years	6	6	12	5	6	11	11	9	20
Totals	9	9	18	7	9	16	16	16	32
Economic History									
1st year	3	2	5	3	4	7	6	1	7
Subsequent years	18	10	28	17	10	27	16	16	32
Totals	21	12	33	20	14	34	22	17	39
Economics									
1st year	17	4	21	21	8	29	23	10	33
Subsequent years	45	8	53	47	10	57	49	12	61
Totals	62	12	74	68	18	86	72	22	94
European Studies									
1st year	-	-	-	1	1	2	7	6	13
Subsequent years	-	-	-	4	6	10	4	8	12
Totals	-	-	-	5	7	12	11	14	25
Gender									
1st year	-	1	1	-	2	2	2	6	8
Subsequent years	1	1	2	1	4	5	-	6	6
Totals	1	2	3	1	6	7	2	12	14
Geography									
1st year	5	4	9	5	1	6	5	1	6
Subsequent years	14	13	27	12	9	21	18	9	27
Totals	19	17	36	17	10	27	23	10	33
Government									
1st year	24	11	35	13	10	23	17	10	27
Subsequent years	61	21	82	62	25	87	66	39	105
Totals	85	32	117	75	35	110	83	49	132
Industrial Relations									
1st year	8	4	12	3	2	5	1	1	2
Subsequent years	11	5	16	15	8	23	16	9	25
Totals	19	9	28	18	10	28	17	10	27

Analysis of Regular and Other Students, 1995-98 - continued

	SESSION 1995-96 STUDENT NUMBERS			SESSION 1996-97 STUDENT NUMBERS			SESSION 1997-98 STUDENT NUMBERS		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
Information Systems									
1st year	9	4	13	3	2	5	3	1	4
Subsequent years	23	5	28	24	6	30	22	10	32
Totals	32	9	41	27	8	35	25	11	36
International History									
1st year	3	3	6	7	3	10	9	2	11
Subsequent years	25	17	42	20	17	37	19	14	33
Totals	28	20	48	27	20	47	28	16	44
International Relations									
1st year	14	10	24	33	7	40	19	11	30
Subsequent years	47	36	83	54	34	88	75	41	116
Totals	61	46	107	87	41	128	94	52	146
Law									
1st year	6	5	11	3	5	8	8	2	10
Subsequent years	23	11	34	19	15	34	18	19	37
Totals	29	16	45	22	20	42	26	21	47
Management									
1st year	9	2	11	1	1	2	8	2	10
Subsequent years	3	4	7	11	6	17	10	5	15
Totals	12	6	18	12	7	19	18	7	25
Mathematics									
1st year	-	-	-	-	-	-	-	1	1
Subsequent years	1	1	2	1	1	2	1	-	1
Totals	1	1	2	1	1	2	1	1	2
Operational Research									
1st year	-	-	-	-	1	1	2	-	2
Subsequent years	7	1	8	5	3	8	4	4	8
Totals	7	1	8	5	4	9	6	4	10
Philosophy									
1st year	11	3	14	9	-	9	5	1	6
Subsequent years	23	1	24	24	4	28	24	3	27
Totals	34	4	38	33	4	37	29	4	33
Psychology									
1st year	4	4	8	5	5	10	2	7	9
Subsequent years	5	13	18	7	13	20	13	14	27
Totals	9	17	26	12	18	30	15	21	36
Regional Planning									
1st year	1	-	1	2	-	2	6	2	8
Subsequent years	8	1	9	5	1	6	9	1	10
Totals	9	1	10	7	1	8	15	3	18
Marine policy									
1st year	-	-	-	-	-	-	-	-	-
Subsequent years	1	-	1	1	-	1	2	-	2
Totals	1	-	1	1	-	1	2	-	2
Social Administration									
1st year	10	13	23	12	11	23	7	9	16
Subsequent years	29	37	66	34	35	69	40	40	80
Totals	39	50	89	46	46	92	47	49	96
Sociology									
1st year	7	10	17	6	5	11	9	9	18
Subsequent years	17	24	41	22	25	47	28	30	58
Totals	24	34	58	28	30	58	37	39	76
Statistics									
1st year	4	1	5	3	1	4	1	-	1
Subsequent years	6	5	11	8	3	11	9	3	12
Totals	10	6	16	11	4	15	10	3	13
TOTAL: Ph.D./M.Phil. STUDENTS									
1st year	141	96	237	138	80	218	150	101	251
Subsequent years	400	238	638	422	261	683	479	329	808
Totals	541	334	875	560	341	901	629	430	1059

Analysis of Regular and Other Students, 1995-98 - continued

	SESSION 1995-96 STUDENT NUMBERS			SESSION 1996-97 STUDENT NUMBERS			SESSION 1997-98 STUDENT NUMBERS		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
TAUGHT MASTERS STUDENTS (Area Studies students included in the course most appropriate to their major subject)									
Accounting and Finance									
1st year	44	14	58	40	15	55	66	26	92
Subsequent years	1	2	3	3	-	3	-	-	-
Totals	45	16	61	43	15	58	66	26	92
Analysis for Health Care Decisions									
1st year	-	1	1	3	3	6	3	2	5
Subsequent years	-	-	-	-	-	-	-	-	-
Totals	-	1	1	3	3	6	3	2	5
Analysis, Design and Management of Information Systems									
1st year	64	35	99	75	52	127	80	63	143
Subsequent years	3	1	4	1	1	2	-	-	-
Totals	67	36	103	76	53	129	80	63	143
Criminal Justice Policy									
1st year	8	10	18	14	16	30	9	16	25
Subsequent years	1	3	4	3	3	6	-	-	-
Totals	9	13	22	17	19	36	9	16	25
Criminology									
1st year	3	11	14	3	12	15	7	5	12
Subsequent years	2	-	2	1	1	2	-	-	-
Totals	5	11	16	4	13	17	7	5	12
Decision Sciences									
1st year	4	2	6	1	5	6	9	5	14
Subsequent years	2	-	2	1	-	1	-	-	-
Totals	6	2	8	2	5	7	9	5	14
Demography									
1st year	1	10	11	3	1	4	2	10	12
Subsequent years	-	-	-	-	2	2	-	-	-
Totals	1	10	11	3	3	6	2	10	12
Development Studies									
1st year	21	45	66	35	55	90	29	82	111
Subsequent years	1	3	4	1	2	3	-	-	-
Totals	22	48	70	36	57	93	29	82	111
Econometrics and Mathematical Economics									
1st year	14	6	20	12	10	22	15	2	17
Subsequent years	3	1	4	2	1	3	12	3	15
Totals	17	7	24	14	11	25	27	5	32
Economics									
1st year	63	32	95	95	38	133	122	41	163
Subsequent years	-	2	2	4	3	7	-	-	-
Totals	63	34	97	99	41	140	122	41	163
Economics and Philosophy									
1st year	11	6	17	-	-	-	4	1	5
Subsequent years	-	-	-	-	-	-	-	-	-
Totals	11	6	17	-	-	-	4	1	5
Economic History									
1st year	21	12	33	28	7	35	25	11	36
Subsequent years	-	1	1	2	2	4	-	-	-
Totals	21	13	34	30	9	39	25	11	36
Environmental Assessment and Evaluation									
1st year	9	12	21	13	12	25	19	14	33
Subsequent years	-	-	-	-	3	3	-	-	-
Totals	9	12	21	13	15	28	19	14	33

Analysis of Regular and Other Students, 1995-98 - continued

	SESSION 1995-96 STUDENT NUMBERS			SESSION 1996-97 STUDENT NUMBERS			SESSION 1997-98 STUDENT NUMBERS		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
European Politics & Policy									
1st year	14	6	20	17	17	34	23	19	42
Subsequent years	-	-	-	-	1	1	-	-	-
Totals	14	6	20	17	18	35	23	19	42
European Social Policy									
1st year	5	7	12	4	10	14	2	8	10
Subsequent years	-	2	2	2	1	3	-	-	-
Totals	5	9	14	6	11	17	2	8	10
European Studies									
1st year	27	25	52	22	34	56	37	38	75
Subsequent years	4	2	6	3	3	6	-	-	-
Totals	31	27	58	25	37	62	37	38	75
Finance and Economics									
1st year	-	-	-	19	4	23	27	11	38
Subsequent years	-	-	-	-	-	-	-	-	-
Totals	-	-	-	19	4	23	27	11	38
Gender									
1st year	-	18	18	1	22	23	1	25	26
Subsequent years	-	-	-	1	7	8	-	-	-
Totals	-	18	18	2	29	31	1	25	26
Geography									
1st year	2	4	6	1	1	2	-	-	-
Subsequent years	-	-	-	-	-	-	-	-	-
Totals	2	4	6	1	1	2	-	-	-
Health and Social Services									
1st year	-	-	-	-	10	10	8	17	25
Subsequent years	-	-	-	-	-	-	-	-	-
Totals	-	-	-	-	10	10	8	17	25
Health Planning and Financing									
1st year	-	-	-	-	-	-	-	-	-
Subsequent years	-	-	-	-	-	-	-	-	-
Totals	-	-	-	-	-	-	-	-	-
History of International Relations									
1st year	-	-	-	16	15	31	33	31	64
Subsequent years	-	-	-	1	-	1	-	-	-
Totals	-	-	-	17	15	32	33	31	64
Housing									
1st year	14	18	32	19	22	41	39	43	82
Subsequent years	22	22	44	19	19	38	1	-	1
Totals	36	40	76	38	41	79	40	43	83
Human Geography Research									
1st year	-	-	-	-	2	2	2	1	3
Subsequent years	-	-	-	-	-	-	-	-	-
Totals	-	-	-	-	2	2	2	1	3
Industrial Relations and Personnel Management									
1st year	26	64	90	25	53	78	32	53	85
Subsequent years	3	5	8	3	5	8	-	-	-
Totals	29	69	98	28	58	86	32	53	85
Information Systems Development									
1st year	6	12	18	13	12	25	12	21	33
Subsequent years	1	2	3	1	-	1	-	-	-
Totals	7	14	21	14	12	26	12	21	33
Information Systems Security									
1st year	3	-	3	3	-	3	-	-	-
Subsequent years	-	-	-	-	-	-	-	-	-
Totals	3	-	3	3	-	3	-	-	-

Analysis of Regular and Other Students, 1995-98 - continued

	SESSION 1995-96 STUDENT NUMBERS			SESSION 1996-97 STUDENT NUMBERS			SESSION 1997-98 STUDENT NUMBERS		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
International Accounting and Finance									
1st year	12	5	17	25	12	37	25	14	39
Subsequent years	-	-	-	-	-	-	-	-	-
Totals	12	5	17	25	12	37	25	14	39
International History (M.A./M.Sc.)									
1st year	24	12	36	-	-	-	-	-	-
Subsequent years	-	2	2	1	-	1	-	-	-
Totals	24	14	38	1	-	1	-	-	-
International Relations									
1st year	39	25	64	54	45	99	35	36	71
Subsequent years	3	7	10	2	1	3	-	-	-
Totals	42	32	74	56	46	102	35	36	71
Later Modern British History									
1st year	1	4	5	3	2	5	2	-	2
Subsequent years	-	-	-	-	1	1	-	-	-
Totals	1	4	5	3	3	6	2	-	2
LL.M.									
1st year	84	92	176	103	74	177	128	89	217
Subsequent years	12	10	22	12	11	23	-	-	-
Totals	96	102	198	115	85	200	128	89	217
Local Economic Development									
1st year	-	-	-	11	7	18	4	4	8
Subsequent years	-	-	-	-	-	-	-	-	-
Totals	-	-	-	11	7	18	4	4	8
Management									
1st year	21	20	41	47	41	88	38	29	67
Subsequent years	-	1	1	-	-	-	-	-	-
Totals	21	21	42	47	41	88	38	29	67
Management of Non Governmental Organisations									
1st year	-	-	-	9	6	15	5	2	7
Subsequent years	-	-	-	-	2	2	-	-	-
Totals	-	-	-	9	8	17	5	2	7
Marine Policy									
1st year	18	6	24	-	-	-	-	-	-
Subsequent years	-	-	-	-	1	1	-	-	-
Totals	18	6	24	-	1	1	-	-	-
Mathematics									
1st year	-	-	-	-	1	1	1	2	3
Subsequent years	-	-	-	-	-	-	-	-	-
Totals	-	-	-	-	1	1	1	2	3
Media and Communications									
1st year	14	19	33	7	26	33	12	27	39
Subsequent years	1	3	4	-	1	1	-	-	-
Totals	15	22	37	7	27	34	12	27	39
Operational Research									
1st year	27	16	43	20	5	25	28	14	42
Subsequent years	1	2	3	2	3	5	-	-	-
Totals	28	18	46	22	8	30	28	14	42
Operational Research and Information Systems									
1st year	6	-	6	3	3	6	-	-	-
Subsequent years	-	1	1	-	-	-	-	-	-
Totals	6	1	7	3	3	6	-	-	-
Philosophy and History of Science									
1st year	3	2	5	8	3	11	10	1	11
Subsequent years	-	-	-	-	-	-	-	-	-
Totals	3	2	5	8	3	11	10	1	11

Analysis of Regular and Other Students, 1995-98 - continued

	SESSION 1995-96 STUDENT NUMBERS			SESSION 1996-97 STUDENT NUMBERS			SESSION 1997-98 STUDENT NUMBERS		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
Philosophy of the Social Sciences									
1st year	6	2	8	12	1	13	6	8	14
Subsequent years	1	-	1	-	-	-	-	-	-
Totals	7	2	9	12	1	13	6	8	14
Political Economy of Transition									
1st year	15	19	34	27	17	44	25	17	42
Subsequent years	1	1	2	1	-	1	-	-	-
Totals	16	20	36	28	17	45	25	17	42
Politics 1 - Political Theory									
1st year	13	7	20	14	13	27	12	12	24
Subsequent years	3	1	4	2	-	2	-	-	-
Totals	16	8	24	16	13	29	12	12	24
Politics 2 - Politics of the British Isles									
1st year	-	-	-	-	-	-	-	-	-
Subsequent years	-	-	-	-	-	-	-	-	-
Totals	-	-	-	-	-	-	-	-	-
Politics 3 - Political Sociology									
1st year	9	1	10	6	10	16	1	3	4
Subsequent years	-	-	-	1	-	1	-	-	-
Totals	9	1	10	7	10	17	1	3	4
Politics 4 - Politics and Government of Russia									
1st year	-	-	-	-	-	-	-	-	-
Subsequent years	-	-	-	-	-	-	-	-	-
Totals	-	-	-	-	-	-	-	-	-
Politics 5 - Comparative Government									
1st year	17	17	34	18	25	43	23	20	43
Subsequent years	-	1	1	1	1	2	-	-	-
Totals	17	18	35	19	26	45	23	20	43
Politics 6 - Public Administration and Public Policy									
1st year	11	8	19	22	9	31	22	19	41
Subsequent years	1	1	2	1	-	1	-	-	-
Totals	12	9	21	23	9	32	22	19	41
Politics of Development (Latin America)									
1st year	-	-	-	13	7	20	23	16	39
Subsequent years	-	-	-	-	-	-	-	-	-
Totals	-	-	-	13	7	20	23	16	39
Politics of Empire and Post Imperialism									
1st year	4	4	8	10	8	18	14	10	24
Subsequent years	-	-	-	-	1	1	-	-	-
Totals	4	4	8	10	9	19	14	10	24
Politics of the World Economy									
1st year	27	19	46	50	36	86	45	16	63
Subsequent years	1	1	2	-	-	-	-	-	-
Totals	28	20	48	50	36	86	45	16	63
Population and Development									
1st year	-	7	7	6	13	19	-	6	6
Subsequent years	-	-	-	-	3	3	-	-	-
Totals	-	7	7	6	16	22	-	6	6
Regional and Urban Planning Studies									
1st year	10	12	22	17	12	29	23	12	35
Subsequent years	-	-	-	1	-	1	-	-	-
Totals	10	12	22	18	12	30	23	12	35

Analysis of Regular and Other Students, 1995-98 - continued

	SESSION 1995-96 STUDENT NUMBERS			SESSION 1996-97 STUDENT NUMBERS			SESSION 1997-98 STUDENT NUMBERS		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
Regulation									
1st year	8	7	15	8	9	17	10	6	16
Subsequent years	-	-	-	1	-	1	-	-	-
Totals	8	7	15	9	9	18	10	6	16
Russian Post Soviet Studies									
1st year	7	14	21	5	11	16	6	19	25
Subsequent years	2	-	2	-	2	2	-	-	-
Totals	9	14	23	5	13	18	6	19	25
Social Policy and Planning									
1st year	9	12	21	4	23	27	14	24	38
Subsequent years	4	7	11	4	4	8	-	-	-
Totals	13	19	32	8	27	35	14	24	38
Social Policy and Social Work Studies									
1st year	6	24	30	-	-	-	-	-	-
Subsequent years	6	21	27	6	26	32	-	-	-
Totals	12	45	57	6	26	32	-	-	-
Social Anthropology									
1st year	6	9	15	5	15	20	9	13	22
Subsequent years	-	-	-	-	-	-	-	-	-
Totals	6	9	15	5	15	20	9	13	22
Social Behaviour									
1st year	-	-	-	-	-	-	-	-	-
Subsequent years	-	-	-	-	-	-	-	-	-
Totals	-	-	-	-	-	-	-	-	-
Social and Organisational Psychology									
1st year	7	15	22	14	22	36	10	21	31
Subsequent years	-	-	-	-	2	2	-	-	-
Totals	7	15	22	14	24	38	10	21	31
Social Policy and Planning in Developing Countries									
1st year	15	27	42	20	32	52	25	29	54
Subsequent years	-	1	1	-	-	-	-	-	-
Totals	15	28	43	20	32	52	25	29	54
Social Psychology									
1st year	2	20	22	4	18	22	2	14	16
Subsequent years	-	3	3	-	2	2	-	-	-
Totals	2	23	25	4	20	24	2	14	16
Social Research Methods									
1st year	2	7	9	3	10	13	7	19	26
Subsequent years	-	1	1	1	4	5	-	-	-
Totals	2	8	10	4	14	18	7	19	26
Sociology									
1st year	6	7	13	6	17	23	3	13	16
Subsequent years	-	1	1	-	-	-	-	-	-
Totals	6	8	14	6	17	23	3	13	16
Statistics									
1st year	1	4	5	5	5	10	5	7	12
Subsequent years	1	-	1	-	-	-	-	-	-
Totals	2	4	6	5	5	10	5	7	12
Theory and History of International Relations									
1st year	-	-	-	8	7	15	20	9	29
Subsequent years	-	-	-	-	-	-	-	-	-
Totals	-	-	-	8	7	15	20	9	29
Voluntary Sector Organisation									
1st year	7	8	15	5	15	20	6	26	32
Subsequent years	2	12	14	7	4	11	-	-	-
Totals	9	20	29	12	19	31	6	26	32
TOTAL: TAUGHT MASTERS STUDENTS									
1st year	797	801	1598	1047	994	2041	1243	1144	2387
Subsequent years	84	121	205	90	123	213	1	-	1
Totals	881	922	1803	1137	1117	2254	1244	1144	2388

Analysis of Regular and Other Students, 1995-98 - continued

	SESSION 1995-96 STUDENT NUMBERS			SESSION 1996-97 STUDENT NUMBERS			SESSION 1997-98 STUDENT NUMBERS		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
DIPLOMA STUDENTS									
(a) Diplomas Awarded by the University									
Law									
1st year	-	-	-	-	-	-	-	1	1
Totals	-	-	-	-	-	-	-	1	1
(b) Diplomas Awarded by the School									
Accounting and Finance									
1st year	6	7	13	15	8	23	15	8	23
Subsequent years	-	-	-	-	-	-	-	-	-
Totals	6	7	13	15	8	23	15	8	23
Business Studies									
1st year	19	26	45	14	30	44	21	25	46
Subsequent years	-	-	-	1	-	1	-	-	-
Totals	19	26	45	15	30	45	21	25	46
Econometrics									
1st year	-	-	-	2	1	3	1	-	1
Subsequent years	-	-	-	-	-	-	-	-	-
Totals	-	-	-	2	1	3	1	-	1
Economics									
1st year	33	11	44	31	19	50	46	19	65
Subsequent years	1	-	1	1	-	1	-	-	-
Totals	34	11	45	32	19	51	46	19	65
Sociology									
1st year	2	1	3	-	-	-	2	1	3
Subsequent years	-	-	-	-	-	-	-	-	-
Totals	2	1	3	-	-	-	2	1	3
Statistics									
1st year	-	-	-	1	-	1	-	-	-
Subsequent years	-	-	-	-	-	-	-	-	-
Totals	-	-	-	1	-	1	-	-	-
World Politics									
1st year	9	13	22	9	16	25	12	10	22
2nd year	-	-	-	2	1	3	-	-	-
Totals	9	13	22	11	17	28	12	10	22
TOTAL: DIPLOMA STUDENTS									
1st year	69	58	127	72	74	146	97	64	161
2nd year	1	-	1	4	1	5	-	-	-
Totals	70	58	128	76	75	151	97	64	161

Analysis of Regular and Other Students, 1995-98 - continued

	SESSION 1995-96 STUDENT NUMBERS			SESSION 1996-97 STUDENT NUMBERS			SESSION 1997-98 STUDENT NUMBERS		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
RESEARCH FEE/ VISITING RESEARCH STUDENTS									
Accounting and Finance	-	-	-	3	-	3	2	-	2
Anthropology	-	-	-	1	2	3	-	2	2
Demography	-	-	-	-	-	-	-	-	-
Development Studies	-	-	-	-	-	-	-	-	-
Economic History	2	1	3	-	1	1	-	-	-
Economics	5	-	5	11	6	17	6	7	13
European Institute	-	-	-	-	-	-	-	1	1
Geography	-	-	-	-	-	-	-	1	1
Government	-	-	-	-	-	-	1	2	3
Industrial Relations	4	2	6	4	-	4	3	1	4
Information Systems	-	-	-	1	-	1	-	-	-
International History	1	-	1	2	-	2	-	-	-
International Relations	1	1	2	-	1	1	3	-	4
Law	-	1	1	-	-	-	2	-	2
Management	-	-	-	-	-	-	1	1	1
Mathematics	1	-	1	-	-	-	-	-	-
Operational Research	-	-	-	1	-	1	1	-	1
Philosophy	2	2	4	-	2	2	1	1	2
Social Administration	-	-	-	2	-	2	2	1	3
Social Psychology	1	1	2	-	1	1	-	1	1
Statistics	1	-	1	-	1	1	-	-	-
TOTAL: RESEARCH FEE STUDENTS	18	8	26	25	14	39	21	19	40
EXCHANGE STUDENTS	2	-	2	11	9	20	13	7	20
TOTAL: ALL POSTGRADUATE STUDENTS	1512	1322	2834	1795	1547	3342	1997	1657	3654
TOTAL: ALL UNDERGRADUATE STUDENTS	1922	1400	3322	1759	1288	3047	1810	1272	3082
TOTAL: ALL STUDENTS	3434	2722	6156	3554	2885	6389	3807	2929	6736

Analysis of Overseas Students by Domicile, 1995-98

COUNTRY OF DOMICILE	1995-96			1996-97			1997-98		
	Under-graduate	Graduate	Total	Under-graduate	Graduate	Total	Under-graduate	Graduate	Total
Albania	-	3	3	1	2	3	1	2	3
Algeria	-	-	-	-	-	-	-	-	-
Angola	-	-	-	-	-	-	-	-	-
Antigua	-	-	-	-	1	1	-	1	1
Argentina	2	13	15	2	26	28	3	20	23
Armenia	-	-	-	-	1	1	-	2	2
Australia	4	21	25	3	20	23	3	23	26
Austria	16	13	29	17	13	30	17	20	37
Azerbaijan	-	-	-	-	1	1	1	1	2
Bahamas	-	4	4	1	-	1	-	2	2
Bahrain	1	5	6	1	4	5	2	4	6
Bangladesh	2	5	7	4	4	8	7	8	15
Barbados	-	1	1	1	3	4	2	-	2
Belarus	-	-	-	-	1	1	-	1	1
Belgium	16	18	34	22	31	53	20	29	49
Bermuda	1	-	1	-	-	-	-	-	-
Bolivia	-	-	-	-	-	-	3	1	4
Bosnia	-	1	1	-	-	-	1	1	2
Botswana	1	1	2	1	2	3	1	2	3
Brazil	5	18	23	5	28	33	5	26	31
Brunei	2	1	3	4	1	5	5	-	5
Bulgaria	7	1	8	6	7	13	3	13	16
Burma	-	1	1	-	1	1	-	-	-
Cameroon	-	-	-	-	-	-	-	1	1
Canada	12	134	146	15	139	154	13	135	148
Cayman Islands	-	1	1	1	-	1	-	-	-
Chad	1	-	1	-	-	-	-	-	-
Chile	-	5	5	-	7	7	-	11	11
China (People's Republic)	-	14	14	4	24	28	3	24	27
Colombia	4	10	14	7	23	30	3	37	40
Costa Rica	-	-	-	-	3	3	-	1	1
Croatia	-	2	2	-	3	3	1	4	5
Cyprus	58	22	80	54	24	78	49	26	75
Czech Republic	-	3	3	3	2	5	1	1	2
Denmark	4	20	24	6	21	27	7	31	38
Dominican Republic	-	1	1	-	1	1	-	1	1
Ecuador	-	1	1	1	3	4	-	1	1
Egypt	-	8	8	-	9	9	-	7	7
Eire	3	24	27	1	18	19	1	20	21
El Salvador	-	-	-	1	-	1	1	-	1
Eritrea	-	-	-	-	-	-	-	1	1
Estonia	-	2	2	1	-	1	-	1	1
Ethiopia	-	1	1	-	3	3	-	2	2
Fiji	-	-	-	-	1	1	-	-	-
Finland	6	11	17	10	16	26	10	12	22
France	65	79	144	71	114	185	49	99	148
French West Indies	-	-	-	-	1	1	-	-	1
Gabon	-	1	1	-	1	1	-	1	1
Gambia	-	-	-	1	1	2	-	1	1
Georgia	1	-	1	-	1	1	-	-	-
Germany	100	123	223	123	170	293	110	185	295
Grenada	-	-	-	-	-	-	-	1	1
Ghana	4	5	9	8	6	14	12	2	14
Gibraltar	2	-	2	2	-	2	-	-	-
Greece	58	107	165	58	112	170	39	156	195
Guatemala	-	1	1	1	1	2	-	3	3
Guinea	-	1	1	-	-	-	-	-	-
Guyana	2	-	2	1	2	3	-	1	1
Haiti	-	-	-	-	-	-	-	-	-
Honduras	-	-	-	-	1	1	1	1	2
Hong Kong	45	21	66	82	31	113	80	37	117
Hungary	2	5	7	1	5	6	-	5	5
Iceland	-	7	7	-	11	11	-	3	3
India	26	38	64	23	55	78	29	67	96
Indonesia	6	13	19	4	9	13	5	13	18
Iran	-	2	2	-	3	3	-	2	2
Israel	4	9	13	5	11	16	6	25	31
Italy	42	72	114	33	113	146	28	138	166
Ivory Coast	-	-	-	-	-	-	-	-	-
Jamaica	1	1	2	1	2	3	1	4	5
Japan	15	87	102	28	102	130	31	134	165
Jordan	5	7	12	8	4	12	7	6	13
Kazakhstan	1	3	4	-	9	9	-	6	6
Kenya	34	3	37	35	10	45	33	8	41
Korea (Nth)	-	3	3	-	5	5	-	2	2
Korea (Sth)	4	32	36	8	40	48	6	47	53

Analysis of Overseas Students by Domicile, 1995-98

COUNTRY OF DOMICILE	1995-96			1996-97			1997-98		
	Under-graduate	Graduate	Total	Under-graduate	Graduate	Total	Under-graduate	Graduate	Total
Kuwait	2	2	4	3	1	4	4	2	6
Kyrgyzstan	-	-	-	-	-	-	-	2	2
Latvia	1	-	1	3	-	3	2	3	5
Lebanon	-	4	4	-	5	5	1	3	4
Lesotho	-	1	1	-	-	-	-	1	1
Liechtenstein	1	-	1	-	1	1	1	-	1
Lithuania	-	-	-	2	-	2	3	2	5
Luxembourg	6	3	9	6	2	8	12	7	19
Macau	-	-	-	-	-	-	1	-	1
Malaysia	153	21	174	196	22	218	156	24	180
Maldives	-	1	1	-	1	1	-	1	1
Malta	-	3	3	-	3	3	-	3	3
Mauritius	49	4	53	58	1	59	48	6	54
Mexico	2	47	49	-	60	60	1	65	66
Mongolia	-	-	-	-	-	-	-	2	2
Morocco	-	1	1	-	1	1	1	-	1
Mozambique	-	2	2	-	-	-	-	-	-
Nepal	2	-	2	4	2	6	1	-	1
Netherlands	19	10	29	5	19	24	6	11	17
New Caledonia	-	-	-	-	-	-	-	-	-
New Zealand	4	4	8	1	7	8	1	3	4
Nicaragua	-	-	-	-	1	1	-	-	-
Nigeria	11	13	24	7	15	22	2	15	17
Norway	18	61	79	17	72	89	20	68	88
Oman	1	-	1	1	1	2	-	1	1
Pakistan	43	13	56	40	21	61	26	25	51
Panama	-	2	2	-	-	-	1	1	2
Papua New Guinea	1	-	1	1	1	2	-	-	-
Paraguay	-	-	-	-	-	-	-	1	1
Peru	2	3	5	3	15	18	2	9	11
Philippines	4	11	15	-	6	6	-	4	4
Poland	6	7	13	7	11	18	8	9	17
Portugal	7	9	16	7	17	24	4	25	29
Puerto Rico	-	1	1	-	1	1	1	2	3
Qatar	1	-	1	2	-	2	-	-	-
Romania	-	1	1	1	1	2	2	5	7
Russia	2	10	12	8	5	13	12	29	41
Rwanda	-	1	1	-	-	-	-	-	-
Saudi Arabia	-	1	1	1	1	2	3	1	4
Senegal	-	1	1	-	1	1	-	-	-
Serbia	-	-	-	-	-	-	-	1	1
Seychelles	1	-	1	1	-	1	-	-	-
Sierra Leone	-	-	-	1	-	1	-	2	2
Singapore	125	33	158	149	34	183	130	42	172
Slovakia	-	-	-	-	-	-	1	1	2
Slovenia	-	2	2	2	1	3	3	2	5
Solomon Islands	-	1	1	-	-	-	-	-	-
Somali Republic	-	-	-	-	1	1	-	1	1
South Africa	-	4	4	-	11	11	2	13	15
Spain	20	40	60	25	52	77	21	59	80
Sri Lanka	12	3	15	10	7	17	6	11	17
St. Vincent	-	-	-	1	-	1	-	-	-
Sudan	-	3	3	2	2	4	1	1	2
Sweden	23	18	41	29	30	59	23	35	58
Switzerland	13	37	50	18	46	64	20	54	74
Syria	-	-	-	-	-	-	-	1	1
Taiwan	1	38	39	4	44	48	6	47	53
Tajikistan	-	-	-	-	4	4	-	-	-
Tanzania	2	1	3	1	2	3	2	3	5
Thailand	6	16	22	15	31	46	9	49	58
Trinidad and Tobago	5	4	9	8	2	10	8	-	8
Tunisia	-	-	-	1	-	1	-	-	-
Turkey	4	31	35	3	25	28	3	38	41
Uganda	1	4	5	3	5	8	1	7	8
Ukraine	-	2	2	-	10	10	4	9	13
United Arab Emirates	6	2	8	9	3	12	6	7	13
Uruguay	-	3	3	-	1	1	-	1	1
U.S.A.	324	279	603	240	343	583	221	332	553
U.S.S.R.	1	1	2	3	-	3	2	-	2
Uzbekistan	-	-	-	-	-	-	-	1	1
Venezuela	1	4	5	-	8	8	-	10	10
Vietnam	1	1	2	1	-	1	2	5	7
West Indies	-	1	1	-	-	-	-	-	-
Yemen	-	-	-	-	-	-	-	-	-
Yugoslavia	4	2	6	3	7	10	3	3	6
Zambia	1	4	5	2	3	5	1	1	2
Zimbabwe	7	0	7	5	-	5	4	4	8
GRAND TOTAL	1455	1756	3211	1574	2228	3802	1398	2490	3888

Analysis of Overseas Students by Domicile, 1995-98

COUNTRY OF DOMICILE	1995-96			1996-97			1997-98		
	Under-graduate	Graduate	Total	Under-graduate	Graduate	Total	Under-graduate	Graduate	Total
1. THE CONTINENTS OF:									
EUROPE	505	750	1255	548	967	1515	491	1114	1605
ASIA	469	387	856	607	486	1093	580	609	1189
AFRICA	111	59	170	125	74	199	60	74	134
NORTH AMERICA	347	477	824	271	561	832	249	546	795
SOUTH AMERICA	14	57	71	18	111	129	14	121	135
AUSTRALASIA	9	26	35	5	29	34	4	26	30
TOTAL	1455	1756	3211	1574	2228	3802	1398	2490	3888
2. MEMBERSHIP OF THE COMMONWEALTH	528	183	711	644	231	875	412	380	792
3. MEMBERSHIP OF THE EUROPEAN UNION	336	494	830	413	728	1141	346	808	1154

Other Miscellaneous Staff includes postmen, maintenance, technical and other staff who hold appointments related to the other staff group.

Statistics of Staff

The figures below are correct as at 1 June 1998. Some staff hold appointments in more than one category, and the figures exclude some staff who are appointed, and work, away from Houghton St. Teaching load statistics and staff-student ratios are calculated on the basis of individual course teaching and cannot be calculated by reference to the figures below.

	M	F	Total
Academic Staff (full-time equivalent)			
Professor	81.5	8.7	90.2
Reader	36.7	8.1	44.8
Senior Lecturer	39.5	12.0	51.5
Lecturer	119.1	54.7	173.8
Total	276.8	83.5	360.3
Research Staff (full-time equivalent)			
Senior Research Fellow	5.1	3.4	8.5
Research Fellow	4.4	7.0	11.4
Research Officer	23.2	12.7	35.9
Research Assistant	5.2	15.2	20.4
Total	37.9	38.3	76.2
Academic-Related/Other-Related Staff			
Total (full-time equivalent)	89.8	84.9	174.7
Clerical and Secretarial Staff			
Total (full-time equivalent)	101.0	286.8	387.8
Occasional Teachers			
Total (head-count)	189	107	296
Occasional Research Assistants			
Total (head-count)	96	48	144
Other/Miscellaneous Staff¹			
Total (head-count)	157	106	263

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

THE BRITISH JOURNAL OF SOCIOLOGY

Published quarterly by the proprietors Routledge for The London School of Economics and Political Science.

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February 1998

No. 257

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and Political Science

GRADUATE SCHOOL

Calendar 1998-99

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ABOUT LSE

School Buildings

Opening Times

The School buildings are normally open as follows:

In term: **Mondays to Fridays:** 08.00 to 21.30
(after 18.30 via main entrances ONLY; after 21.30 identification is required).
Saturdays: 08.00 to 17.00
(Old Building & St Clements Building ONLY, via main entrances ONLY; after 17.00 identification is required. Access to other buildings via Main Lodge/Reception in *Houghton Street*: identification is required.)
Sundays: Access via Main Lodge/Reception: identification is required.

In vacation: **Mondays to Fridays:** 08.00 to 18.30
(from 18.30 to 21.30, Old Building & St Clements Building via main entrances ONLY; after 21.30 identification is required).
Saturdays & Sundays: Access via Main Lodge/Reception in Houghton Street; identification is required.

Access to Kings Chambers, Lincoln Chambers, Tymes Court, St Philips, Portsmouth Street, Grange Court, 20 Kingsway and the Anchorage is restricted after 19.30 and restricted at weekends. Access to Columbia House is restricted after 17.30 and at weekends. Clare Market Building opens between 08.00 and 18.30 in term-time only; at other times access to it is via the Main Lodge/Reception in Houghton Street, and identification is required.

Room Numbering

Room numbering is by floors. For instance, a room numbered 301 would be on the third floor; a room with a two-digit number (i.e. S87) would be on the ground floor, and a room whose number begins with 'O' (e.g. S087) would be in the basement. All room numbers are preceded by a letter to show which building they are in, as follows:-

A	Old Building (Main Building)
B	Columbia House
C	Clare Market
D	Clement House
E	East Building
G	20 Kingsway
H	Connaught House
J	Cowdray House
K	King's Chambers
L	Lincoln Chambers
N	The Anchorage
PH	Parish Hall
PS	Portsmouth Street
R	Lionel Robbins Building
S	St. Clement's Building
T	Tymes Court
	St. Philip's Building:
X	Health Centre:
Y	South Block
Z	North Block

Fire precautions

While the risk of fire breaking out in the School buildings is slight, adequate means of escape are provided in accordance with legal requirements, and fire alarms have been installed. Emergency exits are clearly marked and you should familiarise yourselves with them. Fire extinguishers or hoses are placed in strategic positions. In the event of fire, the nearest alarm should be sounded and doors and windows should be shut, but no attempt should be made to extinguish the fire by means of hose reels or extinguishers if this involves any personal risk. The premises should be evacuated in accordance with instructions displayed at every alarm position. You must obey all instructions from fire wardens, who will be clearly identified.

Communications

Notice Boards

There are Graduate School notice boards in the Graduate School reception area (second floor, Connaught House). Information about scholarships and other financial assistance is posted on the notice boards on the second floor corridor of Connaught House.

Urgent messages

The names of students urgently required are chalked on a notice board facing the entrance to the Old Theatre to the right of the entrance hall (Old Building).

Your address

Correspondence for students is usually sent either to the London address you gave us when you registered or to the pigeonholes in your department. You should make a point of looking regularly for correspondence addressed to you. You are not normally allowed to use the School's address for private correspondence, and the School accepts no responsibility for personal mail addressed to you at the School. You **must** let the Graduate School Office know any change of address as soon as it changes because we need to send you important information throughout the year. Even if you tell your department or supervisor about a change of address you must also remember to tell us - changes are not otherwise valid.

Public Telephones

There are thirteen public telephones located within the School, eight of which require the use of British Telecom phonecards; five telephones are coin-operated.

Key Dates

October

Michaelmas Term starts
Deadline for payment of Michaelmas Term fees

1st
2nd

Deadline for return of Diploma and Master's degree course registration form, except for students on the LLM, MSc Philosophy and History of Science and MA Later Modern British History programmes

23rd

November

Deadline for return of Master's degree course registration form for students on the LLM, and MSc Philosophy and History of Science programmes

20th

December

Michaelmas Term ends

11th

January

Lent Term starts
Deadline for payment of Lent Term fees

11th

Deadline for return of Diploma and Master's degree course registration form for half unit or semester courses starting in January

29th

March

Lent Term ends

19th

April

Summer Term starts
Deadline for payment of Summer Term fees

26th

July

Summer Term Ends

2nd

Key Addresses

Chair of the Graduate School Committee

Professor David Piachaud, room A281, ext 7369
Secretary, Ms Barbara Wesley, room A280, ext 7367

Dean of the Graduate School

Max Steuer, S183, ext 7521
Secretary, Dr Sheila Newman, room A202, ext 7849

Adviser to Women Students

Dr Kirsten Schulze, room E507, ext 7105

Adviser to Students with Disabilities

Vacancy

Academic Registrar

George Kiloh, room H212, ext 7121
Secretary, Miss Linda Newman, room H211, ext 7764

Senior Assistant Registrar

Dr Catherine Manthorpe, room H209, ext 7149
Secretary, Miss Linda Newman, room H211, ext 7764

Administrative Officer

Shola Alabi, room H207, ext 7150

Graduate Registry Manager

Vacancy, room H201, ext 7750

Graduate Admissions Manager

Eamon Wright, room H201, ext 6082

Graduate School Office

for Admissions, Registry and Scholarships enquiries
2nd Floor, Connaught House

Postgraduate Admissions

phone: +44(0) 171 955 7159; fax: +44 (0) 171 955 6137; e-mail: >graduate-school@lse.ac.uk

Postgraduate Registry/Examinations

phone: +44 (0) 171 955 7152; fax: +44 (0) 171 955 6137; e-mail:>graduate-registry@lse.ac.uk

Scholarships

phone: +44 (0) 171 955 7162/7155; fax: +44 (0) 171 831 1684; e-mail: >scholarships@lse.ac.uk

Accounts Office

room H403; phone +44(0) 171 955 7468/7765; fax: +44 (0) 171 955 7427

Students' Union

room E296

Student Advice Centre

room E297; phone +44 (0) 171 955 7145

Health Service

St Philip's Building; phone +44(0) 171 955 7016

Dentist

St Philip's Building; phone +44 (0) 171 955 7444

Chaplaincy

room K51; phone +44 (0) 171 955 7965

Data Protection

The School complies with all requirements of the law regarding protection of data on students held on computer. The same requirements apply to any records held by individual students on computer about identifiable living individuals.

If you are keeping computer databases on identifiable living individuals as part of your academic work, you must maintain proper records of what you are keeping, and you must keep it secure and confidential. If you are in any doubt, you should discuss the matter with your tutor or supervisor, and consult the School's Data Protection Officer, who is the Deputy Academic Registrar (Dr I L Stephenson).

We have a strict policy on the control and use of information in student files, including manual/paper files which are not covered by the Data Protection Act.

The School's statement on protection of data

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

The Data Protection Act gives you the right to see what information the School is keeping on computer about you. The kind of information we are keeping on computer, the purposes for which it is kept, where we obtain it from and who we might disclose it to, are recorded on the National Data Register, which should be available in most public libraries. The School's entries in the Register are arranged as follows:

<i>Staff and Student Records</i>	registration number: (G0623079)
<i>Public Activities Administration</i>	(G0623082)
<i>Ancillary Services Administration</i>	(G0623096)
<i>Academic Activities Data</i>	(G0623108)
<i>Library Records</i>	(D0194024)

If you wish to see our computer records on you, you must complete the relevant application form, available from Dr Stephenson. The School (like many other organisations) charges a fee of £10 per request to cover administrative costs, for a search of any one of the School's register entries. Once it is clear if the application contains enough information on which to make a search, the School must reply to the request within 40 days, and must disclose all the data contained at the time of approval of the application, without alteration.

REGULATIONS FOR STUDENTS**Preamble**

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

Alterations and Additions

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

General

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

Friendly settlement [conciliation] procedure

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

The Press

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

Public Statements

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

Copyright in Lectures

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

Data Protection

15. (a) The statutory rights of individuals concerning access to personal data about themselves on computer are contained in the Data Protection Act 1984. A student shall otherwise have access to personal data held on computer only where it is essential for the work he or she is doing. Such access shall be exercised only with the permission and under the supervision of the member of staff of the School responsible for the work being done (called in this regulation 'the supervisor').
- (b) A student using personal data held on computer must observe the requirements of the Data Protection Act 1984. He or she must observe the instructions given by the supervisor relating to the security and use of the data, and consult with the supervisor in cases of doubt over the interpretation of the Act or the use of data; consult with the supervisor before new personal data sets are created; and make available to the supervisor the means by which data can be retrieved.

Misconduct

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

Penalties for Breaches of Regulations

19. The following penalties may be imposed for misconduct:
 - (a) oral reprimand
 - (b) reprimand, which shall take the form of a written statement that a reprimand has been issued; the statement shall be placed on the student's file
 - (c) a compensation order representing the value of any property damage
 - (d) a fine not exceeding £250, which shall be paid within four weeks, or such greater time as the Director may allow, of its being notified to the student in writing. The School reserves the right to withhold, or, where appropriate to ask the University to withhold, the award of a degree or diploma to a student until a fine under this Regulation has been paid. Every five years the Student Support and Liaison Committee will review the level of maximum fine
 - (e) suspension from any or all of the facilities of the School for a specified period
 - (f) expulsion from the School
- In any case where a penalty is imposed (other than a reprimand) the Director or the authority imposing the penalty may suspend it coming into force conditionally upon the good behaviour of the offender during the remainder of his or her membership of the School.

Miscellaneous

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

Approved by the Standing Committee on 23 June 1998.

Regulations for Students – Annex A**Disciplinary Procedures**

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

5. If a person who has been selected as a member of a Board of Discipline, and to whom not less than 72 hours notice of its convening has been dispatched, is absent during any part of the proceedings of the Board, he or she shall thereafter take no further part in the proceedings and his or her absence shall not invalidate the proceedings unless the number of those present throughout the proceedings (including the Chairman) falls below 3.
6. A student against whom charges of misconduct are laid shall have the right, if he or she so wishes, to be heard by a Board of Discipline without student members provided it is otherwise properly constituted.
7. At least one week before a Board of Discipline meets, the student alleged to have committed a breach of these Regulations shall be informed in writing of the date of the meeting and of the nature of the breach which he or she is alleged to have committed. At the hearing of the Board of Discipline the student shall be entitled to be represented by an advocate of his or her own choice, who may be a lawyer. The student or his or her representative shall be entitled to cross-examine any witness called and to call witnesses in his or her defence. He or she shall further be entitled to give evidence and to address the Board in his or her defence. The decision of a Board of Discipline shall be by a majority. The Board of Discipline shall report confidentially its findings to the student concerned, to the student's tutor or supervisor, to the Director, and, unless the student otherwise directs, to the General Secretary of the Students' Union.
8. In every case where the Board of Discipline reports that a breach of Regulations has been committed, the student concerned shall be entitled, within one week of being informed of the report and of the penalty proposed to be imposed, to appeal to an Appeals Committee of one member of the Panel of Academic Members of Boards of Discipline, one member of the Panel of Student members of the Board of Discipline and one member of the Panel of Lay Governor Members of Boards of Discipline who shall not be persons concerned in the original hearing, selected in the same manner as the academic members and lay member of the Board of Discipline. The Appeals Committee shall not be obliged to rehear evidence but may at its discretion do so and may allow new and fresh evidence to be called. It shall otherwise determine its own procedure and shall report in writing its decision to the student concerned, to the student's tutor or supervisor, to the Director, and, unless the student otherwise directs, to the General Secretary of the Students' Union.

Regulations for Students – Annex B

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

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

Regulations for Students – Annex C

1. Where an allegation of misconduct has been made, the complainant and the respondent shall have the right to receive, if they so wish, advice and counselling from the School or other appropriate professional individuals or organisations.
2. 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.
3. The Dean of Undergraduate Studies or the Dean of the Graduate School or the Adviser to Women Students, as appropriate, will normally be responsible for ensuring that advice and counselling is available to students; and the Staffing Officer will be responsible for ensuring that advice and counselling is available to members of staff.

Approved by the Standing Committee on 21 June 1994 to come into effect on 29 September 1994.

RULES RELATING TO STUDENT ACTIVITIES

1. Preamble

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

2. Meetings and Functions

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

3. Times of Opening and Closing the School

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

4. Responsibility for Visitors

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

5. Admission of the Press

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

6. Sale of Alcohol on School Premises

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

7. Notice Boards

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

8. The Law of the Land

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

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

CODE OF PRACTICE ON FREE SPEECH**1. Preamble**

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

- (A) Everyone shall be entitled to equal treatment on the basis of individual merit and without unfair discrimination as regards admission to and membership of the Corporation, and status as a member, officer or employee of the Corporation, and as a student or other individual associated with the Corporation, and as regards access to the benefits, facilities and services provided by the Corporation.
- (B) Every member, officer and employee of the Corporation, and every student and other individual associated with the Corporation, shall be entitled to freedom of thought, conscience and religion, to hold opinions without interference, disability or disadvantage, and to freedom of expression within the law, including the right to seek, receive and impart information and ideas of all kinds.
- 1.2 In pursuance of its duties as laid down in Section 43 of the Education (No. 2) Act 1986, the School has adopted this Code with a view to taking steps to ensure that freedom of speech within the law is secured for students, employees and other members of the School (including honorary and visiting staff) and for all persons authorised to be on School premises including visiting speakers duly invited in accordance with Clause 3.3.3 of this Code.
- 1.3 The Code takes cognizance of the fact that the United Kingdom is a party to the United Nations Covenant on Civil and Political Rights and the European Convention on Human Rights and the School attaches great importance to the values described in these documents. The basic right to freedom of expression and the permitted exceptions thereto are specified in Article 19 of the UN Covenant and Article 10 of the European Convention:

1.3.1 UN Covenant on Civil and Political Rights**Article 19.**

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

1.3.2 European Convention on Human Rights**Article 10.**

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

2. Range and Application

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

3. Responsibilities of the School Authorities

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

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

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

- 3.3.1 The School's premises are at all times used only for lawful purposes.
- 3.3.2 Room bookings are made by persons whom the School authorities regard as properly responsible, in compliance with the prescribed procedures for operation of the Code and with such reasonable requirements as the School may make.
- 3.3.3 Visiting speakers come on the School's premises only at the invitation of authorised staff, authorised students or other authorised members of the School.
- 3.3.4 The School authorities have authorised by general or specific permission use of the School's premises for the purpose concerned.
- 3.3.5 The School authorities reserve the right to refuse or withdraw permission for a meeting, or terminate a meeting once begun, or take such lawful action about a meeting including security provision as they see fit. Among circumstances in which such action might be taken would be the following:
- (a) Where the bounds of lawful free speech are exceeded or thought likely to be exceeded such as by incitement to commit crimes or breach of the peace. In particular, the School authorities will take into account the provisions of the Public Order Act 1986 which describes circumstances in which a person presenting or directing the public performance of a play; or a person distributing, showing or playing a recording of visual images or sounds; or any other person, may be guilty of an offence if he or she intends to stir up racial hatred or if, having regard to all circumstances, racial hatred is likely to be stirred up;
- (b) Where damage to School property or physical harm to persons or a breach of the peace is taking place or thought to be likely to take place;
- (c) Where the frequency of bookings made by an individual or organisation seems calculated to inhibit access to the School's facilities by others;
- (d) If unlawful acts, or acts which in the opinion of the School authorities may be unlawful, take place or are thought likely to take place, anywhere on School premises.
- 3.3.6 A visiting speaker may be excluded on the grounds of prior conduct engaged in with intent by him or at his instance of denying free speech to others.
- 3.3.7 The School reserves the right of final decision about admission or exclusion of any person, including press, television and broadcasting personnel, in respect of any meetings or events covered by this Code.

4. Responsibilities of the Students' Union

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

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

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

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

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

5. Responsibilities of Event Organisers

5.1 Those who organise, sponsor or book events on School premises will, as a condition of the School authorities accepting a booking, confirm their agreement to comply with all provisions of this Code, with the prescribed procedures and with such reasonable requirements as the School may make.

5.2 The School authorities will require anyone wishing to book its facilities for an event or other meeting to meet such reasonable requirements as the School may make including appropriate organisational arrangements for the event, 5 working days' notice of meeting and submission of the prescribed form. Procedures exist for arrangement of emergency meetings, with the permission of the School authorities in exceptional circumstances. These procedures are mandatory.

5.3 A reasonable charge may be made for use of a room on School premises and provision of services, including where necessary in the School's opinion, the provision of security, when booked by any person or organisation.

5.4 Where the School refuses or withdraws permission for an event, the School will make every effort to inform the person booking the event of its decision but irrespective of the circumstances, event organisers may not proceed with their event if they know or ought to know that School permission for it is not extant at the time.

6. Responsibilities of Members of the School and others Admitted to the School's Premises

6.1 Compliance with this Code is obligatory on all students and employees of the School; honorary and visiting staff of the School; and all persons authorised to be present on School premises, including visiting speakers.

6.2 All students and employees of the School; honorary and visiting staff of the School; and all persons authorised to be present on School premises, other than visiting speakers, have the responsibility under this Code to take steps consistent with their personal safety to ensure that freedom of speech within the law is enjoyed on School premises. Visiting speakers are expected to obey all those parts of the Code applicable to the purpose of their visit, in particular clause 3.3.5(a) concerning the bounds of lawful free speech.

6.3 All those attending a meeting, whether members of the School or not, must, as a condition of admittance to School premises and to the meeting itself, observe good order. Good order in a meeting on School premises means that the speaker(s) can be heard clearly. Any conduct which is engaged in with a view to denying the speaker a hearing, including interference with access to or egress from the meeting, and interference with the conduct of the meeting, is contrary to the Code.

7. Sanctions

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

7.2 If event organisers fail to comply with their responsibilities as set out in paragraph 5 of the Code, the School authorities may refuse or withdraw permission for the relevant event at any time, or terminate the event once begun. In the action they take the School authorities will bear in mind whether the organisers of the meeting are or are likely to be responsible for unlawful acts or whether persons not connected with the organisers, are or are likely to be responsible for such acts.

7.3 Action by any member of the School or other person contrary to this Code, will be regarded as a serious disciplinary offence and, subject to the circumstances of the case, may be the subject of proceedings under the relevant disciplinary regulations, as promulgated from time to time.

7.4 Action by anyone who is not a member of the School, including a visiting speaker, contrary to this Code, may result in the withdrawal of his or her licence to be on School premises, resulting in future exclusion from the School's premises or action for trespass if necessary.

8. Operation and Interpretation of the Code

8.1 The Standing Committee of the Court will be responsible for policy issues connected with interpretation of the Code, and will consider matters relevant to the Code as circumstances require. After appropriate consultation in the School the Standing Committee will review and approve the Code every three years on behalf of the Court of Governors.

8.2 The Director will be responsible for appeals made under clause 7.1 of the Code.

8.3 The Secretary of the School is appointed by the Director to be responsible for the day to day operation of the Code.

8.4 In the event of disciplinary proceedings, interpretation of the Code will be entirely a matter for the relevant disciplinary body.

Approved by the Standing Committee on 21 June 1994 to take effect from 1 July 1994 to 30 June 1997.

PROCEDURE FOR COMPLAINTS OF SEXUAL HARASSMENT

The procedure is designed to cover complaints made by any student – male or female – against a member of staff. The procedure has been based on discussions between the Adviser to Women Students and the Pro-Director, the Executive of the AUT and officers and staff of the Students' Union. It is open to review in the light of experience. A full copy of the procedure document is available from the School's Resource Centre in Room H601.

Preliminary Stages

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

Informal Procedure

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

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

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

Formal Procedure

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

Criminal Offence

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

FINANCIAL MATTERS**Fees**

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

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

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

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

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

Fees for the 1998/99 session

All in £ Sterling. These fees were correct at the time of going to press but the School reserves the right to add to or alter them.

Fees listed here cover registration, teaching, first entry to examinations, the use of the Library and membership of the Students' Union. For students taking approved courses at other colleges of the University of London they also cover the use of common rooms at those colleges.

FULL-TIME STUDENTS	Home/EU students £	Overseas students £
Research students (MPhil/PhD): years one and two	2610	8137
Research students (MPhil/PhD): year three	1959	6106
Visiting research students	9047	9047
Master's degree and diploma	5514	9047
<i>except as follows</i>		
Analysis, Design and Management of Information Systems	9047	9047
Anthropology	2610	9047
City Design and Social Science	9047	9047
Demography	3406	9047
Finance and Economics	9047	9047
Gender	2610	9047
Housing	2610	9047
Industrial Relations (professional stream)	6014	9547
LLM	2860	9047
Management	9047	9047
Management of Non-Governmental Organisations	9047	9047
Mathematics	2610	9047
Philosophy of the Social Sciences 2	9047	9047
Political Economy of Transition in Europe	9047	9047
Real Estate Economics and Real Estate Finance	9047	9047
Social Policy and Planning	3406	9047
Statistics (Diploma and MSc)	3406	9047
Voluntary Sector Organisation	2610	9047
PART-TIME STUDENTS	Home/EU students £	Overseas students £
pay at half the rate given above for full time students except		
MSc Health and Social Services	1703	4524
COMPLETION FEE	Home/EU students £	Overseas students £
for research degree students	400	400

OCCASIONAL STUDENTS

- The School may allow a limited number of people who are in full-time employment in London to register as occasional students. Occasional students may attend up to three courses of lectures per term, subject to limitations on teaching space and the permission of the teacher(s) concerned. The fee for most courses is £10 per hour. Registration for single lectures is not possible. Classes, seminars, tutorial assistance and assessment are not open to occasional students.
- Exceptionally, certain postgraduate courses taught wholly or mainly by seminars may be available to occasional students, but for these the fee has yet to be fixed for 1998/9. It is likely to be at least £600.
- Occasional students may use the Main Library, but not the Teaching Collection.
- Applications for occasional student status should be made through the Undergraduate Admissions Office at least four weeks before the start of the term concerned. Applicants will be asked to state their qualifications and the purpose for which they wish to attend. On payment of the fees, the School will issue a registration card showing the courses for which an occasional student is accepted. This card should be produced on demand. Refunds are not available once the fees have been paid.
- At the end of the period for which an occasional student has been registered, the School will issue on request a certificate listing the courses for which they were registered. This certificate will not include a detailed record of attendance.

How To Pay

There are a number of ways in which you can pay your fees:

- by £sterling cheque drawn on a UK bank
- by cheque in £sterling drawn on a non-UK bank account or a cheque in another currency
- by Visa and Mastercard credit cards, Delta or Switch debit cards (discount not available; details about this method of payment will be sent with your fee statement)
- by bank transfer. We do not encourage this method of payment

We cannot accept payments by direct debit, post dated cheques, standing order or letters of credit. We do not recommend payment in cash.

Financial Assistance**Student Support Fund**

If you are facing financial difficulties during your programme due to changes in circumstances which you could not have expected when you registered you may apply for assistance from the Student Support Fund. Application forms are available on display in the Graduate School reception. The maximum award is £2000.

Access Funds

Full-time and part-time UK postgraduate students are eligible to apply for an award from the Access Fund. Applications will be available from the Graduate School reception as soon as the Government have confirmed funding for 1998/99. This is usually in late October.

Student loans

The School also makes loans of up to £250 to full registered students. Application forms are available from the Graduate School reception.

Postgraduate Scholarships

Scholarships are awarded on the basis of academic achievement.

Acworth Scholarship	£1,000	Graduate work in inland transport subjects
American Friends Scholarships		The AFLSE awards between two and four annual full tuition scholarships for one year of graduate study at LSE. The awards are based on financial need and academic merit. There are no restrictions as to age, field of study or degrees being sought. Current and former LSE students, including junior year abroad students who were enrolled at LSE, are not eligible. The awards are given toward a full academic year beginning in the fall, and are not renewable. The deadline for AFLSE applications is 15 February in the year of intended enrolment. Enquiries to American Friends of LSE, Scholarships Office, Suite 700, 733 Fifteenth Street, NW, Washington DC 20005. Telephone: (202) 347-3232.
Delia Ashworth Scholarship	£275	Diploma course in Social Policy and Administration
Carlo and Irene Brunner Scholarship	£200	Graduate work in banking and currency, or medieval history
Economica Scholarship	Tuition fees and maintenance	Research degree (MPhil/PhD) in the Department of Economics
Morris Finer Memorial Studentships	At least UK fee level	Research in socio-legal field on certain specified topics
Flemings Group Scholarship	Full fees and maintenance	One award for a student from the People's Republic of China to follow the MSc or Diploma in either Accounting and Finance or Economics.
Graduate Studentships	Fees and some maintenance	Graduate work in the social sciences
Hilde Himmelweit Scholarships	£2,000 each	Three awards annually for students of all nationalities studying for the MSc degree in Social Psychology
C K Hobson Studentships in Economics	Fees and some maintenance	Graduate work in Economics
Hutchins Studentship for Women	Maximum of £500	Research in the social sciences preferably Economic History
I.D.E.A. Scholarship for the LSE Centenary	Tuition fees and a contribution to maintenance	Full-time, self-financing students studying the MSc in Economics or the MSc in Econometrics and Mathematical Economics
Indian Friends of LSE Scholarships	75% fee level	3 scholarships for postgraduate students from India; full fees also covered under awards from FCO. Applications should be made by 1st May each year direct to Madhav Batkuly, 5 Adarsh, 94 Walkeshwar Road, Bombay 400006, India Tel: 91228123960
Rees Jeffreys Road Fund Award	Fees at UK rate and maintenance at ESRC rates	Research in the field of transport
Lakatos Scholarship	£2,000	Student registered for 2 year taught MPhil in Philosophy or MPhil/PhD Philosophy research degree
Jackson Lewis Scholarship	At least £600	Graduate work in social sciences. Available every other year
Benjamin E Lipincott Scholarship in Political Theory	£1,000	Graduate scholarship for students of political theory
Loch Exhibitions	£100	Students registered for a course in the Department of Social Policy and Administration
Marks and Spencer Bursaries	Contribution to fees	Full-time and part-time students following MSc in Voluntary Sector Organisation

Robert McKenzie Scholarship	£3,000	Full-time graduate work in the social sciences. Preference to students from Canada and to those wishing to study Sociology, particularly Political Sociology
Malinowski Memorial Studentship	£600	To assist self-financing students without access to adequate funding, with cost of writing-up after completing fieldwork
Karl Mannheim Scholarship	Tuition fees and a contribution to maintenance costs	British students registered for a research degree in the Department of Sociology
Metcalfe Studentship	At least £500	Woman student for research in social sciences, especially for study of a problem bearing on the welfare of women
Open Society Institute/ Foreign and Commonwealth Office/London School of Economics Scholarships	Full fees and maintenance	Up to 10 scholarships for students from a number of East and Central European countries to follow taught Master's courses.
Peacock Scholarships	Up to full fees and maintenance	Up to five scholarships annually for students from the former Soviet Union and Eastern Europe (excluding the former Yugoslavia and Albania) to follow a Master's programme at the School
Michael Postan Awards	Up to £1,000	Travel grant or financial aid for research expenses for students undertaking research for a PhD into any aspect of Social or Economic History
Eileen Power Award	Up to £4,500	Research in Social or Economic History. Preference to candidates completing research for a PhD degree at a UK university
Queen's Scholarship Co-sponsored by the RTZ Corporation plc, the Foreign and Commonwealth Office and LSE to mark the Queen's State Visit to South Africa in March 1995.	Full fees and maintenance	For a student from South Africa to follow the MSc in Economics.
Rosebery Studentship	£1,000	Graduate work in social sciences, preference given to those including some aspect of transport in their studies
RTZ Corporation plc/ Foreign and Commonwealth Office/London School of Economics Scholarship	Full fees and maintenance	One award for a student from Hungary to follow the MSc in Economics.
Save and Prosper Bursaries	Contribution	Full-time and part-time students to fees following the MSc in Voluntary Sector Organisation
Standard Chartered Bank Scholarships	Full fees and maintenance	Two awards for students from the People's Republic of China to follow postgraduate programmes at the School.
Suntory-Toyota Studentships	Fees and some maintenance	Research work in specified fields of study for which the Suntory-Toyota International Centres for Economics and Related Disciplines was established
Sho-Chieh Tsiang Scholarship	Discretionary award of at least £2,000	One award annually to a student writing a dissertation for a PhD degree in the field of monetary economics.
Dr. Puey Ungphakorn Scholarships	Full fees and maintenance	One award for a Thai student to study for an MSc in either Accounting and Finance, Economics or International Relations. Successful candidate will be expected to work for the Bank of Thailand for a minimum of two years.
R. J. Vincent Memorial Scholarship	£1,000	Research degree in the Department of International Relations
Madge Waley Joseph Scholarship	£40	Woman student registered for one-year course in Social Policy and Administration
Alfred Zauberman Awards	£1,000	Scholarships, grants or any other forms of financial aid for postgraduate study. Regard will be given to Donor's wish that preference be given to students from East European Countries and to study of Economics of East European Countries

Postgraduate Prizes

These prizes are awarded on the basis of academic achievements at the School. Applications are not required.

Ely Devons Prizes	£60	Best student registered for MSc Economics; best student for MSc Econometrics and Mathematical Economics
Firth Awards	£225	Best paper contributed to a seminar in Department of Anthropology by a graduate student
Foundation on Automation and Human Development Annual Awards.	£100 each	Three prizes for best performance in MSc Industrial Relations
Maurice Freedman Prize	£60	Best performance in the MSc Social Anthropology Examinations
Himmelweit Award	£50	The best performance overall in the MSc degree in Social Psychology
Imre Lakatos Prizes	£150	For dissertations of high quality, written during the course of study, and submitted for the MSc in Philosophy & History of Science
Andrea Mannu	Up to two prizes, £100 each	For essays on dissertations of high quality, written during the course of study, and submitted for the MSc in Philosophy of the Social Sciences and any undergraduate philosophy degree, or on the basis of overall exam performance in these degrees
Robert McKenzie Prizes	Total of £2,000	For outstanding performance in the MA, MSc, MPhil or PhD degrees
Mostyn Lloyd Memorial Prize	£100	Performance in Masters programmes in the Department of Social Policy and Administration
George and Hilda Ormsby Prize	£100	Graduate work in Geography
Robson Memorial Prize		To help present or recent students of the School prepare for publication as articles or books work in subject areas of interest to the late Professor Robson
Awards open to both Undergraduates and Postgraduates		
Vera Anstey Memorial Award		Regard will normally be had to Dr. Anstey's special interest in India, Pakistan, Bangladesh and Sri Lanka
Chidambaram Chettyar Fund	Small grants	Grants to Indian undergraduate and graduate students. Preference to those studying Management Science and Computing
Christie Exhibition	£125 if an annual award; £250 if awarded biennially	Students registered in Department of Social Policy and Administration
W. G. Hart Bursary Award	£1,065	Undergraduate or graduate work in Law
Mountbatten Memorial Grants	£500	Final year undergraduate and graduate Commonwealth students who have run into unforeseen financial difficulties
Margot Naylor Memorial Scholarship	At least £250	Women students; regard will be given to donor's request that preference be given to those intending a career in financial journalism.
Olive Stone Memorial Scholarship	£7,000 approx	One or more scholarships to enable female students who would not otherwise be able to do so to study at the School.

Other sources of financial assistance

Information on other sources of financial assistance is displayed on the notice boards in the Graduate School reception and along the corridor of the second floor of Connaught House as it becomes available. A useful source of general information on financial aid schemes is the *Grants Register*, published by Macmillan Publishers Ltd., which is available in the Library and the Student Advice Centre.

Students' Union Women's Right to Choose Fund

This fund is available to assist students who wish to terminate or continue with a pregnancy and who are undergoing particular financial hardship. Male students may apply on behalf of their partner. Applications are treated in the strictest confidence. Please apply to the Student Advice Centre, room E297.

Students' Union Fund for Disabled Students

Small sums of money are available for helping students with disabilities. A free photocopying service may be available to some students. Applications should be made through the Student Advice Centre, room E297.

Council Tax

Every local authority (local government) has a duty to impose a Council Tax on each dwelling for the purpose of raising revenue for local services. You may not have to pay this tax, or you may be eligible for a lower, discounted rate of tax. If you live in a hall of residence you will not be liable for this tax but you may be liable if you live elsewhere.

It is up to the local authority to determine whether you are required to pay the tax, and if so, at what rate. You may be asked to provide the local authority with a certificate of student status. **The School has no role to play in the establishment of your liability for Council Tax other than to provide certification as described below.**

The School is required to supply on request a certificate to any person who is following, or has followed, a degree or diploma programme at the School. The School is allowed to refuse to comply with a request made more than one year after the person making it has ceased to follow a degree programme at the School.

For Council Tax purposes a degree programme is taken to last from the day on which you begin it to the date on which you complete it, abandon or are dismissed from it. It includes any vacation between terms and before the end of the degree programme.

For Council Tax purposes you qualify as a student if you are in a full-time degree programme (ie a degree programme which lasts for at least an academic year, takes at least 24 weeks a year and involves at least 21 hours of study per week during term-time). Overseas students can qualify for Council Tax certificates in the same way as home students.

All full-time graduate students will receive a certificate of student status when they complete registration. Copies can be obtained by completing the standard Certificate Request Form available from the Graduate School reception.

National Insurance**(UK students only)**

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

Tax Relief for Vocational Training

The Inland Revenue has introduced a Vocational Training Tax Relief Scheme. This scheme allows some Home and European Union (HEU) students to get tax relief on the fees they pay for their Master's or Diploma programme.

Eligibility

To be eligible for this scheme you must be:

- aged over 30 at time of payment
- resident in the UK (this will normally mean that you must be an HEU student and resident in the UK)
- on a full time programme of at least four consecutive weeks and not more than one year (ie Diploma or Master's degree)
- on a programme which provides skills which are relevant to, and intended to be used in, gainful employment
- paying all your fees yourself from your own income. The Inland Revenue states that you must be making the payment yourself but that parents/husbands/wives or partners may give you funds so that you are able to pay your own fees. Payments made from a bank account other than your own do not attract tax relief.
- not be receiving financial assistance from UK Government sources (eg Access Funds). If you claim tax relief on your fees you are not eligible to apply for Access Funds

Value of scheme

Eligible students (known in the scheme as 'trainees') get tax relief on their fees by deducting an amount equal to income tax at basic rate from the payment - annual or termly - made to the training provider (LSE). For the period 6 April 1998 to 5 April 1999 the basic rate of income tax is 23%. For example, under this scheme, fees of £1,000 will be reduced to £770.

How to claim

If you have not yet paid your annual or termly fee and are eligible for tax relief you should complete in full a form VTR2 available from the Accounts Office on the 4th floor of Connaught House and return it in person to the Accounts Office with your fee payment.

If you have already paid your annual or termly fee and are eligible for tax relief you should complete form VTR2 and return it to the Accounts Office with a written request for a refund to the amount of the tax relief allowed and a stamped addressed envelope. You will normally receive your refund in the form of a cheque within 28 days of receipt of the fully completed VTR2 form.

If you choose to pay your fees in termly instalments a completed VTR2 form must be submitted for each instalment payment.

Please note:

- If you withdraw from your programme of study you will lose entitlement to tax relief and any refund made to you will be based on the full fee you would have paid had you not received tax relief.
- If you change from being a full-time student to a part-time student you will lose entitlement to tax relief. Your part-time fee liability will be at the normal rate and any refund made to you will be based on the full fee you would have paid had you not received tax relief.
- Questions regarding eligibility should be directed to the Inland Revenue on 0151 472 6000 ext 7037.
- The School is registered with the Inland Revenue to administer this scheme. Applicants for tax relief should understand that the information given may be subject to ratification and change by the Inland Revenue and will be subject to audit by the Inland Revenue. The School will not accept any liability for any changes in the terms and conditions of the scheme nor will the School accept any liability for false claims made by any individual student or any consequences arising from such claims.

STUDENT SERVICES

See CODE OF PRACTICE ON SCHOOL SERVICES

The Graduate School Office

Room H201-H205
Telephone 0171 955 7152
Fax: 0171 955 6137

E-mail graduate-registry@lse.ac.uk

During normal School hours the Graduate School Office offers a self-service information service in the Graduate School reception area on the second floor of Connaught House. Here you can pick up a Prospectus, check the notice boards for information about examinations, scholarships or new programmes. Standard request forms are also available and, depending on the time of year, application forms for various scholarships and financial assistance are also available. You can also leave completed forms and other internal correspondence to the Office in the post box in the reception area. Between the hours of 10.30-16.30 on Monday, Tuesday, Thursday and Friday and between 10.30-13.30 on Wednesday a member of staff will be available to assist you if required. If you need to speak to someone in private please let the member of staff know and he or she will arrange that for you. At busy times of the day we might ask you to wait or call back at a later time. The Scholarships Office runs a 'surgery' twice a week for students who need advice on financial matters. The surgery times will be advertised in the reception area. The service operates on a 'first come first served' basis. The reception area can get quite crowded at certain times of the year during opening hours - if you want space to browse we suggest you come outside the hours of 10.30-16.30 or after 13.30 on Wednesday.

Careers Service

Room E388
Telephone 0171 955 7135

The LSE Careers Service is part of the University of London Careers Service, which is the largest graduate careers service in Europe. The careers reference library includes career videos and inter-active career and employer choice computer programmes such as PROSPECT H.E., GRADSCOPE and ADULT DIRECTIONS. Career discussions can be booked with careers advisers individually, or for small groups of students with similar queries or needs. Careers Advisers are also available for unbooked 'Quick Queries' from 14.30-16.30 Mondays - Thursdays during term-time. Information about careers and employer seminars is displayed on the careers service notice boards. You are strongly advised to visit the Careers Service soon after your arrival at LSE, especially if you are on a one year programme.

Student Advice Centre

Room E297
Telephone 0171 955 7145

The Students' Union runs a Student Advice Centre which is open in term-time Monday, Tuesday, Thursday and Friday between 10.30-16.00 and between 10.30 and 14.00 in vacations. All enquiries should initially be directed to Reception in room E297, or by telephoning extension 7145, where an appointment will be made for you to see a member of staff if appropriate. Messages can be left on the ansaphone (0171 955 7145) outside these hours - your calls will be returned as quickly as possible.

Welfare Advice: Louise Allison, Sandra Bent and Liz George

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

Accommodation Service: list of available property to rent from landlords.

Housing Advice: Liz George and Sue Garrett

The Housing Advisers deal with accommodation enquiries, including availability of private accommodation to students and LSE staff, students with special accommodation needs, eg with a disability, family, etc. They can also advise students on problems with landlords, tenancy agreements, deposits and harassment, and on the Council Tax.

Counsellor: Joanna Best (Monday and Friday only)

The Counsellor sees students who are experiencing personal or emotional problems for both long- and short-term counselling.

Health Service

St. Philip's Building
Telephone 0171 955 7016
and

Dental Service
Telephone 0171 955 7444

The Health Service is open Monday to Friday 9.30-17.30 in term-time and 9.30-17.00 in the vacation periods. Enquiries about registration should be made through the Health Service receptionist. The Health Service provides facilities for general medical, psychiatric, gynaecological, ophthalmic, nursing, osteopathy and counselling treatment for all members of the School.

The service has National Health Service physicians who will see students registered with the service by appointment. The Health Service will also see any student on an emergency basis or to give advice, whether registered or not. There is a counselling service for students who wish to use it. Students with problems of any nature, including work-related difficulties, are welcome to make use of this service. Contraceptive care is provided by the doctors and a nurse practitioner, who works in close co-operation with a gynaecologist, who attends twice weekly. The Nursing Sisters are available to advise on medical problems and to provide a first-aid and immunisation service. No appointment is needed. An osteopath and an optician work from the Health Centre and appointments can be made through the main reception. NHS dentists are available for most forms of dental treatment. Appointments may be made directly with the dental practice, which is in the Health Centre.

NIGHTLINE

Telephone 0171 631 0101

Nightline is a telephone information and counselling service available to students of the University of London nightly in term-time from 18.00 to 08.00.

Students' Union

East Building, E296

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

On payment of their fees all full-time students automatically become full members of the LSE Students' Union. The Union has two roles. First, representing students to the School and outside institutions on student-related and wider issues. Second, the Union has a social function. The Union runs a bar, shop and vegetarian café and puts on regular entertainments. In addition there are dozens of societies catering for numerous nationalities, interests and political persuasions.

Members of the LSE Students' Union are automatically members of the University of London Union (ULU) and the National Union of Students (NUS). ULU is in Malet Street, ten minutes walk from LSE and has an excellent range of social and sporting facilities including a swimming pool.

Services for those opting out of membership of the Students' Union

Under the provisions of the 1994 Education Act students of the School have a right not to be a member of the Students' Union. The Act states that students' exercising this right should not be unfairly disadvantaged with regard to the provision of services or otherwise, by reason of their not having done so. No rebate will be available to students who decide not to be members of the Students' Union. The Union Shop, the Café and the Student Travel service are open to all students of the School. The Three Tuns Bar regards all non-members as guests in terms of its club licence: they must be signed in.

Non-members are not members of Students' Union societies and it is not practicable for the School to offer alternatives. This has notable implications for sport. Bookings for use of School sports facilities are organised by the Athletics Union, itself an umbrella society of the Students' Union. Non-members are allowed to book facilities through the Athletics Union but on each occasion will have to pay such reasonable fees as the Union determines. Non-members of the Students' Union will be allowed access to the Students' Union Advice Centre if this is supported by a written request from an authorised member of the LSE Health Service.

As far as the Students' Union representative functions are concerned, non-members do not have separate membership on School committees. No additional charge will be made to non-members for the use of any Students' Union services to which the School may decide they are still entitled, except in respect of sports club fees, which even members have to pay.

The Chaplaincy

Room K51
0171 955 7965

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

The Revd. Neil Nicholls (full-time, Church of England) - 0171 831 9288
Flat 3, Bristol House, 80a Southampton Row, London WC1

Fr. Alexander Fostiropoulos (Orthodox) - 0181 879 1461
99 Kenilworth Avenue, Wimbledon, London SW19 7LP

Fr. Jeremy Fairhead (Roman Catholic) - 0171 387 6370
Newman House, Roman Catholic Chaplaincy, 111 Gower Street, London WC1

The Revd. Nadim Nasser (Free Churches) - 0171 288 1416
333 Essex Road, Canonbury, London N1 3PT

Associated Chaplains:

Rabbi Jonathan Dove - 0171 380 0207

The Revd. Chong Kah Geh - 0181 570 2573

The Revd. E.K. Frimpong (Ghanaian Chaplain) - 0171 353 6261

Accommodation

The LSE Accommodation Office,
E294

Telephone 0171 955 7531/2

The Accommodation Office deals with the allocation of places in Halls of Residence. It is open every weekday 10.30 - 16.30

School Nursery

See CODE OF PRACTICE ON SCHOOL SERVICES

Help for Students with Physical Disabilities**Advice and Assistance**

The School does not have a full-time disability officer but the Adviser to Students with Disabilities in the 1998/99 session is Dr Anthony Best, room E408 (0171 955 7923). The Adviser is in contact with support groups within the School and in the South East area and will be able to offer advice and information on disability issues. In addition the Student Advice Centre and the Health Service play a vital role in relation to students with disabilities. A notice board for disability issues and information is situated on the second floor of the St Clement's Building. See also STUDENT ADVICE CENTRE above.

Building and access

The site is located in a busy part of central London where space is at a premium and, although the buildings are in reasonably close proximity, movement between them is not always easy. At peak periods narrow corridors and staircases are often crowded and lifts full. The main buildings are now accessible (see map). Access between the buildings is difficult and, as it often requires the use of small staircases, wheelchair users will normally have to use lifts to descend to ground level before ascending in the adjacent building. Not all teaching rooms or offices of members of the academic staff are accessible for wheelchair users but the Teaching Room Resource Unit

will ensure that no teaching for students with significant mobility problems is done in such rooms. Wheelchair users should access the Library via Portugal Street.

Parking

The School provides a limited number of parking spaces for students and users of the Library with significant mobility problems. These are usually arranged on an ad hoc basis and anyone requiring a parking place should contact Mr Bernie Taffs on 0171 955 6055. The City of Westminster provides two parking bays in Portugal Street for motorists who are registered as disabled.

Toilet Facilities

The location of toilets for those with disabilities are:

- Old Building, one on the ground floor [A29] (with ceiling track hoist) and two on the second floor [A206 (F) and A227 (M)]
- Clement House, one in the basement [D016] and on the second [D200], third [D300A] and two on the fourth floors [D400A and D406]
- Library, on the first [R1128 (M) and R1129 (F)] and fourth floors [R467]
- St Clement's Building, two on the first floor [S178 (M) and S180 (F)],
- Tymes Court, ground floor [T9]
- St Philip's Building, ground floor [X2]

Health Service

The Health Service is within the LSE's complex of buildings and has wheelchair access. If you identify yourself as having a disability on your acceptance of our offer of admission you are invited to the Health Service to discuss any health-related issues. The medical and nursing staff can provide a full range of NHS services to registered students and they work with the adviser to students with disabilities to arrange special or additional facilities. The Health Service also provides a counselling service.

Financial Assistance

The School does not earmark awards or scholarships exclusively for students with disabilities, you may apply for financial assistance in the same way as all LSE students. At the moment, the Disabled Students Allowance (DSA), administered by local education authorities, provides money for special equipment and for non-medical assistance such as readers and other helpers. This, like the grant is means tested, but is available to all UK students with disabilities including those with dyslexia. It is possible for students not to qualify for a maintenance award but to be eligible for a DSA. In addition students with disabilities, unlike other students, are not effectively excluded from the benefit system and may be entitled to assistance from the DSS including housing benefit. Advice on these matters can be obtained from the Student Advice Centre or from the Adviser to Students with Disabilities. In addition the Student Advice Centre has its own funds for providing small hardship grants to disabled students.

IT Equipment for Visually Impaired Students

A special room is available which has two high specification networked Pentium computers running with speech and screen magnification software for blind and visually impaired students. A third computer with screen magnification, a Braille embosser and a scanner – which can function as a stand alone PC – can also be used via vocal commands.

Audio Visual Aids

The Audio Visual Unit can provide a neck worn receiver and a neck worn transmitter. These allow a student wearing a hearing aid adjusted to the 'T' position to receive a clearer audio signal from a lecturer wearing a transmitter. Two sets are available. Portable player/recorders (similar to a walkman) are available for borrowing for short periods of a few days. The Old Theatre has a hearing loop system. Anything amplified by the public address system is relayed to both sections of the Theatre and if you have a hearing disability you have only to adjust your hearing aid to the 'T' position. Several of the main teaching rooms in Clement House are equipped with an infra red system with receivers worn similar to a stethoscope. The amplified sound should be radiated to any part of the rooms and received by equipment which can be booked from the Audio Visual Unit. Some cardphones have inductive couplers.

Teaching, Examinations and Assessments

The School uses a questionnaire which is sent to you if you have identified yourself as having a disability. The replies are forwarded to the Health Service, Undergraduate Office, Graduate School Office, Systems Office and the Adviser to Students with Disabilities. This questionnaire allows the School to make appropriate arrangements and to provide special facilities as and when necessary. Special examination arrangements can be made when you provide medical or other relevant evidence concerning your disability. Additional writing time and other arrangements are determined by the School's Special Examination Committee. Other arrangements might involve rest periods or examination aids such as word-processing, an amanuensis or Braille papers.

Library Facilities

The entrance to the Library is turnstile-controlled, but if you have a mobility problems you may use the gate next to the porter. There is also a door at the entrance to the Course Collection which can either be opened by the porter or by the Circulation Supervisor at the Service Counter. All five floors are accessible using one of two lifts and ramps.

Borrowing rights

If you have a disability it should be possible for you to have extra materials in addition to your regular allowance or keep material for longer than the normal time periods. Please ask at the Service Counter if you have extra requirements.

Evacuation procedures for fire/bomb alert

In the event of a fire or bomb alert you should make your way to the nearest staircase and leave the building via the main exit immediately. A signing-in book is kept at the Porters' Desk to enable the fire brigade to locate students with mobility problems who may have difficulty evacuating the premises quickly. You are under no obligation to sign into the Library but this information could be helpful in the event of an emergency.

Orientation sessions

The Library is happy to provide orientation sessions for blind students. Please contact Joanne Taplin on 0171 955 7940.

Photocopying

Free photocopying is available in the Library for students with disabilities who have been referred from the Student Advice Centre. Ask for a copy card from the Photocopying Office on the ground floor of the Library. This card operates any copying machine in the Library and should be returned to the Photocopying Office after use.

Requesting Material

If you have a disability, Library staff are happy to fetch material for you except at weekends, when extra staff are not available. Details of requested items should be left at the Service Desk. You may also make requests by telephone on 0171 955 7225 from outside the School

or by dialling 7225 on any internal telephone. Please give at least one half day notice for any fetching of books you require. Requested material will be held at the Service Desk.

Study Rooms

If you have special needs you may be allocated a private study room within the Library. Each room is provided with suitable furniture and electric power points. A raised height table for students with wheelchairs can also be provided. Please contact Joanne Taplin on 0171 955 7940 if you would like a room. Alternatively a carrel can be obtained by students with disabilities who do not require the use of a study room.

The Library is keen to extend its services to students with special needs and would welcome any suggestions for improvements. Please contact Joanne Taplin on 0171 955 7940 with any ideas or requests.

Student Advisers

See also section on SUPERVISION AND ASSESSMENT OF PROGRESS and HELP FOR STUDENTS WITH DISABILITIES

Dean of the Graduate School

Mr Max Steuer, S183, ext 7521

The Dean will see students by appointment or during his open office hours in the Dean's Office (A202) on Monday 11.00–13.00.

The Dean has a wide range of duties under the general heading of relations between the School and its students. He is available to any graduate student who wishes to raise any problem, academic or otherwise. In particular he is available for the counselling of individual students who are experiencing difficulties and can assist in the reallocation of students to supervisors. He should be seen as a supplementary source of help to the supervisor, the Departmental Research Student Tutor and the departmental Convener.

Adviser to Women Students

Dr Kirsten Schulze, Room E507, ext 7105

The Adviser to Women Students is available to discuss issues of concern to women students in the School and to offer advice and support to women students with personal problems.

Adviser to Students with Disabilities

Vacancy

The School wishes to help as much as possible to ensure that students with physical difficulties get the best out of their time at the School. The Adviser is available to offer assistance and to increase general awareness in the School of the needs of students with disabilities. A special questionnaire is available from the Graduate School Registry Manager (Ms Shola Alabi) to help students identify special needs and bring them to the attention of the relevant School services.

Panel of Advisers to Overseas Students

The School has a small Panel of Advisers to Overseas Students. The advisers all have specialist knowledge of and interest in particular regions and countries. Their chief role is to act as a point of contact for students from overseas to help with general orientation to life in the School.

The list of Advisers to Overseas Students is posted on the notice boards in the Graduate School Office reception.

Alumni Services

The School's Development Office is responsible for the School's alumni relations activities, to create a better and fuller relationship between the School, its alumni and friends. These are the key features:

- the LSE Association. All alumni are automatically members and receive regular copies of the *LSE Magazine* and invitations to alumni reunions. They are also provided with a mail-forwarding service, enabling them to re-establish contact with each other;
- the LSE Club. On payment of an annual subscription, the benefits of membership include limited free access to the Library, twice-yearly copies of the LSE Club Bulletin, a directory of members, use of LSE Athletics Union facilities, use of the Three Tuns Club, invitations to public lectures and discounts on a range of services provided by the School;
- a network of alumni groups organised in different, sometimes overlapping ways, geographical, professional or academic. These include some groups linked to departments in the School;
- the involvement of non-alumni including staff, former staff, parents of current and former students, former academic visitors, and other individuals and organisations linked to the School.

Contact Alumni Relations Manager, Regina (Reggie) Simpson
Telephone 0171 955 7052 or e-mail r.simpson@lse.ac.uk.

Overseas Groups

There are LSE alumni groups in 59 countries, varying considerably in the range and scale of activities. Their main aims are:

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

The range of activities undertaken by groups includes seminars, lectures and lecture series on issues of topical and professional interest, social events, group meetings with visiting LSE academics and fundraising initiatives. Some groups also give career advice to recent LSE graduates, or help with student recruitment and publicity.

Potential students may find it helpful to get in touch with their local group to find out more about the School.

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

Contact Alumni Relations Team
Telephone 0171 955 7451 or e-mail alumni@lse.ac.uk.

The American Friends of LSE

The American Friends of LSE have established local chapters in Atlanta, Boston, Chicago, Colorado, Davis/Sacramento, Downstate Illinois, Florida (North), Florida (South), Los Angeles, Michigan, Minnesota, New York, Ohio, Philadelphia, San Diego, San Francisco, Seattle, Texas (North), Texas (South) and Washington DC. New chapters are formed wherever local interest and membership warrants. All general enquiries should be sent to The American Friends of LSE, Box 7712, McLean, VA 22106, USA. Telephone: +1 (703) 734 8338; e-mail runova@aol.com.

The AFLSE Scholarships offer some financial aid for graduate study at LSE. Further details are available in the section on Financial Help for Students.

The Canadian Friends of LSE

The Canadian Friends of LSE has Regional Coordinators in Alberta, British Columbia, Halifax, Montreal, Ontario and Winnipeg. Membership is by annual subscription. All general enquiries should be sent to the Canadian Friends of LSE, 6709 Jubilee Road, Halifax, NS B3H 2H7, telephone +1 (902) 421 6262 or e-mail: elarkin@coxdownie.ns.ca.

The Robert McKenzie Scholarships offer some financial aid for graduate study in the Social Sciences at LSE.

CODE OF PRACTICE ON SCHOOL SERVICES

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All information is correct at the time of going to press in June 1998.

All telephone numbers are internal. Each can be dialled from outside by using the (UK) code 0171 955 followed by the appropriate four-digit number.

Introduction

- 1 Students deserve service of the highest possible standard and quality. To achieve it, students and staff are expected to meet their obligations to each other and to maintain an effective working relationship, resolving difficulties through normal internal channels. This Code sets out these obligations in respect of the Library, Information Technology and administrative and other student services; academic provision is the subject of other codes. It is a statement of intent which is not part of the formal relationship between student and School. It does not create any new legal relationship, nor does it affect students' legal rights. Any failure to comply with the provisions of the Code or with any of the delivery targets set will not itself give rise to any legal liability on the part of the School. The Code does not apply during School closure periods.
- 2 The Code is reviewed annually. Constructive ideas and suggestions will be seriously considered. They should be made in writing and addressed to the Academic Registrar in Room H211. They should be clearly marked *Code of Practice on School Services - Annual Review*, and dated.

Obligations of students

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

Special circumstances

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

Complaints and suggestions

- 6 Anyone who has a complaint about any aspect of a service should speak, in the first instance, to the appropriate member of staff concerned. If no remedy is found, concerns may be stated in writing to the office supervisor or manager; their names appear in the Code. Complaints or concerns may also be pursued through the Students' Union. If no adequate explanation and/or apology is obtained the matter may be taken further by writing to the appropriate senior officer: names are published in the Calendar.
- 7 Students have elected representatives on School committees which deal with the various services. A full list of these committees and their memberships can be found in the Calendar and the names of elected representatives can be obtained from the Students' Union offices.

Academic Registrar's Division

Connaught House

The offices of the Division aim to give a high-quality service to students and staff on all matters to do with admission, registration, certification, examination and financial support. They welcome feedback and constructive criticism and conduct periodic reviews of the administrative procedures.

Opening hours

When staff are engaged on registration these times may be reduced, and some numbers may give recorded information rather than offer a personal response.

Term-time and vacation	Monday - Tuesday	1030 to 1630
	Wednesday	1030 to 1330
	Thursday - Friday	1030 to 1630
	Saturday - Sunday	closed

LSE aims to provide

General

- prompt answers to counter enquiries during opening hours
- replies to letters/correspondence within ten working days of receipt.

Registration and student records

- full information on procedures and deadlines for registration and financial assistance (including Student Loan Company applications for undergraduates); clear and concise instructions communicated in good time and prominently displayed.
- certificates of registration within five working days of a request.
- completion of other forms within five working days of receipt.
- a replacement student registration card within one working day of request.

Examinations

- the examinations timetable by subject by the end of the Lent term.
- the daily examination timetable by the fourth week of the Summer term.
- permission for special examination arrangements at least one week before examination.
- individual seat numbers posted outside each room on the day of the examination.
- results by post between the end of July and the middle of August.

Undergraduate Office	Third floor, Connaught House
Useful telephone numbers	7131, 7142, 7143, 7752, 7753, 7966

The Graduate School Office and Scholarships Office	Second floor, Connaught House
Useful telephone numbers	

Student records 7152, Scholarships 7751, Examinations 6202

LSE aims to provide For general financial counselling consult the Students' Union.

Student Support Fund

- an interview with a member of staff within four weeks of the receipt of an application by the office.
- a decision within fourteen working days of the interview.
- short-term loan or hardship grant applications: a decision within two working days of the receipt of the application by the office.

Other scholarships and awards

- Access Fund applications: a decision within four weeks of the receipt of the application by the office.
- processing times and dates vary according to selection procedures. Students should be informed of appropriate details and receive every practical assistance from the Scholarships Office.

Students undertake to help the relevant office in the following ways

- to inform the office immediately of changes in personal circumstances such as a change of address or name
- to observe all applicable examination arrangements.
- to inform the office of any problems about examination arrangements as soon as possible so that alternative arrangements may be made in good time.
- to repay all loans on time according to set payment schedules.

Accommodation Office	East Building
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In liaison with Wardens the Accommodation Office allocates places in LSE student residences. It also monitors applications to intercollegiate Halls and offers general advice about accommodation.

Opening hours

Term-time and vacation	Monday – Tuesday	1030 to 1630
	Wednesday	1030 to 1330
	Thursday – Friday	1030 to 1630
	Saturday – Sunday	closed

Useful telephone numbers 7531/2

LSE aims to provide

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

Accounts Office	Fourth floor, Connaught House
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Connaught House

The Accounts Office is collects and processes student fee payments and the distribution of grant cheques and pays authorised loans, bursaries and scholarships.

Opening hours

Term-time and vacation	Monday – Tuesday	1030 to 1630
	Wednesday	1030 to 1330
	Thursday – Friday	1030 to 1630
	Saturday – Sunday	closed
	Saturday – Sunday	closed

Useful telephone numbers

During registration some numbers give recorded information rather than offer a personal response.

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

To protect security, specific information and details of any fee account or grant values will be given only on production of a valid student registration card. No information will be given over the telephone.

LSE aims to provide

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

Students undertake to help the Accounts Office in the following ways

- to collect grant cheques when they are available
- to show proof of identity (registration card) when asked to do so.

The British Library of Political and Economic Science

Lionel Robbins Building

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

Opening hours

* Services close at 1950. Opening hours are kept under regular review and are expected to be longer in 1998/99.

Term-time and Easter vacation	Monday – Thursday	0900 to 2300*
	Friday	0900 to 2000
	Saturday – Sunday	1100 to 1800
Christmas and Summer vacations	Monday – Thursday	0900 to 2000*
	Friday	0900 to 1700
	Saturday – Sunday	closed

Useful telephone numbers

Library admission enquiries	7234	Circulation enquiries	7225
Book renewals	7225	Information desk	7229

LSE aims to provide

Access

- access to the Library during opening hours and a seat and table.
- a Library card after registration with the School; replacement of a lost card within two working days for a nominal fee.
- entitlement with a valid Library card to enter the Library and the Course Collection, during all opening hours.

Customer service

- access to a senior member of staff during core hours when a request cannot be satisfied by counter staff.
- a book for suggestions and complaints in a prominent position.
- a complaint or suggestion which contains its author's name to receive a written reply within five working days, and normally the reply displayed on the Talk Back Board.
- regular surveys of different aspects of the service so that users can influence services and the way they are managed.
- attendance by the Librarian, or a suitable representative, at departmental staff/student or other appropriate committees, when invited, to discuss Library and related matters.

Materials

- at least one copy of each item notified to the Library as on a current LSE reading list, subject to availability.
- priority at all stages of the ordering and cataloguing process to books on current notified LSE reading lists.
- books awaiting cataloguing, and so identified through the Library system, catalogued on request and given priority processing.
- materials available from closed access fetched for the user within one hour of being requested.
- renewal of borrowed items if not reserved by another user and if no fines are owed; renewals in person or by telephone during opening hours
- the facility to reserve an item that may be borrowed for one week or more if all copies of it are on loan.
- daily analysis of reservations and loans, to assess demand and to take appropriate action to change of the loan period.
- reshelving of all general opening access materials within a 48-hour cycle in opening hours.
- availability of the online Library catalogue and the system circulation facilities for over 95% of opening hours over a session.

Information

- professionally qualified staff to deal with enquiries.
- a referral enquiry service if the query cannot be answered in sufficient detail immediately.
- information on subjects within the scope of the Library, as well as advice on other sources.
- guidance on how to use sources.
- a full range of printed leaflets and guides to the Library services and collections, freely available to all

Special help

- a variety of special services to support students with special needs, for example a carrel or study room, a book-fetching service, free photocopying, a book scanner for blind students.

Students undertake to help the Library in the following ways

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

Careers Advice

East Building

The Service is part of the University of London Careers Service and gives comprehensive guidance to students seeking information on all areas of graduate employment in the UK.

Opening hours

Term-time and vacation	Monday – Thursday	1000 to 1700
	Friday	1200 to 1700
	Saturday – Sunday	closed

Useful telephone numbers

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

LSE aims to provide

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

Students undertake to help the Careers Service in the following ways

- to use the information rooms and reference services in a responsible manner, mindful of the needs of fellow-students.
- to assist the work of the School by responding to enquiries about what they are doing after graduation.

Catering Services

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

Opening hours

Brunch Bowl

Term-time	Monday – Friday	0900 to 1900
	Saturday – Sunday	1100 to 1600
Easter vacation	Monday – Friday	0900 to 1700
	Saturday – Sunday	1100 to 1600
Other vacations	Monday – Friday	0900 to 1700
	Saturday – Sunday	closed

Robinson Room

Term-time	Monday – Friday	1200 to 1430
Vacation	Saturday – Sunday	closed

Pizzaburger

Being relaunched in 1998/99

Term-time	Monday – Friday	1200 to 1700
Vacation	Saturday – Sunday	closed

Beavers Retreat

Term-time	Monday – Friday	1200 to 1430, 1700 to 2100
	Saturday – Sunday	closed
Vacation	Monday – Friday	1200 to 1400, 1700 to 1900
	Saturday – Sunday	closed

Café Pepe

Term-time	Monday – Friday	1000 to 1645
Vacation	Saturday – Sunday	closed

Key contact

Catering Manager	7220
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LSE aims to provide

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

Students undertake to help Catering Services in the following ways

- to observe the specific rules and regulations governing each outlet at all times.
- to have money available for all food and drink purchased, at the point of sale.
- to treat materials and facilities with care and respect.
- to respect the School environment by clearing away litter and removing cutlery, plates and trays to the designated areas in the catering outlets.

Comments and complaints

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

Health Service

St Philip's Building

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

Opening hours

Term-time	Monday – Friday	0900 to 1730
	Saturday – Sunday	closed
Vacation	Monday – Friday	0900 to 1700
	Saturday – Sunday	closed

Useful telephone numbers

All medical enquiries	7016	Dentist	7444
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LSE aims to provide

General

- a high standard of medical, nursing and dental care.
- strict medical confidentiality. No information will be provided to anyone without the patient's written permission.
- the opportunity for all patients to look at their medical records, preferably with 24 hours' notice.

Doctor

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

Nurse

- access on the same day.

Gynaecologist

- urgent cases to receive attention on the same day.
- routine appointment within two weeks of a request.

Psychotherapist

- urgent psychiatric problems to receive attention within one working day.
- students with pressing psychological needs to receive attention within one week.
- routine appointment as soon as possible, usually within one week.

Dentist

- urgent problems to receive attention on the same day.
- routine appointment in one to two weeks.

Additional services for those registered with the NHS

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

Other additional services

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

* Home visits after hours are provided on a shared rota system, so the visiting doctor may not be one of those at the LSE. Home visits should be requested as early in the day as possible and will normally be carried out within two to three hours – earlier if medically indicated.

Students undertake to help the Health Service in the following ways

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

Information Technology Services

St Clement's Building

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

Opening hours

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

Term-time	Monday – Friday	0930 to 1730
	Saturday – Sunday	closed
Vacations	Monday – Friday	0930 to 1700
	Saturday – Sunday	closed

Key Contacts

User Services Manager: Malcolm Keech 7722 Operations Manager: Derek Harper 7729
 IT Services Manager: David Dalby 7552

LSE aims to provide

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

Information Desk

- registration on the LSE network effective within one working day after an application has been accepted.
- a list of all user documentation in print for inspection.
- at least one copy of each document in print for reference.

Students' Help Desk

- opening hours and scheduled weekly rota of advisory staff, clearly displayed.
- all student enquiries heard on a first-come, first-served basis; students with unheard enquiries may be asked to return.

IT classrooms

- available for individual student use when not required for teaching. A weekly timetable of scheduled group teaching displayed for each room one week in advance, but late bookings may be added to the displayed timetable.
- equipment faults reported to the Information Desk during opening hours investigated within one hour.
- during term, not more than one workstation per room out of use due to hardware error, at the start of any day.

IT public areas

- equipment faults reported to the Information Desk during normal office hours investigated within one working day
- all equipment to be checked on a daily basis during normal office hours for operational functionality.
- no more than 7% of workstations out of use awaiting repair.

Training

- training sessions in the use of selected IT facilities and software packages; list of available courses with enrolment details displayed.

Customer liaison

- attendance by the User Services Manager or a suitable representative at staff/student or other appropriate committees, when invited, to discuss IT services and related matters.
- other channels of communication to enable users to influence present and future services and the way they are managed.

Students undertake to help IT Services in the following ways

- to treat all IT equipment and materials with care.
- to report any faults or damage to computer and other equipment immediately.
- to abide by the Conditions of Use of IT Equipment as published in the Calendar.
- to take every care not to introduce or to spread computer viruses and to carry out all instructions regarding virus protection and control.

Nursery

Parish Hall

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

Opening hours

Term-time	Monday – Friday	0930 to 1730
	Saturday – Sunday	closed
Vacation	Monday – Friday	0930 to 1700
	Saturday – Sunday	closed

Useful telephone number

7772

LSE aims to provide

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

Students undertake to help the Nursery in the following ways

- to pay the correct Nursery fees/charges by the specified dates.

Services Office

Connaught House

Opening hours

Main office	Monday – Friday	0930 to 1730
	Saturday – Sunday	closed
Term-time	Monday – Friday	0930 to 1700
	Saturday – Sunday	closed

Useful telephone number

7991

Teaching rooms and timetabling

LSE aims to provide

Undergraduates

- first year students: access to class timetables by the third week of the Michaelmas term.
- continuing second/third year students: access to class timetables by the first week of the Michaelmas term.
- ERASMUS students: access to class timetables by the third week of the Michaelmas term, subject to receipt of course enrolment forms.
- changes to timetables and alternative arrangements communicated publicly in good time wherever possible.

Graduate students

- Diploma/MSc preliminary year students: access to class timetables by the third week of the Michaelmas term, subject to receipt of course enrolment forms.
- changes to timetables and alternative arrangements communicated publicly in good time wherever possible.

The environment

LSE aims to provide

- a well-maintained and clean environment to which improvements are made as funds allow.
- daily cleaning of all public areas and teaching rooms.
- cleaning toilets, restocking soap, towels, toilet rolls etc throughout each weekday.
- window cleaning every three months.
- a response within 15 minutes to cleaning-related calls on the hotline extension 600.

Students undertake to help the School environment in the following ways

- by putting litter in litter bins.
- by reporting faults.
- by abstaining from vandalism, graffiti etc.
- by placing posters and notices only on designated noticeboards.

Security response

LSE aims to provide

- immediate response to calls to the 666 emergency number and to rape/loop alarm activations.

Students undertake to help School security in the following ways

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

Cloakrooms and lockers

Access hours

Term-time and Easter vacation	Monday – Friday	0900 to 2120
	Saturday	1000 to 1700
	Sunday	closed
Christmas vacation	Monday – Friday	0900 to 1700
	Saturday – Sunday	closed
Summer vacation	Monday, Wednesday – Friday	0900 to 1700
	Tuesday	0900 to 1900
	Saturday – Sunday	closed

LSE aims to provide

- a coin-operated locker service for bag storage.
- c2000 lockers allocated to students on a first-come, first-served basis.
- lockable coat racks.
- access to the cloakroom at the published times.

Students undertake to help in the following ways

- by applying for a locker at the start of each session.
- by cleaning out lockers at the end of the session.
- by providing a padlock for lockers that require them.
- by carefully keeping their locker key/coat lock key.
- by removing bags and coats before closing time each day.
- by ensuring they have a 20p coin.
- by placing items in the lockers/coat racks and nowhere else.
- by awareness that the cloakroom is under CCTV surveillance.

LIBRARY AND INFORMATION TECHNOLOGY SERVICES

The Library

The British Library of Political and Economic Science (BLPES) is at the heart of the School in the Lionel Robbins Building at 10 Portugal Street. The BLPES is the working library of the London School of Economics and is also recognised as one of the most significant research collections for the social sciences in the world. The Shaw Library, on the sixth floor of the Old Building, contains material for recreational reading.

You are encouraged to attend the various training and induction sessions run during the first weeks of term in the Library. This helps to orientate you and provides information about collections and services. An extensive range of printed guides to the Library is also displayed on the ground floor.

In addition to the Main Collection of approximately four million items, you will find a separate Course Collection on the ground floor. This collection contains multiple copies of material on your reading lists, plus a collection of heavily used periodicals and computer manuals. Stored at the Service Counter are offprints of periodical articles and chapters from textbooks, available for short loan.

The Library has a number of lockers for LSE students. These are issued on a 'first come first served' basis at the start of the academic year. Research students can also apply for carrels. Priority is given to first year MPhil/PhD students. Applicants are placed on a waiting list and notified when a carrel is available. Staff at the Library Service Counter will give you an application form. A deposit of £10 is required for lockers and carrels.

Copying Facilities

Copying facilities involve the use of a copy card – a form of credit card for which payment must be made. Information about the facilities is in the library guides for research and course students. Further help is available from staff. The cost of A4 size copies is 6p and A3 is 12p. The photocopying card can also be used in some laser printers in Computer Services, and this costs 6p a sheet.

Information Technology Facilities

The main point of contact for all students is the IT Services Information and Help Desk, room S198 on the first floor of the St Clements Building. The Information Point is there to answer your general computer enquiries and solve registration problems. The Help Desk provides technical advice and help on basic use of the LSE network and most commonly used software. Research students can also consult their IT Cluster Support Team. Clusters of academic departments are supported by teams of IT specialists. Contact details are given in the IT services reference card available from the Information and Help Desk in Room S198.

Open access computers

There are computer classrooms containing IBM computers on the first floor and in the basement of the St Clements Building. When they are not required for teaching, you may use these rooms. There are also open access computers on all floors of the Library and public computer rooms in 20 Kingsway, the first floor of the Clarre Market Building (C120) and in the basement of the Old Building. All of these computers are connected to the LSE high-speed network and, hence, to the world-wide Internet. Laser printers for producing high-quality output are available in all computer rooms.

Introductory courses

Introductory courses on the use of the IT facilities at the School are run throughout the academic year, although most take place during the Michaelmas Term. All new students are strongly advised to attend these courses before using the facilities. Details of these courses are given in the booklet 'IT Training Courses for Students', which can be obtained from the Information and Help Desk. The schedule of course for each week is posted on the notice board outside Room S169. Full details on the IT facilities at the School are included in the booklet 'Information Technology at the LSE – A Guide for Staff and Students', available from the Information and Help Desk in room S198.

Specialist facilities for the visually impaired

Specialist facilities, including a document scanner, voice synthesizer and Braille printer, are available for the visually handicapped. Students should contact the User Services Manager (room S265, ext 7722) or the Adviser to Disabled Students.

Rules of The British Library of Political and Economic Science

I (1) The Library is open for the purpose of study and research to:

- (a) Governors of the London School of Economics and Political Science (hereinafter referred to as the School)
 - (b) Honorary Fellows of the School
 - (c) Current members of the staff of the School and retired members of the academic and academic related staff
 - (d) Regular students of the School
 - (e) Members of the LSE Club, life members of the London School of Economics Society, and members accorded the privilege by overseas groups of Friends of LSE on payment of a fee
 - (f) Members of the academic staffs and research students of the Schools and institutions of the University of London
 - (g) Students enrolled for courses of study in the Schools and institutions of the University of London (on such basis as is from time to time agreed)
 - (h) Fellows of the Royal Statistical Society, Members of the Royal Economic Society and of the British Institute of International and Comparative Law on payment of a fee
 - (i) Members of the academic staffs of other higher education institutions
 - (j) Persons engaged in research which cannot be readily pursued elsewhere, on payment of a fee
 - (k) Students of other higher education institutions (in School vacations only), or on payment of a fee
 - (l) Members of profit-making educational, commercial and industrial organisations on payment of a fee
 - (m) Such other persons as may, on application to the Librarian or his/her representatives, be granted an official authority to use the Library.
- (2) (a) All users must possess a current Library card or permit and show it on request. Admission may be refused to anyone who does not do so. Such authorisations to use the Library are not transferable.
- (b) Applicants for a Library card or permit may be required to provide evidence of status. For the user categories specified in (j), (k) and (l) of Paragraph (1) of this Section, applicants should submit a letter of recommendation from a member of staff of the School or from some other suitable person.
- (c) The Library Panel will, from time to time, prescribe fees to be charged to certain categories of permit holders.
- (d) If it appears that their presence in the Library will impair use of the Library by members of the School, users specified in categories (g) to (l) inclusive in Paragraph (1) of this Section may at certain hours, at any time, be refused access to the Library or parts of the Library at the discretion of the Librarian in consultation with the Library Committee.
- (e) Users may not bring cases, large bags, or similar impedimenta into the Library. All such articles can be deposited in the cloakroom of the School but no responsibility is accepted for their safe custody.

Hours of opening

II Hours of opening shall be determined from time to time by the Librarian in consultation with the Library Committee, and approved by the Library Panel.

- (1) All users must prepare to leave the Library ten minutes before closing time and to be out of the building by closing time.
- (2) The Library will be closed:
- (a) On School holidays
 - (b) On such other occasions as the Director of the School or the Librarian may direct.

Loan facilities and terms of borrowing

III Subject to the terms set out in this Section, the following persons may borrow from the Library:

- (a) Those stipulated in categories (a) to (f) of Section I, Paragraph (1).
 - (b) Such other persons who, on application to the Librarian, may in exceptional circumstances receive official authorisation to borrow.
- (1) *Main Collection Books*
- (a) Books listed in the Library's catalogues are normally available for borrowing with the following exceptions:
 - (i) those in the reference collections
 - (ii) those in the special collections
 - (iii) those designated as 'Not for loan'. Some of these may, in special circumstances, be borrowed by arrangement with the Librarian or an authorised representative.
 - (b) Books may be borrowed from the Course Collection subject to the terms set out in sub-paragraph (4) of this paragraph of these Rules.
 - (c) Loans may be renewed if the book is not required by the Library for another user.
 - (d) (i) Governors, Honorary Fellows, Academic and Academic-related staff of the School may borrow up to forty volumes of books and serials at any one time.
 - (ii) Secretarial, technical, clerical and related staff of the School may borrow up to forty volumes of books at any one time.
 - (iii) Teaching assistants and research students of the School may borrow up to thirty volumes of books at any one time.
 - (iv) Undergraduate and postgraduate course work students of the School may borrow up to twenty volumes of books at a time.
- (2) *Main Collection Serials*
- (a) Serials may normally be borrowed only by members of the academic and academic-related staff of the School.
 - (b) Serials housed in the Periodicals Display Area may not be borrowed.
 - (c) Certain serials and categories of serials, as determined from time to time by the Librarian in consultation with the Library Committee, may not be available for loan.
- (3) *Nonbook materials*
- (a) Nonbook materials – eg microforms, videos, CD-ROMs, computer discs and tapes, computer discs and tapes – are not normally available for loan. Computer discs which accompany printed works may be borrowed.
- (4) *Course Collection*
- (a) Books, serials and offprints are available in the Course Collection to support courses taught within the School. They may not be removed from the Collection unless issued on loan by a member of the Library staff at the Service Counter.
 - (b) Books, serials and offprints housed in the Course Collection are subject to special loan conditions and periods as determined from time to time by the Librarian in consultation with the Library Committee.
 - (c) Borrowing from the Course Collection is normally restricted to registered students of the School and to members of its staff.
- (5) All loans shall be authorised by a member of the Library staff at the Service Counter. Borrowers shall present a current Library card on each occasion of borrowing.
- (6) Loan periods applicable to particular categories of material or categories of borrower shall be determined from time to time by the Librarian in consultation with the Library Committee.
- (7) Books or serials on loan to any one person may not be transferred to another. The person in whose name the loan is made is solely responsible for the safekeeping and due return of the volumes loaned.
- (8) (a) Books or serials on loan may be recalled at any time if required by the Library for the use of another reader or for placing in the Course Collection, and the borrower must return the book within seven days of the recall notice.
- (b) Failure to return a recalled book within the specified time may result in the imposition of a fine as provided by Paragraph (10) of this Section.
- (9) (a) (i) All books and serials borrowed must be returned within the stipulated loan period.
- (ii) Failure to do so may result in the imposition of a fine as provided by Paragraph (10) of this Section.
- (b) Where the last day for the return of a book or serial falls during vacation the Librarian or an authorised representative may, at the Librarian's discretion, decide to extend the stipulated loan period by such a period as shall appear reasonable in the circumstances.
- (10) (a) Fines shall be charged at rates determined from time to time by the Librarian, in consultation with the Library Committee, and approved by the Library Panel.
- (b) The late return of a book or serial or failure to pay a fine imposed for late return may result in the suspension of borrowing privileges.
- (11) Where an item is lost, returned damaged or not returned after a reasonable period of time, the borrower will be charged for the item at replacement cost. An item charged for as above remains the property of the Library.

Use of material within the Library

- IV(1) Library materials on open access shelves may be removed for use within the Library without reference to Library staff. After use they should be replaced in their correct position or left on the re-shelving stacks.
- (2) Library materials not on open access may be read following application to the Library staff member on duty at the appropriate service point.
 - (3) Special rules apply to the use of rare books, manuscripts and other materials in the Special Reading Room or administered by its staff. These rules are on display in the Special Reading Room.
 - (4) Readers are permitted to bring their own books and papers into the Library but no responsibility is accepted for their safety.
 - (5) No book or other property of the Library may be taken from the building at any time without authority.
 - (6) Readers allocated a study room or carrel may keep in it Library materials formally on loan to them, and recorded as such at the Service Counter. Other Library materials left in a study room or carrel may be removed by Library staff without prior notice.

Copyright

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

Use of Information Technology Services within the Library

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

Conduct within the Library

- VII(1) Noise, disturbance or unseemly behaviour is forbidden in any part of the Library.
- (2) Food and drink must not be brought into the public areas of the Library.
 - (3) Smoking is not permitted in any area of the Library where there is a notice to that effect.
 - (4) Quiet conversation is permitted in the Old Entrance Hall, foyer and catalogue areas.
 - (5) No talking is permitted in the reading areas or in the book-stacks adjacent to them.
 - (6) Reading areas designated for use in conjunction with specific collections, such as the Reference collection, the statistics collection or the Law Reports, must generally be used for the purpose of consulting works from those collections.
 - (7) Readers may not alter the arrangement of furniture, fittings or equipment or misuse them in any way.
 - (8) Litter is not to be left on floors or tables but is to be placed in the bins provided.
 - (9) No broad sheets, hand bills, newspapers or any material other than official notices from the Library may be distributed within the Library.
 - (10) Readers may not reserve reading places. Books may be removed from a reader place vacated for more than 15 minutes and the place allocated to another reader.
 - (11) Personal books and papers should not be left at reader places overnight.
 - (12) Readers may not enter staff areas unless by invitation or when accompanied by a member of the Library staff.
 - (13) Readers must, on leaving the Library, present for inspection by Library staff all books, newspapers and folders they are carrying and any bag large enough to contain a book.
 - (14) Any damage or defacement of Library materials, by marking, erasure or mutilation is strictly forbidden. Readers must report any instances of such defacement noted.

Enforcement

- VIII(1) Failure to observe any of the foregoing provisions may, in the first instance, be dealt with by the Librarian or an authorised representative, who may take such action or apply such penalty as shall seem fit.
- (2) Any user who is aggrieved by a decision of the Librarian may appeal to the Chairman of the Library Committee. The Chairman will nominate two members of the Committee to form with him a panel to review the case. In the case of an appeal by a student of the School one of the members of the panel shall be a student member of the Committee.
- IX These Rules shall apply to members of the Court of Governors of the School, other than those members who are also students enrolled for courses of study at the School, as if the members are members of the academic staff of the School.

Policy Statement on the Use of Information Technology**Introduction**

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

Scope

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

Authorised Users

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

Obligations of users

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

Detailed Regulations and Conditions

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

Permissions

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

Access to the Systems

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

Penalties

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

Conditions of use of IT Facilities**Disclaimer of Liability**

Any facility or service, including software, provided by IT Services is used entirely at the risk of the user. IT Services will not be liable for any loss, damage or inconvenience arising directly or indirectly from the use of any IT facility at the LSE.

Whilst IT Services takes appropriate security measures against unauthorised access to data and the deliberate or accidental alteration, disclosure or destruction of personal or other data, it does not operate high security systems and cannot, and does not, give any warranties or undertakings to users about the security or confidentiality of personal or other data. Users must make appropriate data security arrangements.

Although IT Services takes reasonable care to prevent the corruption of information, it cannot, and does not, give any warranties or undertakings to users about the integrity of information.

Although IT Services takes reasonable care, it will not be responsible for any loss, damage or inconvenience arising from any operation on or with equipment owned by the School or any other body, including personally-owned equipment.

General

Users will observe the *Code of Conduct for the Use of Computer Software at Higher Education and Research Council Establishments 1992*. In particular, users must comply with the licence agreements of all software, not to copy or distribute copies of software and to use the software only for the purposes defined in the agreement.

It is the user's responsibility to comply with all statutory and other provisions and regulations currently in force in the field of data protection and information policy.

No work of a commercial nature, or for reward, may be performed using the facilities provided by IT Services.

Users must not load on to the School's IT facilities any software contrary to licence agreements nor any software that interferes with the normal working of the equipment.

Users must not deliberately introduce a virus nor take any action to circumvent, or reduce the effectiveness of, any anti-virus precautions established by IT Services.

Users are responsible for **all** use of their username. They should not make their username or password available to another user nor use any other user's username.

Users must not create, display, produce or circulate offensive material in any form or medium.

Users must not use electronic mail for the mass distribution of unsolicited messages.

Legal, disciplinary and good conduct rules

Users of the School's IT facilities must abide by the Conditions of Use. This is for the benefit of other users and the reputation of LSE. Users must comply with three levels of requirement: the relevant laws; LSE disciplinary regulations; and consideration for other IT users.

The law

Conduct forbidden because it will break the law or result in civil actions includes:

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

LSE Disciplinary regulations:

Among types of conduct which may result in disciplinary action are:

- all illegal acts using IT facilities are likely to result in internal discipline as well as external
- visiting of pornographic websites is forbidden
- sending of unauthorised, unsolicited mass e mails
- sending of e mails offensive to any member of the School
- deliberate interference with the normal working of IT equipment, facilities or services

If a complaint is received a person's account may be immediately suspended for investigation. Penalties may include temporary or long-term suspension of a person's IT account, and there may be other disciplinary penalties up to and including expulsion in the case of a student or dismissal in the case of staff.

Consideration for other IT users

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

Computer Misuse

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

Copyright

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

Internet Publishing

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

Data Protection

Users must not act in breach of any requirement of the *Data Protection Act (1984)* and are required to comply with the Data Protection Principles. The Act is "To regulate the use of automatically processed information relating to individuals and the provision of services in respect of such information". All persons using computers to hold data about living individuals are, with very few exceptions, required to register that fact. Contact the LSE's Data Protection Officer, if you think you may need to register under the Act.

Student users must not construct or maintain computer files of personal data for use in connection with their academic studies/research without the express authority of an appropriate member of staff. When giving such authority, the member of staff should make the student aware of the Act's requirements, inform them that they must abide by the Data Protection Principles, and of the appropriate level of security arrangements which should attach to a particular set of personal data.

STUDENT REPRESENTATION

STAFF-STUDENT COMMITTEES

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

MASTER'S STUDENTS' SUB-COMMITTEE AND RESEARCH STUDENTS' SUB-COMMITTEE

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

GRADUATE SCHOOL COMMITTEE

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

Part-time study

Part-time study is available for students who are unable to study full-time. It is available for students who are employed, have other commitments, or are returning to study after a break. The Graduate School Committee will consider applications for part-time study. The Committee will consider applications for part-time study on a case-by-case basis. The Committee will consider applications for part-time study on a case-by-case basis. The Committee will consider applications for part-time study on a case-by-case basis.

Attendance requirements

Attendance requirements are set by the Graduate School Committee. Students must attend a minimum number of sessions to be eligible for a degree. The Graduate School Committee will consider applications for exemptions from attendance requirements. The Committee will consider applications for exemptions from attendance requirements. The Committee will consider applications for exemptions from attendance requirements.

Examinations

Examinations are held at the end of each year. Students must pass a minimum number of examinations to be eligible for a degree. The Graduate School Committee will consider applications for exemptions from examinations. The Committee will consider applications for exemptions from examinations. The Committee will consider applications for exemptions from examinations.

Graduation

Graduation is the ceremony at which students receive their degrees. It is held in the Michaelmas Term. The Graduate School Committee will consider applications for exemptions from graduation. The Committee will consider applications for exemptions from graduation. The Committee will consider applications for exemptions from graduation.

Financial aid

Financial aid is available for students who are unable to pay their fees. It is available for students who are on low income, have other financial commitments, or are returning to study after a break. The Graduate School Committee will consider applications for financial aid. The Committee will consider applications for financial aid. The Committee will consider applications for financial aid.

YOUR PROGRAMME OF STUDY

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. If you are a new graduate student or about to start a new programme of graduate study your registration date will be between Thursday, 24 September and Friday, 2 October 1998 unless you are an MSc Housing student or a student in the Economics Department, in which case your registration date will have been earlier in September. All new students will have been told when and where to register in the booklet **LSE Graduate School Registration 1998/9: Instructions for new graduate students**. Registration takes place in the Circle foyer of the Peacock Theatre in Portugal Street. After 2 October, students who are unavoidably late should go to the Graduate School Office on the second floor of Connaught House to register.

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

The final date by which new and returning students may register for the session is 31 October 1998.

If you have not completed the requirements for registration or re-registration by the deadline date of 31 October your record will be cancelled.

Re-registration each session depends on your making satisfactory progress in the preceding year. If you are a research student we will not allow you to re-register unless and until we have received confirmation from your department that re-registration is approved.

Length of registration

Diploma and Master's students

If you are a full-time Diploma or Master's students you are normally expected to have completed all the requirements for your programme of study within the year in which you are registered. If you are part-time you are normally expected to have completed within the normal two-year registration period for your programme.

Research students

Minimum period of registration

The minimum period of registration is not less than two academic years (six terms) for full-time students, and two years (six terms) for part-time students and eight years (24 terms) for part-time students or students who have studied a mixture of full and part-time. Periods of leave of absence (see below) will count towards the maximum period of registration but periods of interruption of registration (see below) will not. Extension to the maximum period will only be allowed in exceptional cases by permission of your department and the Dean of the Graduate School and Chair of the Graduate School Committee.

Maximum period of registration (for students first registering in and after October 1993)

Students first registering in and after October 1993 for the MPhil/PhD are subject to a maximum period of registration of 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. Periods of leave of absence (see below) will count towards the maximum period of registration but periods of interruption of registration (see below) will not. Extension to the maximum period will only be allowed in exceptional cases by permission of your department and the Dean of the Graduate School and Chair of the Graduate School Committee.

Continuous registration rule

MPhil and PhD students commencing their research in and after October 1989 are required:

- to remain in registration, to consult their supervisors regularly about their 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 they wish to retain the right to submit a thesis for examination;
- to pay full fees at the appropriate rate up to completion of the University of London's required minimum period of registration;
- to pay for the first year thereafter fees at 75% of the appropriate full rate;
- to pay the Completion Fee annually thereafter until either a thesis is submitted for examination, the maximum period of registration has been met or the research is abandoned.

Visiting Research Students

Your registration period will have been specified in your offer of admission. Your programme of study will be agreed in conjunction with your supervisor. It may include attendance at lectures and seminars. You may be allowed to take examinations on an informal basis. The examinations will be marked and the results made available to you in the form of a transcript of your studies. Examinations taken cannot be counted towards a degree programme at the School.

Attendance requirements

You are required to attend the School for the period set out in the regulations for your degree programme. In practice this means nine or twelve months for taught Master's and Diploma students and a minimum of two or three years for research (MPhil/PhD) students.

You are required:

- to live within normal commuting distance of London in the UK
- not to go away during term-time without first consulting the Graduate School Office and your supervisor(s)
- to come to the School for tuition and attend lectures, classes, seminars, etc, as your programme of study and your supervisor(s) require

Leave of absence for research

Arrangements for Master's and Diploma students

Students on taught programmes (Master's and Diplomas) are expected to remain in London in term-time for the duration of their studies – except in vacation periods. After their formal examinations they may pursue research for their dissertation outside London during the summer months – no special permission is required.

Arrangements for research students

If you wish to spend time away from London, whether to consult original sources or to undertake fieldwork or for other reasons, you may apply to the School for leave of absence. You may not take leave of absence without the written permission of your supervisor and the Dean of the Graduate School. While on leave of absence you pay to the School the 'leave of absence' fee to maintain your registration. The fee will be set each year at the same level as the Completion Fee. You will not be allowed leave of absence for more than a total of eighteen months unless exceptional permission has been given by the Dean of the Graduate School and the supervisor following an examination of the academic case for leave. When on leave of absence you are not issued with a Library card and are not expected to make heavy demands on your supervisor's time; up to three 'supervisions' by correspondence per session may be expected.

Periods of leave of absence do not count towards the minimum period of registration required by the University, nor do they count towards the qualifying period for eligibility to pay the Completion Fee.

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 then count towards the minimum period of registration. 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.

Interruption of your studies

Arrangements for Master's and Diploma students

If you are on a one year taught programme or a two year part-time taught programme it is not usually in your interest to interrupt your studies. However, if you think you need to interrupt your studies, please complete the *interruption of registration* application form available in the Graduate School reception.

If your request has been approved you will be allowed to interrupt your registration for a year and resume your studies at the point you left off. **You should note, however, that not all the options you wish to take may be available in the year you resume your registration.**

If you are given permission to interrupt your registration your fees will be adjusted and you will be charged fees when you resume your registration at the rate in operation at the time. If your request to interrupt your studies is approved you will be advised in writing on your fee position.

Arrangements for Research students

If you think you need to interrupt your studies, please complete the interruption of registration application form available in the Graduate School reception. A maximum of two years interruption may be allowed by the School. In exceptional cases and subject to the approval of the Research Student Tutor, the Dean of the Graduate School shall have discretion to extend interruption beyond two years. 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.

Withdrawal from the School

Before you make a final decision to terminate your studies, discuss your position with your supervisor or one of the School's Advisers – or the Dean. If, for whatever reason, you decide you are unable to continue with your programme of study and wish to leave mid-session, you should complete the relevant form available in the Graduate School reception. Any refund due will be calculated on the basis of a 30 week year. **You will be liable for fees up to and including the week the Graduate School Office receives written notification of your withdrawal.**

Lectures, Classes and the Timetable

Teaching starts on Monday, 5 October. In general lectures begin at five past the hour and finish five minutes to the hour.

A daily timetable (listing lecture and graduate seminars in departmental and time order for the whole week) will be displayed on the wall opposite room A86.

Copyright

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

Part-Time Study

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

If you are from outside the European Union you will probably have to register as a full-time student because of the UK Government's Immigration Rules. It is your responsibility to ensure that your status in the School is compatible with your status under the Immigration Rules.

Part-time study for research students

Part-time registration is intended only for those who need to spread their studies over a longer period because of outside commitments.

You will be eligible to register as a part-time student if one or more of the following applies:

- you are employed or self-employed in the London area for at least 15 hours a week in normal office hours
- you are registered as unemployed and are over 25 years old
- you have retired from regular employment
- you have children under school age or are the principal carer for an elderly or disabled person
- you are a full-time member of staff of the School

Documentary evidence will be required before we can allow you to complete registration as a part-time student. Evening or weekend work, which does not by itself stop 'full-time' personal attendance at the School for study purposes, will not be considered sufficient to allow part-time registration.

If you wish to a switch from full-time registration to part-time registration you should not be refused on academic grounds provided you meet the School's published requirements for being registered as a part-time student and provided 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.

You should normally be resident within the London area or in the UK, and within normal commuting distance of London. You may, subject to the approval of your supervisor, the Research Student Tutor and the Dean, apply to continue registration outside the London area and/or outside the UK in order to take up or resume employment, provided the minimum course of study (ie two years for full-time students and three years for part-time students) has been completed and provided that your the department is satisfied that you will maintain regular communication and make satisfactory progress. Continued registration, if approved, will be on a part-time basis.

Individual departments or institutes may elect to exclude these residence exemptions for part-time students from their MPhil/PhD programme regulations and if so will publish their decision in the Graduate School Handbook annually.

Changing Your Programme of Study

Changing to a different degree programme

If, after having registered for a particular programme of study, you wish to change to another programme of study you must first seek written approval from the convenor of the programme you wish to follow and from the convenor of the programme you wish to leave. In order to do this you must obtain a **transfer form** from the Graduate School Office reception area. When the completed form has been received by the Graduate School Office we will inform you in writing if approval has been given. **You cannot automatically assume that you will be allowed to change programmes.** Permission will depend on the number of students already registered for a particular programme, your own qualifications, and the admission quota for each programme. No changes may take place after 31 October without the permission of the Dean of the Graduate School. **This permission should be sought via the Graduate School Office.**

Changing from full-time to part-time studies

If after having registered you wish to change from full-time to part-time registration you must complete the relevant application form displayed in the Graduate School reception area. You will not normally be allowed to switch after the first few weeks of the session.

If you are a research student (MPhil/PhD) or a Visiting Research Student we will not let you register as a part-time student unless you can provide evidence of work or other commitments preventing you from studying on a full-time basis, see page 37.

Choosing Your Courses

Your degree programme is made up of a number of courses. All students on Master's and Diploma programmes are required to complete a **course registration form** to register your course choices for the session. Most degree programmes offer you some choice about the courses you can take. You may need special permission to take some courses. If in doubt you should consult your supervisor. **The deadline for registering your course choices is 23 October 1998.** Students on the LLM and MSc Philosophy and History of Science programmes have until Friday, 20 November 1998 to complete the form.

The choices you register will form your official examination entry and, for Diploma students, will be used to timetable your classes. Before you complete the course registration form, you should consult the regulations for your programme. **It is your responsibility to ensure that your choices are consistent with your programme regulations.**

If, in exceptional circumstances, you wish to take a course outside the regulations for your degree programme, you should request permission by completing a *request for suspension of regulations form*, available in the Graduate School Office reception area. **This form must be completed and returned to the Graduate School Office (H201) no later than Friday, 23 October 1998.**

If your programme is taught in half units or semester length courses, you may defer choosing your second semester courses or half unit courses which start in January 1999 until the Lent Term. The deadline for registering these courses is Friday, 29 January 1999.

If you choose an option which is taught principally for another degree programme you should be aware that your final results may be delayed. This will depend on the timing of the Board of examiners to which the option formally belongs. The Board of examiners has to approve the mark for the programme before it can be passed to the Board of examiners for your own degree.

Equivalency between full unit courses, half unit and semester courses

In choosing your courses you must follow the regulations for your degree programme (see the sections on Diploma, Master's or Research Programmes below, as appropriate). Some programmes allow you to choose a course from another degree programme. Different programmes arrange their teaching in different ways. Some are full units, some half units and some taught in semesters which cross the term boundaries. The equivalencies between these different teaching units is as follows:

A Master's degree programme is defined as consisting of four teaching credits or three teaching credits and a dissertation of 10,000 words. To enable option choice across departments with different teaching arrangements the following equivalencies have been calculated for a teaching credit. These equivalencies do not substitute for existing programme regulations which define what combination of courses you must follow in order to be eligible to complete a programme of study leading to the award of a Master's degree.

A teaching credit is defined as one of:

- a full course unit of at least 40 formal contact hours (ie lecture and/or seminar/tutorial)
- two half course units which together make up 40 formal contact hours each (ie lecture and/or seminar/tutorial)
- a semester course of at least 30 formal contact hours (ie lecture and/or seminar/tutorial) plus a 5,000 word essay
- two semester courses which together make up at least 40 formal contact hours (ie lecture and/or seminar/tutorial)

The dissertation has no formal contact hours attached to it.

The Code of Practice for Master's Programmes indicates what students should expect by way of supervision.

Courses at Other University of London Colleges

If you are a Master's or Diploma student, when you are choosing your options you are required to choose them from options available at the School. **You are not allowed to take courses offered at other University of London colleges unless you have been admitted to a programme that runs on an intercollegiate basis (ie LLM; Area Studies; History and Philosophy of Science; Health Policy, Planning and Finance)**

If you are a research student you may not enrol at other courses offered by the University of London which incur a fee unless you are prepared to meet this additional charge yourself.

Supervision and Assessment of Progress

All graduate students are assigned a supervisor. Your supervisor will be a member of the School's teaching staff. Your supervisor is your academic guide at the School. The Codes of Practice for Diploma, Master's and Research Students (in the relevant sections further on in this Handbook) set out what you can reasonably expect from your supervisor.

Diploma students

If you are on a Diploma programme your class teachers will complete reports on your progress at the end of every term. These reports are collected and added to your personal file. If you have any doubts about your progress you should discuss your concerns with your supervisor. Full details about the progress reviews for Diploma students are in the Code of Practice for Diploma Students.

Master's students

If you are on a Master's programme you should be given the opportunity to discuss your progress with your supervisor during the Lent Term. Full details about the progress reviews for Master's students are in the Code of Practice for Master's Students.

Research students

If you are a research student the Graduate School Office will send you a progress report form in April to complete and pass to your supervisor. This form will, in most cases, be part of a formal departmental review of your progress which will include comments from teachers other than your own supervisor. It is following this review that decisions are normally taken about whether re-registration may be approved or registration upgraded to PhD. Full details about progress reviews for research students are in the Code of Practice for Research Students and their Supervisors.

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.

Employment While a Student

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

You are allowed to undertake a *limited* amount of paid employment relevant to your studies up to a maximum of 15 hours per week *subject to:*

- any restrictions on work placed on you by your funding body (for example students funded by the Economic and Social Research Council may not take paid employment for more than 6 hours a week)
- any restrictions on work placed on you by immigration regulations – see below
- your paid work not interfering with your studies at the School – your studies must be your priority
- your not changing classes or seminars to fit your paid work schedule.

Paid employment for overseas (non EU) citizens

Students with EU citizenship have the same rights as UK citizens but students from outside the European Union face restrictions on the right to take paid employment within the United Kingdom. If you are an overseas student, when you apply for your visa or when you arrive in the country you will be given a stamp in your passport. It reveals whether or not you are allowed to work here. There are two stamps: (a) *Restriction* – most of you will be given a restriction on your right to work. This means that you can only work if you obtain permission from the Employment Service. (b) *Prohibition* – some of you may be prohibited from taking employment. This means that you *cannot* apply for permission to work. **Do not take a job if you have not been given permission – the penalties can be severe.**

The local employment service is at Chadwick Street, London SW1. tel 0171 853 3800

Illness During Your Studies

See the section on the HEALTH SERVICE

See the section ILLNESS DURING EXAMINATIONS

If you are unwell during your programme of study you should inform your supervisor. If you are ill for more than two weeks you should inform the Graduate School Office of your non-attendance because of ill-health and when you expect to return.

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

Studying Abroad

If, as part of your programme of study, you need to undertake some of your studies abroad, you are advised to take out appropriate personal insurance. The School's insurance does not cover you while you are studying abroad. An insurance company which specialises in student insurance is Endsleigh Insurance, 97 Southampton Row, London WC1B 4AG, tel. 0171 436 4451.

Duration of Contract and Disciplinary Matters

The contract between you and the School ends on the date of the main examination board for your degree programme (or *viva voce* examination in the case of MPhil/PhD students), unless you formally withdraw from the School before this date and before taking your final examinations, and you remain subject to the School's regulations until that date (but you would not be expected to remain in attendance after term had ended). In the case of students who have disciplinary proceedings pending after the end of term, or the end of their examinations/assignments, the School reserves the right to withhold their award until the conclusion of such disciplinary proceedings.

Procedure for the Submission of Grievances by Students on Academic Matters

1. The procedure set out below does not apply to matters arising from the results of examinations. With the exception of research degrees University of London Regulations make no provision for appeals against examination results, but the Academic Registrar of the School will on request check that marks awarded have been accurately totalled and transmitted to the relevant Board or Committee of Examiners, and ensure that if an error has occurred appropriate action is taken.
2. The normal expectation is that students who are not satisfied with any aspect of the School's teaching, tutorial or supervisory provision, or with other academic or related administrative matters, will initially seek remedial action at the time informally through their Tutor, Departmental Tutor, Departmental Convener or Dean of Undergraduate Studies (undergraduates), or through their Supervisor, Research Student Tutor, Departmental Convener or Dean of the Graduate School (graduates) as appropriate.
3. An undergraduate or graduate student who wishes to submit a formal grievance about an academic matter shall give written notice of the grievance to the Pro-Director. Any such notice shall explain the grounds on which the complaint is made and the matters that constitute the grievance. The Pro-Director will cause the complaint to be investigated.
 - (i) If as a result of the investigation the Pro-Director is satisfied that there is a case to answer, the case will be referred to the Director. (In this procedure the term Director means either the Director of the School or such other person authorised by the Director to act on the Director's behalf.)
 - (ii) If as a result of the investigation the Pro-Director decides that there is no case to answer, the Pro-Director will inform the student accordingly and will take no further action. A student who is not satisfied with such a decision by the Pro-Director may submit a written appeal to the Director, who will either uphold the Pro-Director's decision (and so inform the student) or proceed as shown below.
4. If the Director decides that it would be appropriate for the grievance to be disposed of informally, the Director will notify the student and proceed accordingly.
5. If the grievance has not been disposed of informally under paragraph 4, the Director shall either (a) decide that the subject matter of the grievance could properly be considered with (or form the whole or any part of) a complaint under the Disciplinary and Dismissals Procedure for academic staff, or determine under the Procedure for Termination of Appointment for Incapacity Arising From Ill-health or Infirmary and take action accordingly, notifying in writing the student submitting the grievance or (b) refer the matter to a Grievance Committee appointed by the Standing Committee of the Court of Governors as set out in paragraph 10 below.
6. Where the Director proceeds under (b) in paragraph 5 above, the student submitting the grievance shall be notified in writing
 - (i) of the fact of the establishment of the Committee and its membership. If the student objects to a member, he or she should state the reasons for that objection in writing to the Secretary of the School and the Chairman of the Committee shall determine whether the member objected to should be excluded from consideration of the grievance. If the student objects to the Chairman, the student should state reasons for that objection in writing to the Secretary and the members shall determine whether the objection shall be upheld;
 - (ii) of his/her right to be heard by the Committee and to present evidence;
 - (iii) of the date, time and place when the case will be considered by the Committee. The date arranged for the hearing must give the student reasonable time to prepare the case. The student may ask for an adjournment which may be granted or refused at the discretion of the Committee;
 - (iv) of his/her right to present the grievance by means of a written submission or to appear before the Committee in person and to bring a friend or adviser (this might be a legal adviser) and to call witnesses on his/her behalf;

- (v) of the procedure to be adopted. The student shall receive notification of the procedures to be followed (a) when the student submitting the grievance is to appear before the Committee in person and (b) when the student submitting the grievance makes a submission in writing.
- 7. The student submitting the grievance will be asked to state in writing, by a specified date in advance of the hearing, whether he or she proposes to make a written submission or to attend in person with or without a friend or adviser. If proposing to bring a friend or adviser, the student shall provide in writing to the Secretary of the School, not later than three days before the date fixed for the hearing of the grievance, notice of the name and status of the friend or adviser.
- 8. After hearing the case and considering the evidence, the Grievance Committee shall make such report or recommendation to the Director as the Committee considers appropriate in the circumstances of the case. A report may propose whatever remedy the Committee considers appropriate in respect of a grievance which is found to be substantiated; such remedy may comprise a proposal that all or part of the subject matter of the grievance be considered under the Disciplinary and Dismissals Procedure for academic staff, or determined under the Procedure for Termination of Appointment for Incapacity Arising From Ill-health or Infirmary.
- 9. The Report of the Committee will not be presented to the student, or to other persons involved. The student will be notified in writing of the decision of the Director, with the reasons for that decision.
- 10. The Grievance Committee shall be appointed by the Standing Committee of the Court of Governors in consultation with the Students' Union, and shall comprise -
 - (a) A lay governor on the Standing Committee
 - (b) A member of the academic staff nominated by and from a panel established for this purpose by the Academic Board
 - (c) Another person, not employed by the London School of Economics and Political Science, and preferably a recent alumnus of the School.
 The Committee shall appoint a Chairman from among its members.

Approved by the Academic Board, 5 June 1991

Procedure for the Submission of Grievances by Students on Academic Matters

1. The purpose of this procedure is to provide a fair and equitable process for the resolution of grievances. It applies to all students registered for a programme of study in the School. It does not apply to grievances relating to the conduct of examinations or to the award of degrees or diplomas.

2. A grievance is defined as a complaint by a student that the School or its staff has acted in a way which is unfair or unjust, or which is in breach of the School's regulations or policies. It does not include a complaint about the quality of teaching or the standard of examinations.

3. A student who wishes to submit a grievance must do so in writing to the Director of the School within the time limit specified in the regulations. The student must also provide a copy of the grievance to the relevant staff member(s) concerned.

4. The Director will acknowledge the grievance and will attempt to resolve it informally. If this is not possible, the Director will refer the grievance to the Grievance Committee.

5. The Grievance Committee will hear the grievance and will make a recommendation to the Director. The Director will then decide on the final outcome of the grievance.

6. If a student is dissatisfied with the outcome of a grievance, they may appeal to the Court of Governors. The appeal must be made within the time limit specified in the regulations.

Disciplinary and Dismissals Matters

The School has a strict policy on discipline and dismissals. This policy is set out in the regulations. It applies to all students registered for a programme of study in the School.

1. A student who is found to be in breach of the School's regulations or policies may be subject to disciplinary action. This may include a warning, a suspension, or a dismissal.

2. A student who is found to be in breach of the School's regulations or policies may be subject to dismissal. This may be for a fixed period or indefinitely.

3. A student who is found to be in breach of the School's regulations or policies may be subject to a combination of disciplinary action and dismissal.

4. A student who is found to be in breach of the School's regulations or policies may be subject to a combination of disciplinary action, dismissal, and a recommendation to the Court of Governors.

5. A student who is found to be in breach of the School's regulations or policies may be subject to a combination of disciplinary action, dismissal, a recommendation to the Court of Governors, and a recommendation to the Academic Board.

6. A student who is found to be in breach of the School's regulations or policies may be subject to a combination of disciplinary action, dismissal, a recommendation to the Court of Governors, a recommendation to the Academic Board, and a recommendation to the Students' Union.

Appeals

A student who is dissatisfied with the outcome of a grievance or disciplinary action may appeal to the Court of Governors. The appeal must be made within the time limit specified in the regulations.

The Court of Governors will hear the appeal and will make a recommendation to the Director. The Director will then decide on the final outcome of the appeal.

STUDY SKILLS

The School offers study skills courses open to all students. The courses are not examined nor do they form a part of any degree regulations. You are invited to attend any which you feel will give you valuable background or skills.

GC551 Study Skills in the Social Sciences

Teacher Responsible: Mr R Alford.
Course Recommended: for all new undergraduate students, plus any students on M.Sc. or Diploma courses who are new to the UK's educational system.
Teaching Arrangements: Two sessions Michaelmas Term, weeks 1 and 2.
Course Content: The course provides an introduction to study skills useful for social science students at first degree level and above. It aims to get those attending to review their own study patterns in the light of a menu of possible improvements.
Reading List: P. J. Dunleavy, *Studying for a Degree in the Humanities and Social Sciences*; D. Rowntree, *Learn how to Study* (1988 edition only).

GC552 Revising for Exams

Teacher Responsible: Mr R. Alford.
Course Recommended: for any students taking exams.
Teaching Arrangements: Under review; to be announced in the Lent Term
Course Content: Under review
Reading List: P. J. Dunleavy, *Studying for a Degree in the Humanities and Social Sciences*.
 (MPhil/PhD students should also see Methodological Training and Study Skills in the section on Research Programmes)

Examinations

The School offers a range of examinations for its students. These include the London School of Economics and Political Science (LSE) examinations, the University of London examinations, and the examinations of other universities.

1. The LSE examinations are held in the School. They are held in the Michaelmas and Lent terms. The examinations are held in the School's examination hall.

2. The University of London examinations are held in the School. They are held in the Michaelmas and Lent terms. The examinations are held in the School's examination hall.

3. The examinations of other universities are held in the School. They are held in the Michaelmas and Lent terms. The examinations are held in the School's examination hall.

Examination Fees

The School charges fees for its examinations. These fees are set out in the regulations. They include the fee for the examination paper, the fee for the examination hall, and the fee for the examination centre.

1. The fee for the examination paper is £10.00 per paper.

2. The fee for the examination hall is £5.00 per student.

3. The fee for the examination centre is £10.00 per student.

Examination Results

The School will issue examination results to its students. These results are issued in the Michaelmas and Lent terms. The results are issued in the School's examination hall.

1. The results are issued in the Michaelmas term.

2. The results are issued in the Lent term.

3. The results are issued in the Michaelmas and Lent terms.

Examination Appeals

A student who is dissatisfied with the outcome of an examination may appeal to the Court of Governors. The appeal must be made within the time limit specified in the regulations.

The Court of Governors will hear the appeal and will make a recommendation to the Director. The Director will then decide on the final outcome of the appeal.

EXAMINATIONS

Qualifying Examinations

If your continued registration has been made subject to a qualifying examination you should ask your supervisor as early as possible what you are required to do. Supervisors will inform the Graduate School Office about students who are required to take qualifying examinations. The Graduate School Office will make appropriate arrangements and advise you about the date and time of your examination.

Diploma Examination Entry

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

Master's Examination Entry

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

Examination Timetable for Master's, Diploma and Qualifying Examinations

It is expected that the Diploma and Master's examinations will take place between the middle of May and the end of June 1999. Your examination timetable will be published at the end of Lent Term. All students are required to remain in London until the end of the Summer Term (2 July 1999). No student should make arrangements to travel until after this date.

Sitting Examinations Overseas

See EXAMINATION RE-SITS below

You may be allowed to take examinations overseas, if they are normally scheduled after the end of the Summer Term (the LLM), or if you are re-sitting any other examinations and are no longer in attendance at the School. Organising examinations overseas takes time. If you are an LLM or re-sit candidate and wish to take the examinations overseas, you should start the process by contacting the Graduate School Office early in the Lent Term, and certainly no later than 1 March 1999. We cannot guarantee that there will be suitable locations in your country in which you can take an examination. The overseas examination fee is £100. This fee is payable by all candidates wishing to take examinations overseas in addition to any re-sit fee payable.

If we cannot make satisfactory arrangements for overseas examinations then you will have to take the papers at the School.

Deferment of Examinations

School regulations require full-time students to sit all examination papers and complete all the requirements for your degree in the academic session in which they are first registered. If you are a part-time student you are normally required to complete all requirements for Part I of your programme in your first year of registration and all requirements for Part II in your second year of registration. If you think you have a good reason to defer one or more papers for your Master's, LLM or Diploma examination until next year you should complete a **deferment request form** available from the Graduate School Office reception and then take it to your supervisor. If your supervisor thinks your case is reasonable, he or she must then complete the form and pass it to the Chair of the Board of Examiners for your degree. If the Chair supports the request he or she should pass the form to the Chairman of the Graduate School Committee **no later than the first day of the Summer Term**. You and your supervisor will be informed, in writing, of the decision.

Deferment is not a right. Approval will only be given if there is a good reason why you should not sit all the examinations for your programme in the year in which you were taught.

Withdrawal From Examinations

If you wish to withdraw from taking all your examinations this session you should first discuss your position with your supervisor. If you then decide to withdraw you must inform the Graduate School Office of your intention to withdraw *at least seven working days before the date of the first examination for your degree programme* (not your first examination). If you do this, your examination entry will not count and you may have two further attempts. If you withdraw after this deadline you will have used up one examination entry and you will be permitted to have no more than one further attempt at the examinations.

If you withdraw from your examinations and wish to re-enter them next year you must complete a new examination entry form. You should make sure you contact the Graduate School Office in November to request a new examination entry form.

There is a difference between withdrawal and deferment – make sure you understand it.

You may withdraw from ALL examinations for which you have entered no later than seven days before the start of the first examination for your programme.

If you wish to defer a single paper you should request a deferment – see section on deferment of examinations above. You can apply to defer any number of papers less than the total number you are due to take.

Examination Re-Sits

If you sat all the examination papers for which you were entered but failed one or more of them, the Board of Examiners has discretion to allow you to re-sit only those papers you failed. You will be advised of your position when you receive your formal results.

If you did not sit all the examination papers for which you were entered and failed one of the papers you did take, you will be required to re-sit all the examinations again, even those which you passed on the first sitting.

You are allowed two entries only to each examination paper. Thus if you fail a paper you will only be allowed to re-sit it once.

Re-sits and re-registration

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

Re-sits and course choices

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

Re-sitting examinations overseas

See SITTING EXAMINATIONS OVERSEAS above.

Re-sit fees

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

Illness During Examinations

If you are ill before your examinations and you think your illness may affect your examination performance, you can ask that the Board of Examiners take your illness into consideration. You need to get a medical certificate confirming your illness and write formally to the Board of Examiners via the Graduate School Office. Your letter should quote your student number and your programme of study.

If you are taken ill during your examination, or have an accident just before an examination, you can ask to be given permission to enter the examination at the next available occasion or ask that special papers be set for the examination(s) missed. You must apply in writing to the Graduate School Office and your case will be considered by the Examinations and Regulations Sub-Committee of the Graduate School Committee.

Procedure if circumstances prevent you from taking examinations at the normal time

If you are prevented from taking your examinations at the normal time because of unforeseen circumstances such as serious illness or death of a near relative, you can apply as above either to enter the examination at the next available occasion or ask that special papers be set for the examination(s) missed. You must apply in writing to the Graduate School Office and your case will be considered by the Examinations and Regulations Sub-Committee of the Graduate School Committee. Approval for special papers to be set will be subject to the department agreeing to set the papers.

Special Examination Facilities

(see HELP FOR STUDENTS WITH PHYSICAL DISABILITIES)

If, because of a medical or psychological condition, or because of a physical disability, you have special needs for your examinations you should inform the Graduate School Office as soon as possible and no later than seven weeks before the date of your first examination. Only in the case of students who experience sudden injury or illness will we consider applications made less than seven weeks before the first examination.

A variety of special examination arrangements have been agreed in the past. These include the use of aids, extra time, rest periods, special examination accommodation, etc. You will require medical certification and/or other supporting documentation to support your case.

If you have special requirements you are advised to discuss your needs as early as possible with the Adviser to Students with Disabilities and/or the Health Centre

Examination Offences

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

Assessment is the means by which the standards that students have achieved are declared to the School and beyond, and which provides students with detached and impartial feedback on their performance. It is also a significant part of the process by which the School monitors its own standards of teaching and student support. It follows that in all cases all work presented for assessment, by whatever means are specified, must be your own and must be prepared and completed according to regulation and to the instructions of examination boards.

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

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

Work submitted by you for assessment must be your own. If you tried to pass off the work of others as your own you would be guilty of plagiarism. It refers to any work by others, whether published or not, and can include the work of other candidates. Any quotation from the published or unpublished works of other persons, including other candidates, must be clearly identified as such by being placed inside quotation marks and a full reference to their source must be provided in proper form. A series of short quotations from several different sources, if not clearly identified as such, constitutes plagiarism just as much as does a single unacknowledged long quotation from a single source.

Examination Results

After the Board of Examiners for your degree or diploma has taken place the Graduate School Office will prepare the pass list, which will be posted on the noticeboards in the Graduate School reception. Your formal examination results will be sent to your permanent home address.

*The Graduate School Office will **not** give out examination results over the telephone.*

Examination Appeals

There is an appeals process if you wish to appeal against a decision of the Board of examiners where the School is responsible for administering the examination in question. The full regulations are set out on further on in this section.

Presentation Ceremonies

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

These ceremonies will take place in July 1999 (for those qualifications for which the examination is completed in June*) and in December 1999 (for those qualifications for which the examination is completed in September).

Late in the Lent Term, we will send booking forms to all students who are expected to be eligible. Please make sure the Graduate School Office has an up-to-date address for you. We normally allow for each student to have two guest tickets. We charge for these (£15 in 1998) and you should also allow up to £30 for the hire of academic robes if you wish to take part. Extra guest tickets may be made available once we know how many people wish to come for each ceremony. For this reason, we must ask for booking forms to be returned by mid-May. We cannot guarantee to fit in students or guests who do not book by the advertised date (we will refund payments for guest tickets where we receive notice of withdrawal, or if for any reason a student becomes unable to take part in a ceremony).

* If you have chosen options from another programme where (whenever your examination takes place) the full schedule of examinations means that the examiners will not meet until later in the summer, your results may not be confirmed at the same time as those other students on your programme. You might have to attend the ceremony in December rather than July.

Regulations on Assessment Offences in Taught Degree and Diploma Courses

Introduction

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

Assessment offences

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

Making the allegation

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

The allegation

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

Hearing the evidence

16. The candidate has a right to know precisely what is alleged, to know the rules of procedure under which action will be taken and be advised how to obtain advice. The Academic Registrar will:
 - (a) send to the candidate a copy of the allegation and the procedures for hearing it
 - (b) invite the candidate to state whether the allegation is true or false and provide a statement and/or any evidence relevant to the case
 - (c) advise the candidate that he/she might wish to seek advice (if an undergraduate) from the Tutor, Departmental Tutor or Dean of Undergraduate Studies, or (if a graduate student) from the supervisor or Dean of the Graduate School.
17. If the candidate admits the allegation, the Academic Registrar shall ask him/her for any written observations that would assist the School in determining the action to be taken and shall refer the matter to the appropriate Misconduct Sub-Committee for action under Regulation 26.
18. Each Main Examination Board and the Graduate School Committee shall annually establish a Misconduct Sub-Committee comprising four persons, normally the Chair of the Main Examination Board or of the Graduate School Committee as appropriate,

who shall chair the Sub-Committee, two examiners and sabbatical officer of the Students' Union or a student drawn by lot from the panel of student members of Boards of Discipline. No person directly involved in the assessment in question or connected in any way with the allegation will serve when the Sub-Committee considers the case. All relevant documentation shall be placed before the Sub-Committee which shall be required

- (a) to determine the truth of any allegation as to assessment offences, and
 - (b) to make a recommendation drawn from the penalties set out in these procedures, where the allegation is found proved.
19. The Sub-Committee is quorate when there are three of its members present, one of whom must be the Chair.
 20. The Sub-Committee should where practicable interview the person(s) making the allegation, as well as the candidate, unless the candidate chooses to have the matter heard in his/her absence. The Sub-Committee may seek such other evidence, oral or written, as would assist it in its work. The School reserves the right to enquire in detail into any use of its information technology hardware or software to assist in resolving allegations of copying or plagiarism, consistent with its published rules and practices.
 21. If the candidate does not reply to the invitation set out in 16(b) above or if the candidate denies the charge, the Academic Registrar shall inform him/her of the date on which the hearing of the allegation is to take place. The candidate shall be invited to comment on the allegation and the evidence, both in response to particular questions and generally. He/she may elect to be accompanied by an officer of the Students' Union or by a friend or representative, who shall have the same rights as the candidate.
 22. The candidate shall have the rights to see or to listen to, as appropriate, all evidence given; to question the witnesses appearing before the Sub-Committee; and to submit documents to the Sub-Committee.
 23. The validity of the proceedings of the Sub-Committee shall not be affected by the unwillingness or inability of the candidate, or other person acting with or for him/her, to reply to questions, orally or in writing, or to appear before the Sub-Committee.
 24. The Sub-Committee shall in all cases decide that an allegation is not proved unless and until the evidence demonstrates the contrary to the satisfaction of a majority of its members present.

Subsequent action

25. If the Sub-Committee decides that the allegation is not proved, the Academic Registrar shall so inform the candidate in writing. No further action shall be taken, and no record of the allegation or the proceedings shall be included on the student's record.
26. If the Sub-Committee decides that an offence against these Regulations has been committed by the candidate, or if an offence has been admitted with or without written observations submitted under Regulation 17, the Sub-Committee shall have the power to recommend to the examination board either
 - (a) that the results in all papers taken in the year be cancelled and a mark of zero returned and, subject to the approval of the Director, the candidate's right to re-register for the examinations or equivalent be withdrawn, or
 - (b) that the results in all papers taken in the year be cancelled and a mark of zero returned, or
 - (c) that the results in the paper or papers concerned be cancelled and a mark of zero returned and, subject to the approval of the Director, without the right to re-register for the examinations or equivalent, or
 - (d) that the results in the paper or papers concerned be cancelled and a mark of zero returned, or
 - (e) that it admonish the candidate and proceed to assess the candidate on the basis of such of his/her work as is unaffected by the offence.
27. The examination board may at its discretion accept or not accept any recommendation made to it under Regulation 26, except that it shall not call into question any relevant facts established by the Sub-Committee and it shall not be empowered to apply a penalty more severe than that recommended to it.
28. The decision of the examination board under Regulation 26 above shall be conveyed to the candidate in writing by the Academic Registrar.
29. The examiners will not take into account any work presented by a candidate that is affected by the assessment offence, except where covered under Regulation 15.2.

Representations

30. If a candidate wishes to make representations against the decision of the examination board on grounds of procedural irregularity or against the penalty imposed, he/she should write in the first instance to the examination board through the Academic Registrar, within twenty eight working days of the despatch of the letter referred to in Regulation 28.
31. Any appeal against a decision of the examination board may be made under the Regulations of the School and/or of the University of London as appropriate.

Regulations for the Consideration of Appeals Against Decisions of Boards of Examiners for Taught Courses

General

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

Grounds for making an appeal

3. The grounds for making an appeal shall be only that there was such procedural defect in the conduct of the examination or in the subsequent processing of scripts or marks (including the proceedings of boards of examiners) as to render the decision of the examiners unsafe.
 4. The grounds in regulation 3 shall include but shall not be limited to
 - 4.1 miscalculation of marks.
 - 4.2 failure to consider evidence, such as medical evidence, available to the board.
 5. Exceptionally it shall be permissible, subject to these Regulations, to present evidence such as medical evidence as part of the appeal provided that in the opinion of the Dean of the Graduate School or the Dean of Undergraduate Studies as appropriate (or a substitute appointed by the Dean) there was good reason for such evidence not to have been presented earlier.
 6. The academic judgment of a board of examiners, having acted according to all relevant regulations and procedures, shall not be called into question by these Regulations.

Decisions in respect of which an appeal may be made

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

Procedures for making an appeal

8. An appeal under these Regulations shall be considered if the student concerned lodges it in writing with the Academic Registrar of the School as soon as possible and in any case on or before one calendar month after the date on which the decision against which the appeal is made was posted to the student, and if the letter of appeal states
- 8.1 the name of the student,
 - 8.2 an address or addresses at which the student may be contacted during the period of the hearing of the appeal,
 - 8.3 the examination in respect of which the appeal is made,
 - 8.4 the grounds for claiming procedural defect, and if it has been signed and dated by the student.
9. The Academic Registrar shall acknowledge receipt of the appeal and shall inform the chair of the board of examiners that it has been made.

First stage of appeal

10. The Academic Registrar shall forthwith cause a scrutiny to be made of the facts of the case and shall present it to the chair of the board with any comments s/he may wish to make.
11. The chair of the board shall expeditiously decide whether the facts provided justify the board re-considering the matter with a view to confirming or adjusting its original decision and shall inform the Academic Registrar of his/her decision, which the Academic Registrar shall convey to the student.
12. If the chair shall have decided that the board should reconsider the matter the right to appeal shall be held to have been granted. The subsequent decision of the board shall be communicated to the Academic Registrar and by the Academic Registrar to the student. There shall be no revival of the appeal and no action under Regulations 14 to 20.

Second stage of appeal

13. A student shall have the right to appeal against a decision under Regulation 11 not to refer the matter to the board for re-consideration.
14. For such an appeal to be heard the student shall in writing, by a letter received within fourteen days of the date of the letter of the Academic Registrar sent pursuant to Regulation 11, request the Academic Registrar to invoke the formal procedures for the second stage of appeal.
15. On receipt of a valid request under regulation 14 the Academic Registrar shall
- 15.1 acknowledge receipt to the appellant
 - 15.2 call a meeting of the Appeals Committee as constituted under Regulations 22 to 25
16. The Appeals Committee shall meet as soon as is practicable. It will invite the appellant or a representative to appear before it and/or to give written evidence if desired.
17. The Appeals Committee may ask any other person, including the chair of the board, to appear before it and/or to give written evidence if desired.
18. The Academic Registrar shall cause a record to be made of the proceedings of the Committee.
19. The Committee may at its discretion and on behalf of the School make one of the following decisions:
- 19.1 that the appeal be allowed and the matter be referred back to the board, or
 - 19.2 that the appeal be dismissed.
20. The Academic Registrar shall by letter convey the decision under Regulation 19 to the appellant and, if the appellant is known to the Academic Registrar to be a student registered at another college of the University of London, also to that college. If it is a decision under regulation 19.1 he/she shall inform the chair of the board and give him/her a brief record of the reasons why the appeal had succeeded. The chair shall then as soon as is practicable cause a fresh decision to be made in the light of all the evidence available to the board. Such a decision, properly made within the appropriate regulations and procedures, shall be the final and authoritative decision of the School.

Further action

21. The consideration of an appeal under these Regulations will exhaust the opportunities open to the student within the School. It will remain open to a student whose appeal has been dismissed under Regulation 19.2.
- 21.1 if a student registered on a programme leading to a degree, to petition the Visitor of the University of London by request to the Academic Registrar of the University.
 - 21.2 if not a student eligible to petition the Visitor, to petition the Chairman of the Court of Governors who may assign a Governor or Governors (not being staff or students of the School) to consider whether the appeal has been properly considered according to regulation and procedure and, if not, whether it should succeed. A petition under this regulation must be in writing and must have been despatched so as to have been received by the Chairman within fourteen days of the despatch of the letter sent to the appellant under Regulation 20. If the Governor or Governors shall have decided that the appeal should succeed, then the Standing Committee of the Court or its Inter Meeting Group shall receive a report on the matter and may advise the Academic Board that the decision of the board of examiners should be reversed. The decision of the Academic Board shall be final.

Constitution of the Appeals Committee

22. There shall be an Appeals Committee constituted for each case which shall be competent to act on behalf of the School according to these Regulations.
23. The Committee shall consist of
- 23.1 an experienced chair of examiners, in the chair
 - 23.2 two members of the academic staff
 - 23.3 one member of the academic staff appointed by the appellant.
24. No person shall serve as a member if s/he has during the past year been an examiner for the course in question (or, where classification is in question, for the programme concerned) or a member of the appellant's department.
25. Membership for each case shall be determined by the Director or Pro-Director who shall make appointments from a panel annually established by the Academic Board.

Schedule 1

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

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

DIPLOMA PROGRAMMES

See YOUR PROGRAMME OF STUDY above.

Introduction

School Diplomas are governed by the Regulations for Diploma Students and by the Code of Practice for School Diplomas further on in this section. The regulations for each programme are listed in alphabetical order after the Regulations and Code of Practice.

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

In the programme regulations, a Course Guide number is printed opposite each examination paper. The Course Guides are listed after the regulations, and set out details of teaching, reading lists, and other essential information about teaching and examinations for each course. Information on the teaching timetable is published separately.

The deadline for confirming your course choices is Friday 23 October 1998 (see CHOOSING YOUR COURSES in the section YOUR PROGRAMME OF STUDY).

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

Diploma Programme Regulations	Prefix	Page
Diploma Course Guides		
Accounting and Finance	AC	54
Economics	EC	55
Economic History	EH	60
European Institute	EU	61
Industrial Relations	ID	61
Information Systems	IS	62
International Relations	IR	63
Law	LL	65
Mathematics	MA	65
Operational Research	OR	66
Social Policy and Administration	SA	67
Sociology	SO	67
Statistics	ST	72

Regulations for Diplomas**General**

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

Entrance qualifications

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

Programmes of study

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

Entry to examinations

11. A candidate for the degree will be deemed to have entered the examinations for the courses for which he/she is registered. He/she must ensure that any examination fee payable must be received by the dates specified by the School.
12. Notwithstanding an examination entry under Regulation 11, no candidate shall be eligible to sit the examination in a course unless having satisfactorily attended that course in that year of study and having completed the work required in that course.
13. Candidates are bound by the regulations in force at the time of their entry to the examination including the individual programme regulations.
14. A candidate will be examined in each course at the end of the year, unless having deferred or withdrawn under these Regulations. A candidate will not be re-examined in any course which he or she has already passed.
15. No fee is payable for the first attempt at an examination.

Examinations

16. The School will establish a board of examiners for each programme. Each board shall include examiners who are not members of the staff of the School, who shall have regard to the totality of each diploma programme and who shall be involved and particularly influential in the decisions relating to the award of every diploma and shall annually report to the Director, being asked specifically to comment and give judgment on the validity and integrity of the assessment process and the standard of student attainment.
17. Examination procedures shall ensure that assessment is and can be demonstrated to be fair and impartial.
18. Each board of examiners shall ensure *inter alia* that award schemes shall have regard to the totality of the programme and to the requirements for progression within it, and to the requirement for each student to achieve a satisfactory overall standard.
19. Schemes of examination shall be prescribed in the individual programme regulations.
20. The examination for each written paper shall take place on one occasion each year.
21. An essay/report/dissertation, where indicated in the scheme of examination, will be examined on one occasion only in each year.
22. To be eligible for the award of a diploma a candidate must satisfy the examiners in the examinations prescribed for the programme within a period of two years from the satisfactory completion of the prescribed period of study. In special cases this period of two years may be extended by the School.
23. The examiners shall have the discretion to award a mark of merit or distinction to a candidate.
24. A candidate wishing to sit at least one examination but to defer sitting in one or more of the other examinations must obtain the support of his or her supervisor and then of the Chair of the appropriate Board of Examiners. Where the supervisor is not willing to support the request the candidate may appeal to the course director or departmental convener as appropriate; if the Chair supports the request the Chair shall put the case to the School for approval. Where deferment has been granted, candidates will be informed of the marks they obtained in those elements in which they have been examined. A candidate wishing not to sit any examination shall apply for withdrawal under Regulation 35.
25. 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.
26. 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.
27. 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.
28. The conduct of candidates in assessment is governed by *the Regulations on assessment offences in taught degree and diploma courses*.

Re-examination

29. If a candidate fails at the first attempt to satisfy the examiners in any course, the examiners may determine that he/she may be re-examined in any of the elements failed, on one occasion only, subject to the assent of the School when such re-examination would involve further attendance at the School.
30. Re-examination will be at the next following examination except where the School has granted permission for a candidate to defer until the examination in a subsequent year.
31. 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.
32. A candidate proposing to resit an examination shall be bound by all the Regulations applicable to the first sitting of the examination except as modified by Regulations 27, 28, 29 and/or 32.
33. Candidates being re-examined are required to sit the same examinations as they sat previously, unless they have satisfactorily completed courses for different examinations.
34. A candidate who resits an examination when not registered at the School will be required to pay a fee determined by the School from time to time, except that a candidate who for medical or other reasons approved by the School does not sit an examination while in attendance at the School may be permitted to sit such an examination on one subsequent occasion without payment of a fee, whether or not in attendance at the School.

Withdrawal from examinations

35. A candidate who wishes to withdraw completely from all his or her examinations in a particular year must inform the Graduate School Office as soon as possible and no later than seven days before the date scheduled for his or her first examination. Notification after this date will result in the examination being counted as sat unless the delay in notification is the result of illness and is supported by medical certification.
36. A candidate who wishes to sit only some but not all papers may apply for deferment of one or more papers under Regulation 24.

Illness

37. 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:
- 37.1 enter the examination in those elements in which he/she was not able to be examined on the next occasion when the examination is held in order to complete the examination; or
- 37.2 at the discretion of the examiners, be set a special examination in those elements of the examination missed as soon as possible and/or be permitted to submit any work prescribed on or by a date specified by the board of examiners. The special examination shall be in the same format as specified in the programme regulations for the element(s) missed.
38. Where a candidate has failed to complete the examination for one of the reasons specified in Regulation 37 the candidate shall submit the application with medical certification or other supporting evidence to the Graduate School Office within seven days of the last day of the written examinations or for the submission of the essay/report/ dissertation.

Notification of results

39. 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

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

SCHEDULE TO THE REGULATIONS FOR DIPLOMAS

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

Regulation	Powers exercisable by
2, 3, 5, 7, 9, 10, 16, 17, 22, 29	Graduate School Committee
4, 11, 32, 34, 39	Academic Registrar
16	Academic Board on recommendation of Graduate School Committee
37	The appropriate board of examiners

Code of Practice for Diploma Programmes**1. Introduction**

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

2. Basic Requirements

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

3. Programme Tutor

- 3.1 Each Diploma programme should have a clearly identified tutor who is responsible for all administrative matters related to that programme and its academic content (*ie arrangement of supervisors to students; for provision of clear information for students; and to ensure that the requirements of this Code are met*). In smaller departments the role of programme tutor might be combined with that of supervisor depending on specific departmental practice. The name of the programme tutor should be made known to all incoming students before arrival at the start of each session.

4. Induction

- 4.1 All applicants accepted on to a Diploma programme should be sent, normally no later than 1 August of the year of admission, detailed information about the programme, the courses available in the coming session, and a preliminary reading list. This information might usefully be sent as a follow-up to the formal offer of admission and as a way of welcoming the applicant, before arrival, on to the programme. The responsibility for sending the information will be that of the programme tutor.
- 4.2 At the start of each session an introductory meeting should be held for all students on each programme, introducing the students to the programme and to the department. At this meeting students should be given full and detailed written guidance on the requirements of the programme, the selection of options and arrangements for supervision.
- 4.3 Arrangements should be made by *the Programme Tutor* for each student to meet his or her supervisor in the first three weeks of the session.

5. Progress Monitoring

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

6. Tuition

- 6.1 Most Diplomas consist of four courses but there are some where students take either three or five courses. Most have a core course which all students are expected to take, plus options. The number of options available varies from Diploma to Diploma.
- 6.2 It is the normal expectation that each Diploma programme will include at least 120 hours of formal tuition exclusive of individual supervision. The component courses of each programme may differ in the amount of formal tuition but will normally be at least 40 hours for a full year.
- 6.3 Teaching will normally be by a mixture of lectures and linked classes running in parallel, in which students work through questions and problems raised in the lectures and present and discuss their own papers or essays. Lectures are attended by all students taking the course; classes are small groups normally of about 15 students to which students are allocated. In some courses lectures and classes may be combined in seminars or small group classes. *In some courses classes may include undergraduate students.*

- 6.4 Students will normally be given the opportunity to produce written work for each course. Written work produced during the programme will not count towards the final assessment unless specifically stated in the programme regulations.
- 6.5 Written work should normally be marked and returned within two weeks of submission.

7. Assessment

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

8. Staff-Student Committee

- 8.1 Each department or institute should make arrangements for a Staff-Diploma Students' Committee (or, if more appropriate to the size of the department, a Staff-Graduate Students' Committee).
- 8.2 The Staff-Students' Committee should be scheduled to meet at least once a term to discuss issues of relevance and interest to Diploma students and their teachers.

9. Responsibilities

- 9.1 All Diploma students are normally required to attend the School for the full duration of each term. Students who wish to be away for good reason in term-time must first consult with their supervisor. If students are away from the School for any reason they must inform their supervisor and, in the case of absence of more than a fortnight, the Graduate School Office.
- 9.2 All Diploma students are required to pay School fees when due. Failure to pay fees could result in the withdrawal of Library rights, termination of registration, and the withholding of examination results.
- 9.3 Students must keep all their appointments with their supervisors; attend lectures, classes and seminars as required; submit written work as required by their class and/or seminar teacher; and take note of the guidance and feedback.
- 9.4 Students should decide their choice of options after discussion with their supervisor or Diploma convener. They must ensure that their choice accords with the regulations for the Diploma, as published in the LSE Calendar, and that they submit their option choice form, signed by their supervisor, to the Timetables Office as soon as possible after the introductory meeting and no later than the specified deadline. All subsequent changes must be reported to the Timetables Office. *Failure to report changes will normally result in a student being required to take an examination in the option for which he or she was originally registered.*
- 9.5 Students must make sure that when received they check and sign their examination entry form and return it to the Examinations Office by the deadline.
- 9.6 All students are required to communicate changes of address to the Graduate School Office as soon as they occur. Vital information is sent to students during term-time and failure to communicate changes may result in a student not being entered for examinations or not receiving other important information.
- 9.7 Students who decide to withdraw from the School must inform their supervisor, programme tutor and the Graduate School Office. Failure to inform the School could result in a demand for fee payments for the full session. The School also offers teaching for the intercollegiate University of London Diploma in Law, which is designed to allow both graduates, who need not possess a law degree, and non-graduates with substantial education in law, to pursue a course of studies aimed at the submission of a dissertation on an approved legal topic. Some but not all of the Diploma Code of Practice will also apply to the above students.

Diploma Programme Regulations

Department of Accounting and Finance

Diploma in Accounting and Finance

The examination shall comprise four papers selected with the approval of the Department of Accounting and Finance from the list below:

Paper Number	Paper Title	Course Guide Number
1.	Principles of Finance	AC212
2. (a)	Managerial Accounting	AC211
or (b)	Financial Accounting	AC330
3 & 4.	Two of the following:	
(a)	The paper not selected under 2 above	
(b)	Auditing and Accountability	AC340
(c)	One of the following:	
(i)	Microeconomic Principles I	EC201
(ii)	Microeconomic Principles II	EC202
(iii)	Industrial Economics	EC313
(iv)	Macroeconomic Principles	EC210
(d)	Introduction to Econometrics and Economic Statistics	EC220
(e)	(i) Quantitative Methods (Mathematics)	MA107
	AND	
	Quantitative Methods (Statistics for Economists)	ST105
or (ii)	Operational Research for Management	OR201
(f)	Commercial Law	LL209
(g)	Organisational Theory and Behaviour	ID200
(h)	British Business and Contemporary Economic Performance	EH240
(i)	Any other paper approved by the Convener of the Department of Accounting and Finance	

The choice of options is subject to the approval of the Convener, who may also permit alternative papers to be offered where the candidate is already proficient in one or more of the above subjects.

Part-time students may take one or two papers at the end of the first year of their course and the remainder at the end of the second year of their course.

Department of Economics

Diploma in Econometrics

The examination shall comprise four papers selected with the approval of the candidate's teachers from the list opposite.

Note: Candidates who wish subsequently to be considered for admission to the M.Sc. in Econometrics and Mathematical Economics will normally be expected to choose the following options: 1(b) and under 2, 3 and 4 the option (c)(ii). This requirement may be waived where candidates can satisfy their teachers that they have already reached the required standard in a particular paper or papers.

Paper Number	Paper Title	Course Guide Number
1. (a)	Principles of Econometrics	EC221
or (b)	Econometric Theory	EC309
2, 3 & 4.	Three of the following:	
(a)	Problems in Applied Econometrics	EC333
(b)	Mathematical Economics	EC319
(c)	Microeconomic Principles II	EC202
(d)	(i) Mathematical Methods	MA100
or (ii)	Further Mathematical Methods (Calculus)	MA200
	AND	
	Further Mathematical Methods (Linear Algebra)	MA201
(e)	Probability, Distribution Theory and Inference	ST202
(f)	A paper approved by the candidate's teachers	
(g)	With the approval of the candidate's teachers, a course of study examinable by means of a project	

Part-time students may take one or two papers at the end of the first year of their course and the remainder at the end of their second year.

Diploma in Economics

The examinations shall comprise four papers selected with the approval of the candidate's supervisor from the list below.

Paper Number	Paper Title	Course Guide Number
1. (a)	Microeconomic Principles I	EC201
or (b)	Microeconomic Principles II	EC202
2.	Macroeconomic Principles	EC210
3 & 4.	Any two from:	
(a)	(i) Quantitative Methods (Mathematics)	MA107
	AND	
	Quantitative Methods (Statistics for Economists)	ST105
or (ii)	Mathematical Methods	MA100
or (iii)	Operational Research for Management	OR201
(b)	(i) Basic Statistics	ST100
or (ii)	Elementary Statistical Theory	ST102
or (iii)	Introduction to Econometrics and Economic Statistics	EC220
or (iv)	Principles of Econometrics	EC221
(c)	Advanced Economic Analysis	EC301
(d)	Comparative Economic Systems	EC305
(e)	Development Economics	EC307
(f)	Elements of Accounting and Finance	AC100
(g)	History of Economic Thought	EC311
(h)	Industrial Economics	EC313
(i)	International Economics	EC315
(j)	Labour Economics	EC317
(k)	Mathematical Economics	EC319
(l)	Monetary Economics	EC321
(m)	Public Economics	EC325
(n)	An approved paper in Economic History	
(o)	Any other paper approved by the candidate's supervisors	

Note: Incoming students who can demonstrate proficiency in Microeconomic and/or Macroeconomic Principles to the appropriate standard may be allowed to substitute papers listed under 3 and 4 for papers 1 and/or 2. Candidates who wish to be considered for the M.Sc. in Economics at the School must normally choose one paper listed under (a) of 3 and 4, and one paper listed under (b). All entrants to the M.Sc. in Economics must demonstrate competence in mathematics and statistics.

Department of Industrial Relations**Diploma in Business Studies****Examination**

The examination shall consist of the following:

Paper Number	Paper Title	Course Guide Number
1.	Business Policy (examined through continuous assessment, which may take the form of a project/essay of not more than 7,500 words)	ID490
2,3,4&5.	Any three of the following:	
(a)	Elements of Accounting and Finance	AC100
(b)	Managerial Accounting	AC211
(c)	Principles of Finance	AC212
(d)	(i) Economics A	EC100
or	(ii) Industrial Economics	EC313
or	(iii) Business Economics	ID491
(e)	Organisational Theory and Behaviour	ID200
(f)	Human Resource Management	ID290
(g)	Industrial Relations	ID100
(h)	Commercial Law	LL209
(i)	Marketing and Market Research	ST327
(j)	International Business in the International System	IR456
(k)	Introduction to Information Technology	IS140
(l)	Information Systems in Business	IS340
(m)	Basic Statistics	ST100
(n)	Operational Research for Management	OR201
(o)	Any other paper approved by the candidate's teachers	

The choice of options is subject to the approval of the Convener, who may also permit alternative papers to be offered where the candidate is already proficient in one or more of the above subjects.

Part-time students may take one or two papers at the end of the first year of their course and the remainder at the end of the second year of their course.

Department of International Relations**Diploma in World Politics**

The examination consists of five elements as follows:

Paper Number	Paper Title	Course Guide Number
I	Four written papers	
1.	World Politics	IR400
2. & 3.	Two of the following:	
(a)	Foreign Policy Analysis II	IR401
(b)	International Institutions II	IR402
(c)	The Politics of International Economic Relations II	IR403
(d)	Strategic Aspects of International Relations II	IR404
4.	Any other approved subject	
and		
II	An assessment of four essays written during the course of study	IR409

Part-time students normally take two papers in completion of their first year and the remainder on completion of their final year.

Department of Law**Diploma in Law**

The University of London awards a Diploma in Law.

- The course of study is open to:
 - graduates of this or another university whose undergraduate courses or previous experience have included substantial preliminary training in Law
 - those who, although not graduates, have satisfied the School that their previous education in Law qualifies them to rank on the same level as graduates admissible under the preceding paragraph.

Students are required to attend a course of study for the purpose by the University extending over not less than three terms.

- A candidate is required to submit a dissertation of not more than 20,000 words, which must be written in English and must afford evidence of serious study by the candidate and of his ability to discuss a difficult problem critically. The subject of the dissertation must be submitted for the approval of the University no later than eight months after the course of study is started.

If the examiners consider that the dissertation submitted by the candidate, though inadequate is of sufficient merit to justify such action, they may, after examining the candidate as prescribed above, determine that he be permitted to re-present this dissertation in a revised form within one calendar year.

Candidates must forward two copies of the dissertation typewritten or printed and bound in the prescribed fashion and a short abstract (2 copies) of the dissertation comprising not more than 300 words. Candidates must submit their dissertations within one year of the approval of the subject, together with an entry-form which must be duly filled in with the certificate of course of study thereon attested in accordance with the certificate of course of study thereon attested in accordance with the General Regulations for Approved Courses of Study.

A list of candidates who have satisfied the examiners, arranged in alphabetical order, will be published by the Academic Registrar. A mark of Distinction will be placed against the names of those candidates who show exceptional merit.

A certificate to be called the 'Diploma in Law', under the seal of the University, will be delivered to each successful candidate.

Department of Sociology**Diploma in Sociology**

The examination shall consist of four papers, as follows:

Paper Number	Paper Title	Course Guide Number
1.	Sociological Theory	SO201
2.	Issues and Methods of Social Research	SO101
3.&4.	Two of the following	
(a)	Statistical Methods for Social Research	ST103
(b)	Basic Issues in Comparative Sociology (not available 1998/99)	SO301
(c)	Social and Moral Philosophy (not available 1998/99)	SO104
(d)	Aspects of British Society (not available 1998/99)	SO103
(e)	The Social Analysis of Russia and the C.I.S.	SO202
(f)	Political Sociology (not available 1998/99)	SO203
(g)	Political Processes and Social Change	SO204
(h)	Sociology of Work, Management and Employment	SO212
(i)	Sociology of Religion (not available 1999/2000)	SO106
(j)	Sociology of Medicine	SO211
(k)	Sociology of Development	SO205
(l)	Crime, Deviance and Control	SO210
(m)	Society and Literature	SO213
(n)	Gender and Society	SO208
(o)	Theories and Problems of Nationalism	EU201
(p)	The Psychoanalytic Study of Society	SO214
(q)	Evolution and Social Behaviour	SO215
(r)	Cults, Sects and New Religions (not available 1999/2000)	SO216

A candidate wishing to proceed to the M.Sc. in Sociology will normally be expected to pass at a standard satisfactory to the Department.

Department of Statistics**Diploma in Statistics**

Papers for the examination (normally four three-hour papers, except as otherwise indicated) shall be selected from the following list, with the approval of the candidate's supervisor:

Paper Number	Paper Title	Course Guide Number
(a)	Probability, Distribution Theory and Inference	ST202
(b)		
Either	(i) Statistical Techniques	ST428
or	(ii) Two two-hour papers from: Regression and Analysis of Variance Time Series and Forecasting Stochastic Processes	ST300 ST304 ST302
(c)	(i) Mathematical Methods (ii) Further Mathematical Methods (Calculus)	MA100 MA200
or	(d) Mathematical and Statistical Demography (e) Operational Research Methods	SA255 OR202
(f)	(i) Econometric Theory (ii) Principles of Econometrics	EC309 EC221
or	(g) (i) Advanced Information Technology for the Social Scientist (ii) Information Systems in Business	IS240 IS340
(h)	Any other paper approved by the candidate's teachers	

Candidates may not offer a paper in which they have been examined at first degree level or its equivalent.

Candidates will normally be expected to include papers (a) and (c) in their selection, and if they wish subsequently to be considered for the M.Sc. in Statistics at the School, they will normally include paper (b) also. These restrictions may be waived where candidates can satisfy their supervisors that they have already reached the required standard in a particular paper or papers.

Part-time students may take one or two papers at the end of the first year of their course and the remainder at the end of the second year of their course.

DIPLOMA COURSE GUIDES

ACCOUNTING AND FINANCE

AC100

Elements of Accounting and Finance

Teachers Responsible: Ms. J. F. S. Day, Room A312 and Professor P. B. Miller, Room E311

Availability and Restrictions: This course is available as an outside option.

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

Course Content: Balance sheets, cash flow statements, income accounts and other accounting statements relating to past events and planned activities: their construction, use and interpretation. Accounting conventions: their nature, purposes and limitations. Standard accounting practices. Legal and economic considerations, including elements of taxation. Accounting for inflation and changing price levels.

Introduction to managerial accounting. Costing, budgeting, long-term decisions, and the contexts of managerial accounting. International comparisons and management accounting in advanced manufacturing environments. Techniques of financial mathematics and their use in investment and financing decisions. **Teaching Arrangements:** 40 lectures (AC100). There will be two lectures each week during Michaelmas and Lent Terms given by Ms. J. Day and Professor P. Miller.

Classes: A total of 22 weekly classes commencing in the third week of Michaelmas Term. AC100.A for B.Sc. Accounting and Finance students, (their personal tutor will normally act as a class teacher), AC100.B for non-specialists and AC100.C for Diploma in Business Studies students. For non-specialists, class teachers may be members of the School's full-time teaching staff or be part-time teachers.

Written Work: Class exercise sets prepared by the lecturers will be distributed during the course. These sets include both numerical and discussion questions. Students will be expected to prepare answers to all exercises and these will be discussed in class and may be collected by class teachers for scrutiny at the end of the class concerned. Detailed solution notes for each exercise will be given out by class teachers.

Reading List: The main reading for the course is currently contained in:

M. W. E. Glautier & B. Underdown, *Accounting Theory and Practice* (6th edn., Pitman, 1997). An alternative text for the managerial accounting material is: C. T. Horngren, G. Foster & S. Datar, *Cost Accounting: A Managerial Emphasis* (8th edn., Prentice Hall, 1994). Any subsequent changes will be announced in the first lecture.

Supplementary Reading: This will be specified in the detailed Course Programmes and Reading Lists which will be distributed during the course.

Assessment Methods: There is a three-and-a-quarter-hour written examination in the Summer Term.

AC211

Managerial Accounting

Teachers Responsible: Dr. A. Bhimani, Room A307 and others

Availability and Restrictions: This course is available for Bachelor's degrees and for Diplomas where listed in the regulations and as an outside option, for Bachelor's degrees. Students must have completed AC100 **Elements of Accounting and Finance**.

Core Syllabus: The aim of the course is to provide a grounding in accounting for decision making and control within the enterprise. The course not only gives an insight into the technical aspects of modern management accounting systems, but also emphasizes their micro-economic and organizational underpinnings.

Cost Information and Decision Models: The historical development of management accounting and its organizational roles; cost-volume-profit relationships; relevant costs for decision making; cost information and optimization models; accounting for managerial decisions under uncertainty; strategic cost analysis.

Cost Management Techniques: Traditional versus modern cost management; activity-based costing; costing problems in non-manufacturing environments; strategic and market-based costing.

Management Control and Related Issues: Planning and budgeting; responsibility accounting and organization structures;

transfer pricing; performance measurement in world class enterprises; the contingency theory of management accounting; comparative management accounting practices.

Accounting Information Systems: Computer-based accounting systems and accounting software; spreadsheets; database management systems; introduction to systems analysis and internal control; information technology and control issues.

Teaching Arrangements: 22 lectures (AC211) of 2 hours and 20 classes of 1 hour (AC211.A for B.Sc. Accounting and Finance students, AC211.B for non-specialists and AC211.C for Diploma in Accounting and Finance students), plus computer workshops, in the Michaelmas and Lent Terms.

Written Work: Students will be expected to produce written work for classes and to make presentations of their work. They will also be expected to contribute to class discussion. In addition students will also undertake computer exercises.

Reading List: A detailed reading list will be given out at the start of the course. Illustrative texts include: C. Horngren, G. Foster & S. Datar, *Cost Accounting: A Managerial Emphasis* (Prentice Hall, 1997); M. Bromwich & A. Bhimani, *Management Accounting: Pathways to Progress* (CIMA, 1994).

Assessment Methods: A three-hour unseen examination will take place in the Summer Term.

AC212

Principles of Finance

Teacher Responsible: Dr. J. L. G. Board, Room E309

Availability and Restrictions: This course is required for BSc Accounting and Finance students in their second year and is available to other students as permitted by the regulations for their degree. Students must have completed **Introduction to Quantitative Methods or Quantitative Methods for Accounting and Finance and Economics (B)**, or their equivalents.

Core Syllabus: The aim of this course is to introduce the theory of financial decision making by firms and examine the behaviour of the capital markets in which these decisions are taken. The topics covered are the theory of capital budgeting under certainty in perfect and imperfect capital markets, portfolio theory, equity bond markets, the capital asset pricing model, efficient markets, sources of funds, basic theory of capital structure and the cost of capital, company dividend decisions and financial markets and institutions.

Teaching Arrangements: 30 lectures (AC212) of one hour Michaelmas and Lent Terms and 20 classes (AC212.A for B.Sc. Accounting and Finance students, AC212.B for non-specialists and AC212.C for Diploma in Accounting and Finance students) of 1 hour Michaelmas and Lent Terms.

Written Work: Students will be expected to produce written work for classes and to make positive contributions to class discussion.

Reading Lists: Detailed course programmes and reading lists will be distributed at start of the course. Illustrative texts include: Brealey & Myers, *Principles of Corporate Finance* (McGraw-Hill); Elton & Gruber, *Portfolio Theory and Security Analysis* (Wiley).

Assessment Methods: A three-hour unseen examination will take place in the Summer Term.

AC330

Financial Accounting

Teacher Responsible: Mr. C. Noke, Room A311

Availability and Restrictions: This course is available for Bachelor's degrees and for Diplomas where listed in the regulations. It is not available as an outside option. Students must have a background in accounting equivalent to **Elements of Accounting and Finance**.

Core Syllabus: The purpose of the course is to study the theory and practice of financial reporting. Accounting practices are examined in the light of their historical development, legal and other regulatory requirements, economic theories of income, value and capital, and other approaches to accounting theory.

Course Content: Financial accounting with particular reference to company accounts. Alternative approaches to accounting theory. Regulation of financial reporting. Standardisation. The measurement of income, costs and depreciation. The valuation of assets. Cash flow reporting. Current issues in financial accounting. Further details will be given at the start of the course.

Teaching Arrangements: 30 one-hour lectures (AC330); two lectures weekly in the Michaelmas Term, one lecture weekly in the Lent Term. 20 weekly classes (AC330.A for undergraduates,

AC330.B for Diploma in Accounting and Finance students) MLS. **Written Work:** Students will be expected to produce written work for each class. Students will be required to make presentations of their work and to contribute to class discussion.

Reading List: No one book covers the entire course. Books recommended include: G. Whittington, *Inflation Accounting: an introduction to the debate* (C.U.P., 1983); M. Bromwich, *Financial Reporting, Information and Capital Markets* (Pitman, 1992); R. Lewis & D. Pendrill, *Advanced Financial Accounting* (Pitman, 5th edn., 1996).

Detailed references to books and journal articles will be specified on the Course Programme and Reading List at the beginning of each term. Books which students may wish to purchase will also be recommended then.

Assessment Methods: A formal examination of three and a quarter hours (the first fifteen minutes of which will be reading time) will take place in the Summer Term. Normally candidates are required to answer four questions.

AC340

Auditing and Accountability

Teacher Responsible: Professor M. Power, Room A384

Availability and Restrictions: This course is available for Bachelor's degrees and Diplomas where listed in the regulations. Students must have a background in accounting equivalent to **Elements of Accounting and Finance**.

Core Syllabus: The aim of the course is to provide an introduction to the theory and practice of modern auditing.

Course Content: The course provides a critical analysis of the audit function in its many forms. Auditing is understood in a broad sense to exist wherever a need to monitor relations of accountability arises. As private and public sector organizations become increasingly complex this monitoring function is both more important and more difficult. The course addresses the theoretical basis of auditing, its practical methodologies and its legal, professional and social environment. While the primary focus is upon the U.K., international comparisons, particularly with Europe, will be made. In addition to the consideration of the statutory audit of companies, forms of the audit function in management, public sector and other contexts will be covered. Overall, the course is orientated towards the institutional setting of audit practice rather than the detailed elaboration of audit technique.

Lecture topics will include:

1. The History of Auditing.
2. Postulates of Auditing and Accountability
3. Economic Models of the Audit Process
4. Regulating the Auditor
5. The Auditor and Legal Liability
6. Quality Control and Audit Procedure
7. Audit Risk and Materiality
8. Internal control
9. Audit Evidence
10. Auditing and Information Technology
11. The 'True and Fair' View
12. Audit Reports and Qualifications
13. Independence and Professional Ethics
14. Small Company Audits
15. Auditing and Fraud
16. Auditing in the Financial Services Sector
17. Internal Auditing
18. Public Sector Auditing 1: Accountability
19. Public Sector Auditing 2: Value for Money
20. Environmental Auditing

Teaching Arrangements: 20 lectures (AC340) and 20 classes (AC340.A) given by Professor Power in the Michaelmas and Lent Terms.

Written Work: Students will be expected to produce written work for each class. Some of this work may be given as presentation and 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); E. Woolf, *Auditing Today* (Prentice Hall, 1996); D. Flint, *Philosophy and Principles of Auditing* (Macmillan, 1986) (Prentice Hall, 1996).

Detailed course programmes and reading lists will be distributed at the first lecture of the course.

Assessment Methods: A three-hour formal examination will take place in the Summer Term.

ECONOMICS

EC100

Economics A

Teachers Responsible: Dr. C. M. E. Whitehead, Room S377 and Professor M. Desai, Room Y314

Availability and Restrictions: This course is for B.Sc. degrees as permitted by the regulations. It is not available to Economics specialists. It may not be taken if **Economics B** has already been taken and passed. No previous knowledge of economics is assumed. The treatment will be non-mathematical, but students are expected to be able to interpret graphs.

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

Course 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. Topics include demand and supply, theories of consumer behaviour and cost, market structures, optimality, theories of wages and labour supply, macroeconomic equilibrium in the goods and money markets, unemployment, inflation, and the balance of payments. Applications of theory to policy are also discussed.

Teaching Arrangements:

Lectures EC100: 20 Michaelmas Term, by Dr. Whitehead, on microeconomics; 20 Lent Term, by Professor Desai, on macroeconomics and 2 Summer Term.

Lecture handouts are distributed at frequent intervals; they contain the outline of the lectures, details of suggested readings and questions for discussion in classes.

Classes EC100.A: 22 Sessional.

These classes are usually taught by part-time teachers. 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 Lipsey & Chrystal, Begg, Fischer & Dornbusch 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* (8th edn.), Weidenfeld and Nicolson, 1995; D. Begg, S. Fischer & R. Dornbusch, *Economics*, (5th edn.), McGraw-Hill, 1994; 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 weekly handouts.

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

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

Copies of previous years' examination papers are available.

EC201

Microeconomic Principles I

Teachers Responsible: Dr. M. Bray, Room S476 and Professor A. Venables, Room S277

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

have completed an introductory mathematics course such as **Basic Mathematics for Economists** or **Quantitative Methods for Economists** and should revise calculus including partial derivatives and the use of Lagrangians.

Core Syllabus: An intermediate course in microeconomic analysis.

Course Content:

I. Consumer Theory. Utility functions and indifference curves. Income and substitution effects. Selected applications.

II. Producer Theory. Production and cost functions. Firm and industry supply. Monopoly.

III. Strategic Choice. Basic ideas in game theory. Applications to oligopoly.

IV. General equilibrium and welfare. Competitive equilibrium. Efficiency of equilibrium. Welfare criteria.

V. Topics in welfare economics. Public goods, externalities, second best pricing.

VI. Uncertainty and information. Choice under uncertainty. Insurance markets. Asymmetric information. Selected applications.

Teaching Arrangements:

Lectures EC201: 40 Michaelmas and Lent Terms.

Classes EC201.A: (undergraduates) EC201.B (Diploma students): 20 Sessional.

Classes will be largely devoted to discussion of problems designed to strengthen students' understanding of analytical methods.

Written Work: Students should complete the assigned problems before attending classes. At least five pieces of written work will be required and marked by class teachers.

Reading List: A reading list will be provided at the start of the course. The main text for the course is M. L. Katz & H. S. Rosen, *Microeconomics*. Students may also find H. Varian, *Intermediate Microeconomics*, useful.

Assessment Methods: A three-hour written examination in the Summer Term. Candidates are required to answer eight short questions and three long questions.

EC202

Microeconomic Principles II

Teachers Responsible: Professor F. A. Cowell, Room R416b and Dr. J. Lane, Room S575

Availability and Restrictions: This course is for B.Sc. degrees in Economics and is also available to other students as permitted by the regulations. Students are expected to have completed **Economics B** or an equivalent introductory course in Economics based on textbooks such as D. Begg, S. Fischer & R. Dornbusch, *Economics*; P. A. Samuelson & W. Nordhaus, *Economics*; or R. G. Lipsey, *Positive Economics*. Students are expected to have completed a mathematics course of at least the level of **Quantitative Methods for Economists** and mathematics to the level of **Mathematical Methods** is desirable.

Core Syllabus: An intermediate course in microeconomic analysis.

Course 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.

Teaching Arrangements:

Lectures EC202: 40 Michaelmas and Lent Terms.

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: The course will be based on F. A. Cowell, *Microeconomic Principles*, Harvester Wheatsheaf and *Microeconomics* 2nd edn. by Gravelle & Rees. Other reading will be given during the course.

Assessment Methods: A three-hour written examination in the Summer Term. Candidates are required to answer four questions.

EC210

Macroeconomic Principles

Teachers Responsible: Professor C. Bean, Room R423a and Professor C. A. Pissarides, Room S678

Availability and Restrictions: This course is for B.Sc. degrees in Economics and also available to other students as permitted

by the regulations. Students are expected to have completed **Economics B** or an equivalent introductory course in Economics based on textbooks such as D. Begg, S. Fischer & R. Dornbusch, *Economics*; P. A. Samuelson & W. Nordhaus, *Economics*; or R. G. Lipsey, *Positive Economics*. Students are also expected to have completed an introductory mathematics course such as **Basic Mathematics for Economists**.

Core Syllabus: An intermediate course in macroeconomic analysis.

Course Content:

I. The Economy in the Short Run. Business cycle facts. The determination of aggregate demand; the Great Depression. New Classical and New Keynesian models of aggregate supply; the Policy Ineffectiveness Proposition, menu costs, and multiple equilibria. Stabilisation policy and the time consistency problem; the case for an independent central bank; rules for monetary policy. Real business cycles. The open economy in the short run: the Mundell-Fleming and Dornbusch models; the Thatcher recession and the role of North Sea oil. The supply of, and demand for money; simple portfolio models.

II. The Economy in the Long Run. Factor market equilibrium and the Neoclassical theory of income distribution. Classical and endogenous economic growth. The growth implications of European integration. Unemployment and the Beveridge curve. Inflation; seigniorage and the fiscal prerequisites for stopping hyperinflation; the costs of inflation. Determinants of the real exchange rate, and the role of international capital flows; the European Monetary System. The life-cycle-permanent-income consumption function. Life-cycle consumption theory, budget deficits and the National Debt.

Teaching Arrangements:

Lectures EC210: 40 Michaelmas and Lent Terms.

Classes EC210.A: 20 Sessional. EC210.B: for Diploma students.

Classes will be largely devoted to discussion of problems designed to strengthen students' understanding of analytical methods.

Written Work: Students are urged to attempt the assigned problems before attending classes. At least five pieces of written work will be required and marked by class teachers.

Reading List: N. G. Mankiw, *Macroeconomics*; R. Barro & V. Grilli, *European Macroeconomics*; O. Blanchard, *Macroeconomics* and M. Burda & C. Wyplosz, *Macroeconomics: A European Text*. Although students should organise their reading around one or more of these textbooks, the material covered in these textbooks should be regarded as the minimum requirement for the course. Other more advanced or specialist readings will be listed at the start of the course.

Assessment Methods: A three-hour written examination in the Summer Term. Candidates are required to answer eight out of ten short questions and three out of six long questions.

EC220

Introduction to Econometrics

Teacher Responsible: Dr. C. Dougherty, Room S184

Availability and Restrictions: This course is for B.Sc. degrees in Economics and is also available to other students as permitted by the regulations. Students are expected to have completed an introductory statistics course such as **Basic Statistics** or **Quantitative Methods for Economists**.

Core Syllabus: An introductory course in econometrics.

Course Content: The course begins with 4 optional review lectures on random variables, expectations, unbiasedness, efficiency, consistency. The main lectures cover covariance, variance and correlation; simple and multiple regression analysis; test statistics; problems of multicollinearity and misspecification; transformation of variables; dummy variables and binary response models; proxy variables; autocorrelation; heteroscedasticity; measurement errors and Friedman's Permanent Income Hypothesis; simultaneous equations bias; indirect least squares; instrumental variables; two-stage least squares; an introduction to non stationary time series; an introduction to maximum-likelihood estimation.

Teaching Arrangements:

Lectures EC220: 44 (4 optional) Sessional.

Dr. Dougherty gives the four preliminary review lectures in the first two weeks of the Michaelmas Term and the main lectures from the third week of the Michaelmas Term. The theory lectures continue in the Lent and Summer Terms.

Classes EC220.A: 20 Sessional. EC220.B for Diploma students.

Written Work: Exercises are provided each week and are discussed in the classes. Students are required to hand in written answers to the exercises for correction.

Reading List: C. R. S. Dougherty, *Introduction to Econometrics*, Oxford University Press, 1992.

Assessment Methods: A three-hour written examination in the Summer Term.

EC221

Principles of Econometrics

Teachers Responsible: Dr. M. Schafgans, Room S584 and Mr. R. Dridi

Availability and Restrictions: This course is for B.Sc. degrees in Economics and is also available to other students as permitted by the regulations. A knowledge of linear algebra and calculus (e.g. 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.

Course Content: Statistical background; continuous distribution, sampling theory, estimation, hypothesis testing, asymptotic theory. The Linear Model; multiple regression, t- and F-tests, dummy variables, multicollinearity, general linear restrictions, maximum likelihood estimation. Dynamic models, time series autoregressive models, seasonal adjustment, generalised least squares, serial correlation, heteroscedasticity, distributive lags, stationarity, unit roots. Simultaneous equation systems, instrumental variables and two stage least squares. Panel data, limited dependent variable models.

Teaching Arrangements:

Lectures EC221: 20 x two-hours Michaelmas and Lent Terms.

Classes EC221.A: 20 Sessional.

Written Work: Written answers to set problems will be expected on a weekly basis.

Reading List: The most useful texts are: W. Greene, *Econometric Analysis*, Macmillan; J. Johnston & J. Dinardo, *Econometric Methods*, McGraw-Hill; D. Gujarati, *Basic Econometrics*, McGraw-Hill; G. S. Maddala, *Econometrics*, Macmillan; J. Kmenta, *Elements of Econometrics*, Macmillan; M. Stewart & K. Wallis, *Introductory Econometrics*, Blackwell, although none is completely sufficient.

Assessment Methods: A three-hour written examination in the Summer Term. The paper contains nine questions, of which four are to be answered and one is compulsory.

EC301

Advanced Economic Analysis

Teachers Responsible: Professor N. Kiyotaki, Room S675 and Dr. E. Luttmner, Room S378

Availability and Restrictions: This course is for B.Sc. degrees in Economics and is also available to other students as permitted by the regulations. Students should have completed **Microeconomic Principles I** or **II** (or equivalent) and **Macroeconomic Principles** (or equivalent) and mathematics to at least the level of **Quantitative Methods for Economists**.

Introduction to Econometrics and Economic Statistics is also useful.

Core Syllabus: A series of lectures introducing recent developments in economic theory which have fundamentally changed our understanding of macroeconomic fluctuations issues in finance.

Course Content: The two separate topics will be covered in one-term courses. Macroeconomic fluctuations will include an investigation of wage contracts, coordination failures and equilibrium models of unemployment, search models and models of money and credit and their role in fluctuations. The finance topic will concentrate on recent theoretical and empirical insights. A more complete description of course content will be available at the start of the course.

Teaching Arrangements:

Lectures EC301: 40 Michaelmas and Lent Terms.

Classes EC301.A: 16 Sessional.

Reading List: There is no suitable textbook. Instead, the course is built around a small number of readings, mostly articles.

Assessment Methods: A three-hour written examination in the Summer Term. The paper is divided into two parts; students are required to answer four questions (at least one from each part) from about eight.

EC305

Comparative Economic Systems

Teachers Responsible: Dr. S. Gomulka, Room S576, Dr. N. Barr, Room S578 and Dr. C. Xu, Room S587

Availability and Restrictions: This course is for B.Sc. degrees in Economics and is also available to other students as permitted by the regulations. Students should have completed **Microeconomic Principles I** or **II** (or equivalent) and **Macroeconomic Principles** (or equivalent).

Core Syllabus: This course compares the characteristics and behaviour of both individuals and institutions (such as firms, banks and governments) in different economic systems and during the transition from centrally-managed to market-based systems.

Course Content: Part A, 10 lectures given by Dr. C. Xu, deals with information and incentive problems in various economic organisations; it discusses ownership and co-ordination issues in different economic systems; it also compares China's reforms with the latest reforms in Eastern Europe and former Soviet Union.

Part B, 10 lectures given by Dr. Gomulka, is concerned mainly with the causes of variation in economic growth, the incidents of macroeconomic failures (financial instabilities, hyper inflation), and changes in economic systems, all world-wide. It also discusses the institutional, macroeconomic and structural aspects of transition in Russia, China and Central Europe.

Part C, 5 lectures given by Dr. Barr, examines the causes of market and state failures; when and how state intervention can improve welfare and the quality of markets; what kind of welfare state can support efficiently a market economy.

Part D, 5 lectures given by Professor Jackman, is concerned with labour markets, unemployment and labour market policy during economic transition.

Teaching Arrangements:

Lectures EC305: 30 Michaelmas and Lent Terms.

Classes EC305.A: 15 Michaelmas and Lent Terms.

The classes are based around student presentations on particular topics.

Written Work: In addition to giving class presentations, students will be expected to do some essays during the year.

Reading List: Each part has a reading list to be provided at the start of the course.

Assessment Methods: There is a written three-hour examination in the Summer Term. The paper contains 12 short questions, of which eight are to be answered, and six essay-type questions, of which three are to be answered.

EC307

Development Economics

Teachers Responsible: Dr. C. D. Scott, Room S375 and Dr. R. Burgess

Availability and Restrictions: This course is for B.Sc. degrees in Economics and is also available to other students as permitted by the regulations. Students should have completed **Microeconomic Principles I** or **II** (or equivalent) and **Macroeconomic Principles** (or equivalent). A knowledge of introductory econometrics such as that provided by **Introduction to Econometrics and Economic Statistics** is also highly desirable.

Core Syllabus: The course provides an introduction to selected issues in economic development including theory, evidence and policy.

Course Content: The course begins by examining different approaches to the definition of well-being and deprivation, and reviews the recent performance of developing countries with respect to various measures of economic development. In the macroeconomic part of the course, selected contributions to the growth literature are discussed with particular emphasis on models based on alternatives to the neoclassical aggregate production function and/or which stress the role of natural resources and international trade. The significance of institutions and organisations on economic development is assessed together with the long run consequences of macroeconomic instability. The impact of different types of state on policy choice and development outcomes is also considered.

The microeconomic part of the course starts with a discussion of dualist models of economic development before examining the determinants of rural poverty at regional village and household level. This leads to an examination of rural labour markets, decision making by peasant farmers under risk and uncertainty and the relationship between poverty and environmental

degradation. The final section of the course evaluates policies to alleviate poverty in developing countries such as land reform, technical change in agriculture, targeted benefits, credit schemes and emergency programmes of famine relief.

Teaching Arrangements:

Lectures EC307: 20 Michaelmas and Lent Terms.
Classes EC307.A: 20 Michaelmas and Lent Terms.

Reading List: There is no textbook for the whole course, although the macroeconomic part is loosely structured around D. Lal & H. Myint, *The Political Economy of Poverty, Equity and Growth* (Oxford University Press, 1996). The macroeconomic part is likely to be based on a Study Pack containing copies of journal articles and other material which students will be expected to purchase at the start of the course. However, introductions to what is now an extremely broad field may be found in M. P. Todaro, *Economic Development in the Third World*, 5th edn., Longmans, or M. Gillis et al., *Economics of Development*, 3rd edn., Norton, 1992. A useful literature review is N. H. Stern, 'The Economics of Development: A Survey', *Economic Journal*, Vol. 99, 1989. Those preferring a more analytic treatment of the subject should consult K. Basu, *The Less Developed Economy*, Blackwell, 1984, and the three-volume *Handbook of Development Economics*. A descriptive overview of issues treated in the microeconomic part of the course is Idriss Jazairy et al., *The State of World Rural Poverty: An Inquiry into its Causes and Consequences*, IFAD/Intermediate Technology Publications, 1992.

Assessment Methods: A three-hour written examination in the Summer Term.

EC309

Econometric Theory

Teacher Responsible: Dr. J. McCrorie

Availability and Restrictions: This course is for B.Sc. degrees in Econometrics and Mathematical Economics and is also available to other students as permitted by the regulations. A knowledge of linear algebra, calculus and statistical theory is required. Students should have taken the course **Probability, Distribution Theory, and Inference** (or equivalent) and/or **Principles of Econometrics** (or equivalent).

Core Syllabus: An introduction to the theory of estimation and inference of econometric models.

Course Content: The linear model, asymptotic theory; concepts of model specification; maximum likelihood and other optimization estimators; dynamic models; simultaneous equation systems; panel data.

Teaching Arrangements:

Lectures EC309: 20 Michaelmas and Lent Terms.
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 edition, 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*, C.U.P.; 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 Methods: A three-hour written examination in the Summer Term. The paper contains eight questions, of which four are to be answered.

EC311

History of Economic Thought

Teacher Responsible: Dr. M. Perlman, Room S378

Availability and Restrictions: This course is for B.Sc. degrees in Economics and is also available to other students as permitted by the regulations. Students should have completed **Microeconomic Principles I or II** (or equivalent) and **Macroeconomic Principles** (or equivalent).

Core Syllabus: The aim of the course is to examine the development of theories of some of the major problems confronting economists over the past two hundred years or so.

Course Content: How the problems of 'value' has been approached and 'resolved' over the past two hundred years or so; theories of wages, profits and rent and their interaction with the problem of value; international value - from absolute advantage to reciprocal demand; the development of monetary

and interest rate theories and how monetary factors interact with the real economy.

Teaching Arrangements:

Lectures EC311: 20 Michaelmas and Lent Terms.
Classes EC311.A: 20 Sessional.

The lectures will give a broad survey of the History of Economic Thought from the eighteenth to the late nineteenth century. The classes will concentrate on a reading of the texts of major classical writers, particularly Hume, Adam Smith, Ricardo and Mill.

Written Work: Students will be expected to give class papers and produce some written work.

Reading List: Apart from the selected original text, the following general histories may be consulted; D. P. O'Brien, *The Classical Economists*, Oxford University Press; M. Blaug, *Economic Theory in Retrospect*; J. Viner, *Studies in the Theory of International Trade*; L. Robbins, *Theory of Economic Policy in Classical Political Economy*; T. W. Hutchinson, *Review of Economic Doctrines*; G. Stigler, *Production and Distribution Theories*.

Assessment Methods: A three-hour written examination in the Summer Term. Students are required to answer four questions from a wide range of choices covering the syllabus.

EC313

Industrial Economics

Teachers Responsible: Dr. M. Schankerman, Room S567 and Mr. T. Valtelli, Room S381

Availability and Restrictions: This course is for B.Sc. degrees in Economics and is also available to other students as permitted by the regulations. Not open to one-term students. Students should have completed **Microeconomic Principles I or II** (or equivalent).

Core Syllabus: An undergraduate course in the Economics of Industry (or in North American terminology, Industrial Organisation). The aim of the course is to understand the structure, conduct, and performance of firms by studying analytic models of imperfect competition and strategic (game theoretic) interaction among firms, determinants of industrial structure, the process of entry and entry deterrence, and some aspects of the privatisation of "natural monopolies".

Course Content: The main subjects include (but are not limited to) monopoly and price discrimination, vertical arrangements between firms, transactions costs and contract design, game theoretic models of firm behaviour, collusive arrangements, the determinants of industrial structure, strategic entry deterrence by pricing, investment, and product differentiation and issues in the regulation of "natural monopolies". Some empirical material will be reviewed.

Teaching Arrangements:

Lectures EC313: 30 hours Michaelmas and Lent Terms.
Classes EC313.A: 15 Michaelmas and Lent Terms.

Written Work: At least five 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 texts, from which we draw selectively, are J. Tirole, *The Theory of Industrial Organisation*, and J. Vickers & G. Yarrow, *Privatisation and Regulation*. Supplementary reading is taken from J. Sutton, *Sunk Costs and Market Structure*, and journal articles.

Assessment Methods: A three-hour written examination in the Summer Term.

EC315

International Economics

Teachers Responsible: Dr. H. Rey, Room S479 and Dr. S. Redding

Availability and Restrictions: This course is for B.Sc. degrees in Economics and is also available to other students as permitted by the regulations. Students should have completed **Microeconomic Principles I or II** (or equivalent) and **Macroeconomic Principles** (or equivalent).

Core Syllabus: The aim of this course is to introduce students to international trade theory and international monetary economics.

Course 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 applied 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 Arrangements:

Lectures EC315: 20 Michaelmas and Lent Terms.
Classes EC315.A: 20 Sessional.

Written Work: Students will be expected to prepare two pieces of written work during each of the Michaelmas and Lent Terms.

Reading List: The main textbook for the course is D. R. Appleyard & A. J. Field, *International Economics*, Irwin, 1995. Other suitable texts are: P. Krugman & M. Obstfeld, *International Economics*, 3rd edn., Harper 1994; P. Krugman, *Rethinking International Trade*; Peter B. Kenen, *The International Economy*, 2nd edn., Prentice Hall, 1989; W. Ethier, *Modern International Economics*, Norton, 1988; E. E. Leamer, *Sources of International Comparative Advantage: Theory and Evidence*, MIT Press, 1984; K. Philbeam, *International Finance*, 1992; F. L. Rivera-Batiz & L. Rivera-Batiz, *International Finance and Open Economy Macroeconomics*, 1994; P. Hallwood & R. MacDonald, *International Money: Theory, Evidence and Institutions*, 1994; R. MacDonald, *Floating Exchange Rates: Theories and Evidence*, 1988; D. Salvatore, *International Economics*, 1993; J. Williamson & C. Milner, *The World Economy*, 1991; L. S. Copeland, *Exchange Rates and International Finance*, 1994. Other readings will be given during the course.

Assessment Methods: A three-hour written examination in the Summer Term.

EC317

Labour Economics

Teacher Responsible: Professor R. Jackman, Room S376

Availability and Restrictions: This course is for B.Sc. degrees in Economics and is also available to other students as permitted by the regulations. Students should have completed **Microeconomic Principles I or II** (or equivalent) and **Macroeconomic Principles** (or equivalent) as well as **Introduction to Econometrics and Economics Statistics** (or equivalent).

Core Syllabus: The course seeks to introduce students to the major theoretical principles of labour economics and to recent applied work in the area.

Course Content: The course will be concerned with two main questions. First, why is unemployment so much higher now than it used to be and why has the rise been much bigger in some countries than others? Second, why is there more inequality than previously?

Teaching Arrangements:

Lectures EC317: 30 hours Michaelmas and Lent Terms.
Classes EC317.A: 15 Michaelmas and Lent Terms.

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. Many of the topics covered can be found in *Labor Economics* by R. Elliot, McGraw Hill or *The Economics of Labour Markets* by P. Fallon & D. Verry. Additional reading, drawn from academic journals, will be suggested during the course in order to reflect topics that are of current interest.

Assessment Methods: A three-hour written examination in the Summer Term. Usually, students are expected to answer three out of about eight questions.

EC319

Mathematical Economics

Teachers Responsible: Dr. J. Lane, Room S575 and Dr. R. Lagos, Room S483

Availability and Restrictions: This course is for B.Sc. degrees in Economics, Mathematics and Economics, and Econometrics and Mathematical Economics and is also available to other students as permitted by the regulations. Students should have completed **Microeconomic Principles I or II** (or equivalent). Fluency in calculus is essential, including multivariate calculus, some knowledge of analysis, linear algebra and set theory.

Mathematical Methods would be adequate background for a student who already has or is willing to acquire some additional probability theory. Students who took more abstract mathematics courses in their first and second years may find that they need to acquire some additional mathematical techniques, but should not find this difficult. Provision will be made for teaching these techniques if necessary. A highly motivated student with a less technical background could do the course, if he or she finds handling economics mathematically comes naturally. Any such student should see Dr. Lane before the course starts.

Core Syllabus: This course is designed for students who like using mathematical techniques as a tool in understanding economic problems. It deals with areas in economic theory where mathematical modelling is particularly helpful. The lectures will use mathematics at many points, and students will be expected to solve economic problems posed in a mathematical form. However considerable emphasis will also be given to the economic motivation and interpretation of the models discussed.

Course Content:

Techniques of all Constrained Optimization

This is a rigorous treatment of the mathematical techniques for solving constrained optimization problems, which are basic tools of economic modelling. In detail the topics covered are:

Definitions of feasible set and solution, sufficient conditions for the existence of a solution, maximum value function, Lagrange multipliers, shadow prices, Lagrangian sufficiency result, convex sets, concave and convex functions, separating hyperplane theorem, Lagrangian necessity result for concave problems (Kuhn-Tucker Theorem), complementary slackness, shadow prices, and first order conditions sufficiency results for concave and quasi-concave differentiable problems.

Intertemporal Models of the Household and Firm

Savings and investment decisions with perfect capital markets, present discounted value, taxation, simple models of imperfect capital markets.

Uncertainty

Expected utility theory (Von Neumann - Morgenstern utility), derivation of expected utility theory from axioms, risk-aversion and risk-neutrality, simple portfolio theory, the capital asset pricing model.

General Equilibrium and Time

The fundamental theorem of welfare economics, the meaning of complete markets with uncertainty, Arrow-Debreu securities, The Modigliani-Miller Theorem of corporate finance, relationship of complete markets to temporary equilibrium with rational expectations, natural resources.

Teaching Arrangements:

Lectures EC319: 20 Michaelmas and Lent Terms.
Classes EC319.A: 20 Sessional.

Written Work: Students are urged to attempt the assigned problems before attending classes. At least four pieces of written work will be required.

Reading List: There is no textbook for the course as a whole, but parts (but by no means all) of the following books will be referred to: C. J. Bliss, *Capital Theory and the Distribution of Income*; P. S. Dasgupta & G. M. Heal, *Economic Theory and Exhaustible Resources*; A. Deaton & J. Muellbauer, *Economics and Consumer Behaviour*; G. Debreu, *Theory of Value*; P. Diamond & M. Rothschild, *Uncertainty in Economics*; A. K. Dixit, *Optimization in Economic Theory*; H. Raiffa, *Decision Analysis: Introductory Lectures on Choice Under Uncertainty*; H. Varian, *Microeconomic Analysis*.

These references will be supplemented by lecture notes and references to other books and journal articles. A detailed reading list will be provided with the lecture course.

Assessment Methods: A three-hour written examination in the Summer Term. The paper contains ten questions, of which students should attempt four.

EC321

Monetary Economics

Teachers Responsible: Professor C. A. E. Goodhart, Room G405 and Professor R. Jackman, Room S376

Availability and Restrictions: This course is for B.Sc. degrees in Economics and is also available to other students as permitted by the regulations. Students should have completed **Microeconomic Principles I** or **II** (or equivalent) and **Macroeconomic Principles** (or equivalent).

Core Syllabus: The course provides an introduction to monetary theory, to the effects of monetary variables on the macroeconomic system, the role of the Central Bank and the conduct of monetary policy in closed and open economies.

Course Content: The nature and function of money. Classical monetary theory, neutrality, inflation and the Keynesian revolution. Modern theories of the demand for money. The banking system and financial intermediation. The control of the money supply, the transmission mechanism of monetary policy. The impact of money on economic activity: the monetarist counter-revolution, and rational expectations. The theory of monetary policy. The term structure of interest rates. The role of Central Banks and the regulation of the financial system. Exchange rate systems and international aspects of monetary policy, including the European Monetary System and proposals for European monetary integration.

Teaching Arrangements:

Lectures EC321: 30 Michaelmas and Lent Terms.
Classes EC321.A: 18 Sessional.

Written Work: Students should expect to write two essays or exercises in both the Michaelmas and Lent Terms, to be handed into, and marked by, their class teacher. Setting essay topics is the responsibility of class teachers, although a list of suggested topics will be distributed in the lectures. A 'mock' examination may be set at the end of the Michaelmas Term. This will *not* count towards the final examination result.

Reading List: The most useful text books are C. Goodhart, *Money, Information and Uncertainty*, 2nd edn., and B. McCallum, *Monetary Economics*. Other recommended books include D. Laidler, *The Demand for Money*, 3rd edn.; M. J. Artis & M. K. Lewis, *Money in Britain*; S. Sheffrin, *Rational Expectations*.

Assessment Methods: A three-hour written examination in the Summer Term. In the past the paper has included a compulsory section with choice from a set of short questions, and three essays to be selected from a choice of around ten questions.

EC325

Public Economics

Teachers Responsible: Dr. N. Barr, Room, S578 and Dr. J. Leape, Room R502

Availability and Restrictions: This course is for B.Sc. degrees in Economics and is also available to other students as permitted by the regulations. Students should have completed **Microeconomic Principles I** or **II** (or equivalent).

Core Syllabus: A course in theoretical and applied public economics using intermediate economic theory. Topics include the theoretical analysis of taxation and expenditure, assessment of the tax and expenditure systems in the UK and elsewhere, and evaluation of reform proposals.

Course Content: The role of the state and implications of different approaches. Public choice. Economics of the welfare

state: income transfers, health care and education. Efficiency and income distribution issues. Privatisation and regulation of natural monopolies. Effects of taxes on labour supply and savings. Tax policy: principles, incidence, income versus expenditure taxation, direct versus indirect taxation. Corporation tax: domestic and international issues. Current topics in public finance.

The main institutional references will be to the UK but some attention will also be given to other countries, especially the US.

Teaching Arrangements:

Lectures EC325: 20 Michaelmas and Lent Terms.
Classes EC325.A: 20 Sessional.

Reading List: The most useful textbooks are: N. A. Barr, *Economics of the Welfare State* (2nd edn.); J. A. Kay & M. A. King, *The British Tax System* (5th edn.); J. E. Stiglitz, *Economics of the Public Sector* (2nd edn.); A. B. Atkinson & J. E. Stiglitz, *Lectures on Public Economics*.

Assessment Methods: A three-hour written examination in the Summer Term.

EC333

Problems of Applied Econometrics

Teachers Responsible: Mr. J. J. Thomas, Room S677 and Professor S. Nickell

Availability and Restrictions: This course is for B.Sc. degrees in Economics and Econometrics and Mathematical Economics. It is also available to other students as permitted by the regulations. Students should have completed **Microeconomic Principles I** or **II** (or equivalent), **Macroeconomic Principles** (or equivalent) and *either* **Introduction to Econometrics and Economic Statistics** or **Principles of Econometrics**.

Core Syllabus: The purpose of this course is to give students a grounding in recent developments in applied econometric methodology for the analysis of cross-sectional and time series data in economics. A major feature of the course is the computer-based exercises for the classes, which will enable students to obtain considerable practical experience in analysing a wide variety of econometric problems.

Course Content: This course comprises two sets of ten lectures on (i) **EC333.1 The Econometrics of Individual Behaviour (Professor S. Nickell)**. The first part of the course will be a discussion of a selection of topics from E. R. Berndt, *The Practice of Econometrics: Classic and Contemporary*, plus supplementary readings. Among the econometric topics covered will be instrumental variables, simultaneous equations and limited dependent variable models. The economic topics covered will be drawn from industrial and labour economics; and (ii) **EC333.2 Econometric Topics in Macroeconomics (Mr. J. J. Thomas)**. The nature of macroeconomic data. Data mining. General-to-specific modelling. Diagnostic tests. Dynamic economic models. Cointegration. Simultaneous equation models. Software packages for time series analysis (Microfit and Eviews).

Teaching Arrangements:

Lectures EC333: 10 Michaelmas Term and 10 Lent Term
Lectures EC333.1: 10 Michaelmas Term
Lectures EC333.2: 10 Lent Term
Classes EC333.1A: 10
Classes EC333.2A: 10

Reading List: E. R. Berndt, *The Practice of Econometrics: Classic and Contemporary* and R. L. Thomas, *Introductory Econometrics: Theory and Applications* (2nd edn.). A more detailed reading list will be provided at the beginning of the course.

Assessment Methods: A three-hour written examination in the Summer Term.

ECONOMIC HISTORY

EH240

British Business and Contemporary Economic Performance

Teacher Responsible: Dr. Tim Leunig, Room C322

Availability and Restrictions: This is an optional course for Bachelor's degrees in Economic History, and for other degrees and Diplomas as regulations permit.

Core Syllabus: The paper surveys hypotheses and evidence on Britain's relative economic decline mainly post-1945 with the emphasis on business aspects.

Course 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 Arrangements: EH240 24 weekly lectures in all three terms; EH240.A classes related to the above, starting in the second week of the Michaelmas Term.

Written Work: Students will be expected to write four essays during the course which will be marked.

Reading List: A full listing is available from the Economic History Department, Room C422. The following are among the major recommendations: B. W. E. Alford, *British Economic Performance 1945-1975*; B. Elbaum & W. Lazonick (Eds.), *The Decline of the British Economy*; M. Olson, *The Rise and Decline of Nations*; J. F. Wright, *Britain in the Age of Economic Management*; M. Kirby & M. Rose (Eds.), *Business Enterprise in Modern Britain*.

Methods of Assessment: There is a three-hour written examination in the Summer Term.

EUROPEAN INSTITUTE

EU201

Theories and Problems of Nationalism

Teacher Responsible: Professor A. D. Smith, European Institute.
Availability and Restrictions: Optional course for Bachelor's degrees in Sociology, International Relations and Government. Students should have completed a suitable course in Anthropology, Sociology, Political Science, International Relations or International History.

Core Syllabus: Investigations into various problems of nationalism and nation-states in their historical, sociological and international aspects, and a consideration of the main theories of their origin and diffusion in Europe and the Third World.

Course Content: The aspects considered cover three main areas:
1. Theories of nationalism and ethnicity, including relations between nations and classes, language, ethnic identity and religion and the role of communications and the state; fascism, racism and ethnicity;
2. Nationalism and the international system, including problems of dependency, secession and self-determination;
3. Relations between nationalism and politics, especially in Europe and the Soviet Union.

Teaching Arrangements: 20 Lectures EU201 (ML) given by:
Professor A. D. Smith on Theories of Nationalism;

Dr. E. Benner on Nationalism and the International System;
Mr. G. Schopflin on Nationalism and Politics.

These will be supported by weekly classes EU201.A following the lectures with revision classes in the Summer Term.

Reading List: A. Cobban, *National Self-determination*, Oxford UP, 1945; E. Kedourie, *Nationalism*, Hutchinson, 1960; E. Gellner, *Nations and Nationalism*, Blackwell, 1983; H. Kohn, *The Idea of Nationalism*, Macmillan, 1967; H. Seton-Watson, *Nations and States*, Methuen, 1977; B. Anderson, *Imagined Communities*, Verso Books, 1983; J. Mayall, *Nationalism and International Society*, Cambridge UP, 1990; E. Hobsbawm, *Nations and Nationalism since 1780*, Cambridge University Press, 1990; A. D. Smith, *National Identity*, Penguin, 1991; J. Brully, *Nationalism and the State*, Manchester University Press, 2nd Edition, 1993; J. Hutchinson, *Modern Nationalism*, Fontana, 1994; W. Connor, *Ethno-Nationalism: The Quest for Understanding*, Princeton University Press, 1994; J. Hutchinson & A. D. Smith (Eds.), *Nationalism*, Oxford University Press, 1994; J. Hutchinson & A. D. Smith (Eds.), *Ethnicity*, Oxford University Press, 1996.

Supplementary Reading List: A more detailed reading list is available from Professor Smith or secretary.

Methods of Assessment: A three-hour exam in June, covering Sociology and Politics/History issues.

INDUSTRIAL RELATIONS

ID100

Industrial Relations

Teacher Responsible: Stephen Dunn, Room H711

Availability and Restrictions: Compulsory for B.Sc. Industrial Relations & Human Resource Management 1st year; available for other Bachelor's degrees of Diplomas where permitted by regulations. This is a self-contained introductory course requiring no previous knowledge or experience. Social, economic and political analysis on complementary courses will prove useful.

Core Syllabus: The course aims to help students analyse the complex relationships between workers, trade unions, management and the state in advanced industrial societies. Although the course will focus on the British experience reference will also be made to other countries.

Course Content: Management strategies and methods. The reason for, and forms of workers' response to managerial control and decision-making. The goals and methods of unions. Patterns of industrial conflict and their explanation. Union impact on pay, productivity. The state's role in industrial relations and how and why it changes. The reform of industrial relations.

Teaching Arrangements: The course comprises 25 weekly lectures (ID100) given by Dr. Sarah Ashwin and Stephen Dunn. Associated weekly classes commence in the second week of the first term. All students are expected to join in open class discussion and to submit two pieces of written work per term for their class teachers.

Reading List: The lecture course does not follow a single prescribed text. Class teachers will suggest appropriate readings but useful introductory books include: S. Kessler & F. Bayliss, *Contemporary British Industrial Relations* (1992); D. Marsh, *The New Politics of British Trade Unionism* (1992); J. Storey (Ed.), *Human Resource Management: a critical text* (1995); M. Marchington & P. Parker, *Changing Patterns of Employee Relations* (1990); P. Blyton & P. Turnbull, *The Dynamics of Employee Relations* (1994); R. Lansbury & G. Bamber, *International and Comparative Industrial Relations*, Routledge, 1993.

Methods of Assessment: Assessment is based on student performance in a three-hour unseen examination in the Summer Term. Students will be required to answer four out of twelve questions which will be related to material covered in lectures and classes.

ID200

Organisational Theory and Behaviour

Teacher Responsible: Dr. J. Coyle-Shapiro, Room H714

Availability and Restrictions: This course is an option available to Bachelor's and Master's degree students where the regulations permit. No prior knowledge of organisation theory and behaviour or practical experience is necessary.

Core Syllabus:

- To introduce students to alternative social science theories and research into individual, group and organizational issues.
- To help students to understand the interrelationships among central issues in the analysis of behaviour within an organizational context.
- To facilitate a critical evaluation of organizational policies and practices and their impact on work behaviours, attitudes and performance.

Course Content: The psychological contract. Justice in organizations. Deviant Behaviour. Motivation. Reward systems. Design of work. Group processes. Labour-management relations. Employee representation and voice in organizations. Control and conflict in organizations. Culture. Organizational change and resistance to change. Organizational structure. Total Quality Management. Managing Diversity in organizations. Evaluation of organizational change.

Teaching Arrangements: In the first two terms students attend one lecture course (ID200) and one seminar. In the Summer Term students attend three two-hour sessions which are based on case studies by outside speakers.

Reading List: A complete reading list will be provided at the start of the course. There is not suitable textbook for this course but useful texts include: J. Child, *Organisations*; S. Dawson, *Analysing Organizations*; R. Fincham & P. S. Rhodes, *The Individual, Work and Organization*; S. Robbins, *Organisational Theory*; R. Steers & L. Porter, *Motivation and Work Behaviour*; C. Handy, *Understanding Organizations*; D. Pugh *et al.*, *Writers on*

Organisations; P. Milgrom & J. Roberts, *Economics, Organisation and Management*.

Written Work: In the first two terms each student will write two essays.

Methods of Assessment: One three-hour examination paper with approximately twelve questions, three questions to be answered. Separate papers are set for undergraduate and M.Sc. students.

ID290

Human Resource Management

Teachers Responsible: Dr. S. Wood, H805

Availability and Restrictions: This course is compulsory for the B.Sc. Industrial Relations and Human Resource Management. It is available for other Bachelor's degrees and Diplomas as regulations permit. No prior knowledge of human resource management or a related subject or practical experience is necessary. The course can be studied either, before, after or in conjunction with ID200 **Organisational Theory and Behaviour**.

- (1) To examine the problems of managing the human resource;
- (2) To introduce students to the social science theory and research relevant to human resource management;
- (3) To explore the main managerial problems in designing strategies and policies;
- (4) To assess the effectiveness of human resource policies and their role in overall economic performance of organizations and countries.

Course Content: The problems of managing the human resource and contrasting overall approaches. 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 Arrangements: There will be 23 (ID290) sessions, mainly lectures followed by classes (ID290.A). But there will be some integrated sessions organized around case studies. The course is taught by Dr. S. Wood, Sue Fernie and Mr. S. Dunn.

Reading List: There is no one textbook covering the range of the material presented but there are some useful introductions: W. P. Anthony, P. L. Perrewe & K. M. Kacmar, *Strategic Human Resource Management*, Dryden, 1996; J. Hyman & B. Mason, *Managing Employee Involvement and Participation*, Sage, 1995; K. Legge, *Human Resource Management*, Macmillan, 1995; R. Steers & L. Porter (Eds.), *Motivation and Work Behaviour* (5th edn.), McGraw-Hill, 1991; R. Schuler, *Managing Human Resources* (5th edn.), 1995; J. Storey (Ed.), *Human Resource Management*, Routledge, 1995.

Methods of Assessment: One three-hour examination paper, four questions to be answered from approximately 12 questions.

ID490

Business Policy

Teacher Responsible: Dr. R. Peccei, Room H710

Availability and Restrictions: For students taking the Diploma in Business Studies.

Core Syllabus: The aim of the course is to define and examine some of the key external and internal policy decisions that must be taken to ensure the effective operation of an organisation. In choosing among a range of policy decisions, particular attention is given to the critical analysis of a number of ideas and approaches that are currently fashionable in the business literature.

Course Content: The organisation and its environment: the concept of strategy and of strategic management; the strategy formulation and implementation process; the analysis of corporate and business strategy in different contexts, including emerging and mature industries; the management of strategic change in business firms and in not-for-profit organisations.

Internal structure, systems and processes: approaches to the design of organisation structure, leadership and organisational culture; critical evaluation of Human Resource Management; approaches to organisational effectiveness.

Teaching Arrangements: There will be 20 lectures and 20 classes in the Michaelmas and Lent terms.

Reading List: The following list includes some introductory reading and some central texts. A full reading list will be provided at the start of the course. J. B. Quinn, *The Strategy Process Concepts and Cases*; G. Johnson & K. Scholes, *Exploring Corporate Strategy*; A. Pettigrew, *Managing Strategic Change*; H. Mintzberg, *Structures in Fives*; T. Peters & R. Waterman, *In Search of Excellence*; E. Schein, *Organizational Culture and Leadership*; M. Beer, et. al., *Human Resource Management: A General Manager's Guide*; K. S. Cameron & D. A. Whetten, *Organizational Effectiveness*.

Methods of Assessment: A three-hour formal examination (70%) and one assessed essay of not more than 2,500 words (30%).

ID491

Business Economics

Teacher Responsible: Dr. Ray Richardson, Room H711

Availability and Restrictions: For students taking the Diploma in Business Studies.

Core Syllabus: This course seeks to provide an introduction to how economics affects and can be applied to business enterprises.

Course Content: The objectives of firms. Consumer demand; basic analysis and applications, including forecasting. Costs and production decisions, including investment appraisal and decision making under risk and uncertainty. Pricing practices and marketing. Market structures and business policy.

Teaching Arrangements: There will be 25 one-hour lectures (ID491), and 25 one-hour accompanying classes (ID491.A).

Reading List: A detailed reading list will be provided at the first lecture. The recommended text will be announced at the first lecture.

Methods of Assessment: Students are required to take a two-hour unseen examination in the Lent Term, to write an essay during the Easter vacation and to take a two-hour unseen examination in the Summer Term.

INFORMATION SYSTEMS

IS140

Introduction to Information Systems

Teacher Responsible: Dr. L. Introna, Room S116. Other teacher involved: Dr. S. Madon, Room S 105a

Availability and Restrictions: First year undergraduates only.

Core Syllabus: The course aims to introduce students to the concepts and techniques that underlie the use of computer based information systems for storing, manipulating and presenting various forms of data and information. The course provides the students with the necessary techniques and skills to enable them to use computer-based systems to assist them in a variety of business, management and research roles.

Course Content: Fundamental concepts and principles of information systems. Fundamental concepts underlying document processing, databases, spreadsheets and graphics. Issues of the use of information systems in organisational and societal contexts.

Teaching Arrangements: 30 lectures and IS140.A 20 classes in the Michaelmas and Lent Terms.

Reading List: K. C. Laudon & J. P. Laudon, *Management, Information Systems – Organization and Technology*, 4th edn., Prentice Hall, 1996; S. L. Mandell, *Computers and data processing – Concepts and applications*, 6th edn., West Publ., 1992; P. Rob & C. Coronel, *Database Systems*, Boyd & Fraser Publishing, 1995; *WordPerfect documentation*; *Lotus 123 documentation*; *Paradox documentation*; *Microsoft Windows documentation*; *Freelance Graphics documentation*.

Methods of Assessment: The course is examined by projects completed during the Lent Term that counts for 40% of the final mark and a two-hour formal examination during the Summer Term that counts for 60% of the final mark.

IS240

Advanced Information Technology for the

Social Scientist

Teacher Responsible: Dr. S. Scott, Room S 103. Other teacher involved: Dr. E. Whitley, Room S105b

Availability and Restrictions: This is an optional course for any Bachelor's degree where the regulations permit it. There are no pre-requisites.

Core Syllabus: This course explores concepts and themes relating to the role of information and communication technologies in society. The subject matter is aimed at social scientists who wish to develop an understanding of information and information systems resources from a social science perspective.

Course Content: The course explores concepts and themes concerning the role of computer-based information systems in society. These include: the role of IS in the transformation of modernity; the Information Society; IS and changes in the nature of work; information systems and ethics; IS security and risk; and global media. A range of computer-based information systems are discussed based around two key computer-based technologies: networks and databases. Students are shown how to approach problem solving activities using computer-based information systems. This includes: project management, resource scheduling, information manipulation, administration and presentation tasks. Emphasis is given to electronic resources for social scientists, for example: on-line searching, bibliographic software packages and special purpose databases.

Teaching Arrangements: 40 lectures, IS240. A 20 classes in the Michaelmas and Lent Terms.

Reading List: W. H. Dutton, *Information and Communication Technologies: Visions and Realities*, Oxford University Press, 1996; H. M. Collins, *Artificial Experts: Social Knowledge and Intelligent Machines*, MIT Press, Cambridge, MA, 1990; R. Kling (Ed.), *Computerization and Controversy: Value conflicts and social choices*, Academic Press, 1996; Kroll (Ed.), *The whole internet user's guide & catalog*, O'Reilly & Associates, 1992; A. Tanenbaum, *Computer networks*, Prentice-Hall, 1981; J. B. Thompson, *The Media and Modernity: A social theory of the media*, Polity Press, 1995; G. Walsham, *Interpreting Information Systems in Organisations*, John Wiley, 1993; F. Webster, *Theories of the Information Society*, Routledge, 1995.

Methods of Assessment: The course is examined on projects and exercises completed during the year and a two-hour formal examination that counts for 60% of the final mark.

IS340

Information Systems in Business

Teacher Responsible: Dr. J. Siemer, Room S109. Other teacher involved: Ms. N. Mitev

Availability and Restrictions: This is an optional course for any Bachelor's degree where the regulations permit it. Students are expected to have knowledge of information systems to a level equivalent to IS140 **Introduction to Information Technology**.

Core Syllabus: The course deals with management issues regarding the use of information technology in contemporary organisations. Questions addressed include: What value can be gained by investing in information technology systems? How can we decide what new information systems an organisation should develop? Why do information systems projects fail? How do organisations change as a result of utilising the potential of new technology? How can we avoid alienating employees when introducing new information systems? It should be noted that this is not a technical, hands-on course, rather it involves the study of a body of literature on management information systems.

Course Content: Understanding requirements for computer-based information systems; the systems development process; strategic perspectives of information systems; management of information systems; evaluation of information systems; organisational change and information systems; inter-organisational information systems.

Teaching Arrangements: 20 lectures, 10 seminars, IS340.A 20 classes in the Michaelmas and Lent Terms.

Reading List: C. Avgerou & T. Cornford, *Developing Information Systems*, Macmillan, 1993; I. Angell & S. Smithson, *Information Systems Management: Opportunities and Risks*, Macmillan, 1991; P. Checkland, *Systems thinking, Systems practice*, Wiley, 1982; R. Sprague & B. McNurlin, *Information Systems Management in Practice*, 3rd edn., Prentice-Hall, 1993.

Methods of Assessment: The course is examined on projects and exercises completed during the year and a three-hour formal examination that counts for 60%.

INTERNATIONAL RELATIONS

IR300.1 Foreign Policies of the Powers

IR300.3 Decisions in Foreign Policy

IR413.1 The External Relations of the European Community

IR900 Current Issues in International Relations

IR901 The Moral Imagination in the Late 20th Century

IR902 New States in World Politics

IR903 Disarmament and Arms Limitation

IR904 International Verification

IR906 Capital Reading Group

IR907 Economic Diplomacy

These courses are not for examination, but are offered to interested postgraduates as well as undergraduates, or, in some cases, as a supporting course for one which is examinable. Details are to be found with the Master's degree Course Guides (see page 167).

IR400

World Politics (Seminar)

Teacher Responsible: Mr. G. Stern, Room D509

Availability and Restrictions: Course intended primarily for Diploma in World Politics. Students admitted to the Diploma in World Politics are expected to have a Second Class degree not necessarily in International Relations, from a reputable university, or equivalent professional qualifications or experience. Though no previous knowledge of world politics is required a general interest in current affairs is expected.

Core Syllabus: The aim of the course is to give students a broad understanding of issues and theories in world politics.

Course Content:

- (1) The nature of world politics. Theories of international relations. Elements of the world system. The main actors in world politics. The ends and the means of foreign policy as conducted by states in international relations; intervention, alliances, economic integration and interdependence, neutrality, isolation and non-alignment.
- (2) War and the search for peace: the nature of conflicts in the international system; local wars and proxy wars; peace and conflict resolution; disarmament and arms control.
- (3) Poverty and the search of wealth and justice: rich nations and poor nations, and financing of world development; industry and commodity trade; energy, technology and resources. Some major global issues – population, pollution, conservation, nuclear catastrophe.

Teaching Arrangements: Three lecture courses on International Politics are available, and students with little or no background in international relations studies are recommended to attend at least one of them. Professor M. Leifer and Mr. Stern give a 20 lecture series for first year students on **The Structure of International Society** (IR100), Dr. Benner and Dr. Wilson give a 20 lecture series for B.Sc. students on **International Political Theory** (IR200) and Professor Halliday a 10 lecture series for M.Sc. students on **International Politics** (IR410.1). Those interested in more advanced discussion of International Relations theory should attend Mr. Hoffman's **Concepts and Methods of International Relations** lectures (IR421.1). The main teaching for the World Politics course will be done in small seminar groups (IR400.A), taken by two responsible teachers beginning in the Michaelmas Term and continuing throughout the Session.

Reading List: K. Holsti, *International Politics*; C. Brown, *Understanding International Relations*; P. Calvocoressi, *World Politics Since 1945*; H. Bull, *The Anarchical Society*; R. Little & M. Smith (Eds.), *Perspectives on World Politics*; C. Kegley & E. Wittkopf, *World Politics*; G. Stern, *The Structure of International Society*. A detailed course outline will be provided.

Methods of Assessment: Students are required to write four essays during the session. Marks for these will account for 20% of the final result. The remainder will be for a three-hour examination in the Summer Term based on the full syllabus for the **World Politics** course. Students will be asked to answer three out of twelve questions.

IR401

Foreign Policy Analysis II

Teacher Responsible: Dr. M. Light, Room D411

Availability and Restrictions: Course intended primarily for Diploma in World Politics. Diploma students do not need any special advance knowledge to choose this as an optional course.

Core Syllabus: The course analyses various perspectives on foreign policy, and the means of conduct of the main actors in the international system towards each other. It focuses mainly, but not entirely, on states.

Course Content: The various influences, external and internal on decision-making in foreign policy; the importance of bureaucracy, of domestic political systems, of economic development, and the groups affected by foreign policy; the problems arising from the formulation of goals and the choice of policy instruments; psychological elements in policy-making; the effect of transnationalism on foreign policy. A detailed programme of lectures will be distributed at the start of the course.

Teaching Arrangements: Lectures **Foreign Policy Analysis** (IR300.2) x 12 Michaelmas and Lent Terms and **Decisions in Foreign Policy** (IR300.3) x 6 Lent Term. Diploma students should attend as many of the (IR300.1) **The Foreign Policies of the Powers** (various lecturers) as possible. They will also find IR903, **New States in World Politics (Dr. Lyon)** useful. In addition, students will be assigned to small classes (IR401.A) which meet for 15 sessions, beginning in week 6 of the Michaelmas Term.

Written Work: Students are expected to write at least three essays directly on questions arising out of the course. They should choose their questions from one of the past examination papers provided. Students should hand in their essays to their class teacher on the indicated dates. They will be returned and commented on individually except where some general comment will also be provided.

Reading List: No single book is exactly coterminous with the syllabus. Students should try to buy (all are paperbacks): Roy Macridis (Ed.), *Foreign Policy in World Politics*, Prentice Hall (8th edn.) 1991; Philip Reynolds, *An Introduction to International Relations* (3rd edn.), Longmans, 1994; Lloyd Jensen, *Explaining Foreign Policy*, Prentice Hall, 1982; Michael Clarke & Brian White (Eds.), *Understanding Foreign Policy*, Edward Elgar, 1989.

Also highly recommended are Stephen Ambrose, *Rise to Globalism*, Penguin (4th edn.), 1985; Frederic J. Flornoy, R. F. Laird & E. P. Hoffman (Eds.), *Classic and Contemporary Issues in Soviet Foreign Policy*, Aldine de Gruyter, 1991; Kal Holsti, *International Politics: A Framework for Analysis*, Prentice Hall (6th edn.), 1992; Michael Smith, Steve Smith & Brian White (Eds.), *British Foreign Policy*, Unwin Hyman, 1988.

Methods of Assessment: A three-hour examination will be set in the Summer Term. It will be divided into equal halves: Section A (comparative and theoretical questions) and Section B (questions on the foreign policies of the UK, USA and USSR). One question must be answered from each section. All students have to answer three questions in all. Copies of previous years' papers, together with lecture and class topics, deadlines, and further references will be provided at the beginning of the course.

IR402

International Institutions II

Teachers Responsible: Professor P. Taylor, Room D610

Availability and Restrictions: Diploma in World Politics students only.

Core Syllabus: Elements of international organisation: its theory and practice studied through the experience of selected international institutions.

Course Content: Major theoretical and empirical aspects of the work of international institutions and the role of international organisation. Integration and interdependence; regimes; the impact of international organisation on the practice of diplomacy between states, the maintenance of international peace and security, the management of international economic relations, and the promotion of standards for states and individuals. The development of procedures within international institutions, such as the methods of work of international secretariats and intergovernmental assemblies and councils.

The course is mainly concerned with international organisation at the global level, but some attention will also be paid to regional and trans-regional arrangements. (**Note:** **European Institutions** are studied as a separate course, IR303.)

Teaching Arrangements: Lecture series (IR301). Classes (IR402.A). There will be 20 lectures, throughout the Michaelmas and Lent Terms, and 17 one-and-a-half hour seminars, starting in week 6 of the Michaelmas Term and continuing into the Summer Term.

Reading List: David Armstrong, Lorna Lloyd & John Redmond, *From Versailles to Maastricht: International Organisation in the Twentieth Century*, Macmillan, 1996; Sydney D. Bailey & Sam

Daws, *The United Nations: A Concise Political Guide* (3rd edn.), Macmillan, 1995; A. LeRoy Bennett, *International Organizations: Principles and Issues* (6th edn.), Prentice-Hall, 1995; Inis L. Claude, *Swords into Plowshares: The Problems and Progress of International Organisation* (4th edn.), Random House, 1971; F. S. Northledge, *The League of Nations*, Leicester University Press, 1986; Adam Roberts & Benedict Kingsbury (Eds.), *United Nations, Divided World: The UN's Roles in International Relations* (2nd edn.), Clarendon Press, Oxford, 1993; Paul Taylor & A. J. R. Groom (Eds.), *International Institutions at Work*, Pinter, 1988; Paul Taylor, *International Organization in the Modern World*, Pinter, 1993. These are useful introductions, beyond which students are expected to read widely, in books and articles: lists to be issued in lectures and seminars.

Methods of Assessment: One three-hour written examination in the Summer Term.

IR403

The Politics of International Economic Relations II

Teachers Responsible: Dr. S. Economides, Room D709 and Dr. P. Wilson, Room D516

Availability and Restrictions: Course intended primarily for Diploma in World Politics.

Course Content: (i) The economic factor in foreign policy; the economic ambitions of states; economic constraints; economic resources for foreign policy; economic instruments. (ii) The development of thought about the relationship between international politics and international economics: mercantilism; laissez-faire; Marxism. (iii) The evolution of the Bretton Woods institutions and ideas about international commercial and monetary management. The challenge from the Third World.

Teaching Arrangements and Written Work: (12 Lectures IR304 and 17 Classes IR403.A). Students deliver class papers and write essays for the class teachers on topics notified at the beginning of the Session.

Reading List: The basic books are: W. Barber, *A History of Economic Thought*; D. K. Fieldhouse, *The Theory of Capitalist Imperialism*; R. Gilpin, *The Political Economy of International Relations*; R. L. Heilbroner, *The Worldly Philosophers*; J. Spero, *The Politics of International Economic Relations*; S. Strange, *States and Markets*.

A detailed reading list is distributed at the beginning of the session.

Methods of Assessment: Summer Term, formal, three hours, three questions chosen from twelve. Past examination papers may be seen in the Teaching Library.

IR404

Strategic Aspects of International Relations II

Teacher Responsible: Dr. C. Coker, Room D511

Availability and Restrictions: Course intended primarily for Diploma in World Politics. A working knowledge of international history since 1815 and of traditional theories of international politics is desirable.

Core Syllabus: This is *not* a conventional Strategic Studies course. It is about the cultural context of international conflict both between and within states. The place of war in international relations, and the social, political, and economic consequences of the use of force. The greater part of the course is concerned with force in international relations since 1945.

Course Content: Twentieth Century and War. The French Revolution (1789) and the rise of wars of ideology. Discussions of war by the great 19th century philosophers: Hegel, Marx, Nietzsche, Social Darwinism. The role of modernity in modern warfare. Concepts of War and Peace. Post Modern Warfare. Post 1989 wars - with special reference to the non-western world. Islamic and Chinese methods of warfare. The threat of nuclear proliferation. Implications of military power on the present patterns of order.

Teaching Arrangements: The lecture course (IR305) (12 Michaelmas and Lent Terms) is followed by classes (IR404.A) (15 Lent and Summer Terms). The majority of class topics will be on strategic aspects of postwar international relations and the examination paper will reflect this. The International Institute for Strategic Studies (IISS) and the Royal United Services Institute for Defence Studies (RUSIDS) are both nearby and students in Strategic Studies may be eligible for student membership, which gives access to certain meetings and to excellent specialised libraries.

Written Work: By arrangement with seminar teachers.

Reading List: The following short list comprises some of the most important and some of the best currently available books. R. Aron, *Peace and War*; H. Bull, *The Control of the Arms Race*; C. M. Clausewitz, *On War* (Ed. by M. Howard & P. Paret); J. L. Gaddis, *Strategies of Containment*; M. E. Howard, *War and the Liberal Conscience*; F. M. Osanka, *Modern Guerrilla Warfare*; C. Coker, *War and the Twentieth Century*; J. Keegan, *A History of Warfare*; C. Coker, *War and the Illiberal Conscience*.

Methods of Assessment: There is a three-hour formal examination held in the Summer Term. Three questions must be answered from twelve or more. Examples of recent past examination papers will be appended to the reading list.

IR456

International Business in the International System

Teachers Responsible: Dr. Michael Hodges, Room D407 and Mr. Louis Turner, c/o Room D612

Availability and Restrictions: Course intended primarily for M.Sc. International Relations (Specialist and Research Tracks); M.Sc. Politics of the World Economy (Specialist and Research Tracks); Diploma in Business Studies; M.Sc. Management; M.Sc. Development Studies. Other interested students should apply to Dr. Michael Hodges for permission to take this course.

Core Syllabus: The course aims at a broad introduction to the impact that multinational corporate strategies, global competition, comparative shifts in industrial policies and technological evolution have on international relations.

Course Content: Introduction to the debate on multinational companies, global competition and international relations theory. Relevant technological developments. Role of industrial deregulation. Multinational power. Rise of Japanese multinationals. Questions of control and regulation. State-firm diplomacy. Comparative industrial policies and industrial cultures.

Teaching Arrangements and Written Work: 20 lectures (IR456.1) will be given in the Michaelmas and Lent Terms to which any interested students are welcome. The undergraduate lecture course on **The Politics of International Economic Relations** (IR304) is also relevant. A seminar (IR456.2) built round presentations by students taking the examination will be held in the Michaelmas and Lent Terms (15 meetings in all). At least three essays will be set and marked by the seminar teacher.

Reading List: No one book covers the entire syllabus; reading should be spread over: Manuel Castells, *The Rise of the Network Society*, Vol. 1 (1996); Peter Dicken, *Global Shift: Transforming the World Economy*; 1998; Robert Gilpin, *The Political Economy of International Relations*, 1987; Michael E. Porter, *The Competitive Advantage of Nations*, 1990; Robert Reich, *The Work of Nations*, 1991; John Stopford & Susan Strange, *Rival States, Rival Firms*, 1991; Lester Thurow, *Head to Head*, 1992; Louis Turner & Michael Hodges, *Global Shakeout*, 1992; U.N. *World Investment Report*, 1998; D. Yergin and J. Stanislaw, *The Commanding Heights*, 1998.

Methods of Assessment: There is a three-hour formal examination in the Summer Term based on the lecture course and topics covered in the seminars, and requiring some familiarity with the extensive literature. The paper will contain about twelve questions, of which three are to be answered. It is important to answer all three. Copies of previous years' papers are available.

LAW

LL209

Commercial Law

Teachers Responsible: Dr. S. Worthington, Room A326 and Mrs. V. Prais, Room Y121.

Availability and Restrictions: This course is available to Bachelor's degree and Diploma students where regulations permit. There is no pre-requisite law subject for this course.

Core Syllabus: The aim of this course is to introduce non-law students to the fundamental principles and problems of contract law and company law.

Course Content:

- (1) Contract: essentials of a valid contract; capacity; privity; content; factors of invalidation; discharge; remedies.
- (2) Company Law: incorporation; constitutional documents; ultra

vires doctrine; liability of the company; directors; majority rule and minority protection; DTI investigations; insider dealing; secured lending; receiverships; liquidations.

Teaching Arrangements: Each week for 20 weeks there are two one-hour lectures (LL209), accompanied by a one-hour class (LL209.A).

Reading List: McKendrick, *Contract Law*; Griffin, *Company Law: Fundamental Principles*; Dine, *Company Law*.

Supplementary Reading List: Collins, *The Law of Contract*; Sealy, *Company Law*; Gower's, *Modern Company Law*.

Methods of Assessment: There is a three-hour formal examination in the Summer Term, based on the full syllabus. The paper contains ten questions, of which four are to be answered. The examination counts for 100% of the assessment of the course.

MATHEMATICS

MA100

Mathematical Methods

Teachers Responsible: Dr. J. Davies and Dr. M. Harvey

Availability and Restrictions: This course assumes knowledge of the elementary techniques of mathematics including calculus, as evidenced for example by a good grade in A level mathematics. It is *not* available to students who have previously taken **Quantitative Methods (Mathematics)** (MA107). Such students should instead consider taking the two half-units **Further Quantitative Methods (Mathematics)** (MA207) and **Further Quantitative Methods (Statistics)** (ST204).

Core Syllabus: This is an introductory level course for those who wish to use mathematics seriously in social science, or in any other context. A range of basic mathematical concepts and methods in calculus of one and several variables and in linear algebra are covered and some applications illustrated. It is an essential pre-requisite for any mathematically orientated economics options and for many further mathematics courses.

Course 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.

Teaching Arrangements: The lecture course MA100 is two hours each week (one hour of linear algebra and one hour of calculus) in the Michaelmas, Lent and early Summer Terms (44 lectures in all). In addition weekly classes MA100.A are given (MA100.B for B.Sc. Mathematics and Economics degree students).

Written Work: Students will be expected to complete exercises assigned weekly in the lectures. Written answers to specified exercises are submitted to the appropriate class teacher for evaluation. Success in this paper depends on dealing with this written work as it is assigned, in a regular and systematic manner.

Reading List: *Calculus* (C.U.P.) by K. G. Binmore. *Elementary Linear Algebra* by Howard Anton.

Methods of Assessment: The course assessment is based exclusively on a three-hour formal examination in the Summer Term.

MA107

Quantitative Methods (Mathematics)

(Half unit course)

Teacher Responsible: Dr. A. Ostaszewski

Availability and Restrictions: This is a basic course in mathematics intended primarily for students who have already reached A level standard in Mathematics. It is also accessible to students who have performed well at a level slightly lower than A level and are proficient in basic calculus.

Core Syllabus: The course is intended to give students the minimum additional mathematical tools necessary for further study in economics. While ideas are taught systematically, the emphasis is on the applicability of the methods to economic problems rather than the rigour that would be found in a pure mathematics course, and economic examples will be used liberally throughout the course to motivate and illustrate the subject matter.

Course Content: Each mathematical section of the course will be linked to one or more economic models; these are given in brackets in the following lists: Sets, functions, equations, graphs [supply and demand, equilibrium], Difference equations, sequences, limits [interest and present value; cobweb model, stability of equilibrium, oscillatory behaviour], Differentiation, inverse functions, exponential and logarithmic functions, optimization [total, average, marginal cost; profit maximization; continuous compounding], Partial differentiation, chain rule, homogeneous functions [production functions], Vector notation, geometry of lines and planes, convexity [bundles, preferences, utility functions], Matrix notation, solution of linear systems, inverse matrices [input-output model], Optimisation in two variables: unconstrained and constrained. Lagrange multiplier [elementary models of the firm and the household], Integration, Differential equations.

Teaching Arrangements: Lectures MA107: 20 Michaelmas Term, Classes MA107A: eight Michaelmas Term, two Lent Term.

Written Work: Written answers to set problems will be expected on a weekly basis.

Reading List: The course follows M. Anthony and N. L. Biggs, *Mathematics for Economics and Finance: Methods and Modelling*, Cambridge University Press, 1996. A useful background text which is the basis of a follow-on course is A. Ostaszewski, *Mathematics for Economists: Models and Methods*, Blackwell, 1993. There are many other books with titles like 'Mathematics for Economists' but none of them are close enough to this course. Further information will be provided in the lectures. **Methods of Assessment:** There will be one two-hour examination in the Summer Term.

MA200

Further Mathematical Methods (Calculus)

(Half unit course)

Teacher Responsible: Professor G. Brightwell

Availability and Restrictions: Ideally the course **Mathematical Methods** (MA100) or equivalent. This entails knowledge of an intermediate course of calculus, giving proficiency in techniques of differentiation and integration. Students who have taken **Quantitative Methods (Mathematics)** (MA107) are advised to take **Further Quantitative Methods (Mathematics)** (MA207) as preparation for this course.

Core Syllabus: This is one of two courses which develop the ideas and results first presented in **Mathematical Methods** (MA100). This course studies how integrals may be numerically calculated, or transformed by a variety of manipulations, and how they may be applied systematically to the solution of differential equations.

Course Content: Riemann-Stieltjes integral. Manipulation of integrals. Multiple integrals. Convolutions. Laplace Transforms. Application to Finance.

Teaching Arrangements: 20 lectures (MA200) Michaelmas Term accompanied by weekly MA200.A classes Michaelmas Term (MA200.B for B.Sc. Mathematics and Economics degree students).

Written Work: Written answers to set problems will be expected on a weekly basis.

Reading List: *Advanced Mathematical Methods* by A. Ostaszewski. Useful background texts are: *Advanced Calculus* by M. R. Spiegel. *Laplace Transforms* by M. R. Spiegel.

Methods of Assessment: There is a two-hour formal examination in the Summer Term.

MA201

Further Mathematical Methods (Linear Algebra)

(Half unit course)

Teacher Responsible: Dr. M. Anthony

Availability and Restrictions: Ideally the course **Mathematical Methods** (MA100) or equivalent, entailing familiarity with linear independence, eigenvalues and diagonalisation. Students who have taken **Quantitative Methods (Mathematics)** (MA107) are advised to take **Further Quantitative Methods (Mathematics)** (MA207) as preparation for this course. **Core Syllabus:** This course develops the ideas and results first presented in the algebra part of **Mathematical Methods**.

Course Content: Vector spaces, Wronskian, Inner Products, Orthogonality, Geometry of \mathbb{R}^n , Direct Sums, Projections, Least Squares, Spectral Theory, Generalized Inverses, and selected applications of the theory including an introduction to Games and Linear Programming.

Teaching Arrangements: Lecture course consisting of approximately 22 lectures (MA201) Lent Term accompanied by weekly MA201.A class (MA201.B for B.Sc. Mathematics and Economics students) in the Lent Term.

Written Work: Written answers to set problems will be expected on a weekly basis.

Reading List: *Advanced Mathematical Methods* by A. Ostaszewski. Additional background reading: *Mathematics for Economists*, by C. Simon & L. Blume (Norton, 1994) and *Elementary Linear Algebra: Applications version*, by H. Anton & C. Dorres (Wiley, 1991)

Methods of Assessment: There is a two-hour formal examination in the Summer Term.

OPERATIONAL RESEARCH

OR201

Operational Research for Management

Teacher Responsible: Dr. James Valverde, Room G410.

Availability and Restrictions: The course is available to second and final year students on the B.Sc. degrees in Accounting and Finance, in Economics, in Management, and in Econometrics and Mathematical Economics; as an outside option to students on other degrees where permitted by the regulations; and for the Diplomas in Accounting and Finance, Business Studies, and Economics. Students will need a basic fluency in mathematical manipulations and statistical concepts such as is provided by **Introduction to Quantitative Methods**. For students who have already taken **Quantitative Methods, Operational Research for Management** will be very restrictive mathematically. They should instead take **Operational Research Methods**, where a rather fuller mathematical vocabulary permits the same techniques to be covered in greater depth.

Core Syllabus: The course is intended to give an elementary introduction to the formal techniques of operational research, an approach to the structuring and solution of managerial problems in large or complex organisations in business, industry and government. The techniques themselves are largely mathematical in nature, though only a basic knowledge of mathematics will be assumed; however a number of the techniques use probabilistic concepts, and the course therefore also includes an introduction to probability theory.

Course Content: Elements of Probability: Definitions and rules of probability; Bayes theorem; random variables and expectation; discrete and continuous distributions.

Operational Research for Management: Students will be introduced to methodological aspects of operational research, as well as some case studies of practical applications. Techniques treated include critical path analysis, scheduling, theory of games, linear programming, decision analysis, dynamic programming, replacement, Markov chains, queues, computer simulation, stock control, and problem structuring methods.

Teaching Arrangements: There are two components of the course, each accompanied by a class. They cover the two subdivisions of the syllabus listed above:

Lectures: OR201.1 **Elements of Probability** six Michaelmas Term OR201.2 **Operational Research for Management** 25 Michaelmas, Lent and Summer Terms.

Classes: OR201.2A 18 Michaelmas Term, 10 Lent Term, four Summer Term.

Full lecture notes are provided for both components of the course.

Written Work: Exercises are distributed at each lecture, which are discussed in the following weekly class.

Reading List: Recommended books:

For OR201.1 One of: M. Arthurs, *Probability Theory*, Routledge Kegan Paul; L. Lapin, *Statistics for Modern Business Decisions*, Harcourt Brace Jovanovich; T. H. Wonnacott & R. J. Wonnacott, *Introductory Statistics*, Wiley.

For OR201.2 One of: D. R. Anderson, D. J. Sweeney & T. A. Williams, *An Introduction to Management Science*, West; L. Lapin, *Management Science for Business Decisions*, Harcourt Brace Jovanovich; S. French, R. Hartley, L. C. Thomas & D. J. White, *Operational Research Techniques*, Arnold; C. D. J. Waters, *A Practical Introduction to Management Science*, Addison Wesley; J. Rosenhead (Ed.), *Rational Analysis for a Problematic World*, Wiley.

Methods of Assessment: The course is examined by one three-hour formal examination in the Summer Term. The paper is

divided into sections; the first (normally containing two questions) covers the material in OR201.2 on methodology and applications, the second section (normally two questions) covers OR201.1, while the third section (normally seven questions) covers the mathematical techniques content of OR201.2. Students are expected to attempt five questions, of which one must be from the first section, and at most one can be from the second section. Copies of previous years' papers are available.

OR202

Operational Research Methods

Teacher Responsible: Mr. Gwyn Bevan, Room G406

Availability and Restrictions: Mathematics, Statistics and Probability Theory to the level of the course **Quantitative Methods** is required. In particular, students should have covered elementary distribution theory and the Poisson Process, and have a knowledge of linear algebra sufficient to handle matrix inversion and manipulation of partitioned vectors and matrices. It is NOT necessary to have any previous experience of computers, and no computer programming will be required, although students must be prepared to use computer packages when required.

Core Syllabus: The course gives an introduction to all the main theoretical techniques of Operational Research. It is possible to take a further course OR301 **Model Building In Operational Research** which extends the Mathematical Programming component of Operational Research Methods as well as covering Simulation in some detail.

Course Content: Students will be introduced to some methodological aspects of operational research, as well as gaining a grounding in some of the main O.R. techniques, including: Critical Path Analysis, Production, Scheduling, Markov Chains, Queueing Theory, Replacement, Simulation, Stock Control, Dynamic Programming, Decision Theory, Theory of Games, Mathematical Programming.

Teaching Arrangements:

OR202.1 24 Sessional; OR202.1A 25 Sessional.

OR202.2 10 Michaelmas Term; OR202.2A 12 Michaelmas and Lent Term and three revision classes in the Summer Term.

OR202.1 **Operational Research Techniques.** This covers the whole foregoing syllabus except Mathematical Programming. Very full lecture notes are provided, and every week a set of problems is given out in the lecture. These are discussed in the following weekly class (OR202.1A). Most class teachers are part-time.

OR202.2 **Mathematical Programming.** Linear programming; starting from the most basic introduction up to sufficient conditions for optimality; duality; sensitivity of the solution; discovery of the solution to small problems by graphical methods; and proof of optimality by testing the sufficient conditions; solution to larger problems by using a computer package. Unimodular linear programming (transportation); properties of solution, connection with graph theory, an algorithm for hand computation. Very full lecture notes are provided, and every week a set of problems is given out in the lecture. These are discussed in the following weekly class (OR202.2A). Most class teachers are part-time.

Written Work: Students will be expected to prepare written answers to set problems in preparation for the weekly classes.

Reading List: Recommended books are H. G. Daellenbach, J. A. George & D. C. McNickle, *Introduction to Operations Research Techniques*, Allyn & Bacon; A. Ravindran, D. T. Phillips & J. J. Solberg, *Operations Research*; H. P. Williams, *Model Building in Mathematical Programming*, Wiley, available in paperback; H. P. Williams, *Model Solving in Mathematical Programming*, Wiley, available in paperback; Wayne L. Winston, *Operations Research: Methods and Problems*.

Students may also wish to consult R. L. Ackoff & M. W. Sasieni, *Fundamentals of Operations Research*; N. A. J. Hastings, *Dynamic Programming with Management Applications*; F. S. Hillier & G. J. Lieberman, *Operations Research*; E. Page, *Queueing Theory in O.R.*; M. Sasieni, A. Yaspan & L. Friedman, *Operations Research: Methods and Problems*.

Methods of Assessment: The course is examined by one three-hour formal examination in the Summer Term, covering the full syllabus for both lecture courses. The paper usually contains 12 questions, of which five must be attempted. Nine of the questions are on OR202.1 and three on OR202.2: at least one of these last three must be attempted and one question only on Methodology, from OR202.1, must be answered.

SOCIAL POLICY AND ADMINISTRATION

SA255

Mathematical and Statistical Demography

(Not available 1998-99)

Teacher Responsible: Professor M. Murphy, Room A234

Availability and Restrictions: This is an optional course for Bachelor's degrees in Population Studies, and other degrees where regulations permit. The course requires no formal prior demographic training but it does assume a reasonable degree of mathematical competence covering matrix algebra (including eigenvalue theory) and calculus. The course is likely to be of particular interest to students who wish to adopt a more analytical approach to demography than, for example, SA250, especially those with main interests in actuarial science, statistics and associated subjects.

Core Syllabus: The course covers the use of statistical and mathematical techniques to illuminate demographic processes. Mathematical models are applied to fertility, mortality, nuptiality, migration, reproductive and household change areas, dynamics of population and projection techniques. Statistical estimation of demographic parameters from empirical data is also covered.

Course Content: Simple models of population growth, exponential, logistic etc. Analysis of mortality using life tables: model life tables, continuous and multiple decrement formulations; statistical properties of life table estimators; Proportional hazards and multistate life tables. Stable and stationary populations and their use for estimation of demographic parameters in less developed countries, Continuous (Lotka) formulation of population dynamics equation, why a population converges to a stable form (strong and weak ergodicity); solutions of renewal equation. Discrete (Leslie) formulation of population dynamics and its use in making population projections. Prospects of change in fertility and mortality in developed countries and their implications for population growth. The existence of cycles in population growth: their analysis and interpretation in historical and current populations. Parity progression ratios. Mathematical models for fertility and mortality schedules: relational Gompertz and logit models. Quantitative models of nuptiality. Models of reproductivity and measurement of fecundability. Analytic and simulation approaches to reproductivity and household structure. Sources of demographic data.

Teaching Arrangements: Lectures: 24 x SA255.

Classes: 24 x SA255.A.

Written Work: Written work consists of weekly set exercises associated with the lectures. These are mainly of a mathematical nature.

Reading List: The first two volumes given here cover a substantial part of the course. N. Keyfitz, *Introduction to the Mathematics of Population*, Addison Wesley (1977 revised edn.); J. H. Pollard, *Models for Human Populations*, Cambridge (1973); A. J. Coale, *The Growth and Structure of Human Populations: a Mathematical Investigation*, Princeton (1972); R. C. Elandt-Johnson & N. L. Johnson, *Survival Models and Data Analysis*, J. Wiley (1980).

Methods of Assessment: Examination is by a single three-hour examination in the Summer Term in which candidates answer four questions.

SOCIOLOGY

SO101

Issues and Methods of Social Research

Teacher Responsible: Mr. C. Mills, Room S875, and others

Availability and Restrictions: Compulsory course for Bachelor's degrees in Sociology and the Diploma in Sociology. Students must be concurrently taking, or must have completed, the course ST103 **Statistical Methods for Social Research** (or an equivalent course).

Core Syllabus: The aim of the course is to introduce students to central issues and basic techniques in the conduct of research in sociology.

Course 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 (e.g., various types of attitude measurement). The course covers differing approaches to data analysis, in particular various techniques for handling confounding variables and the construction of simple causal models.

Teaching Arrangements: The course comprises a series of 15 lectures, five computer workshops, and 22 weekly classes in small groups (SO101.A).

Lectures: SO101 Issues and Methods of Social Investigation Michaelmas and Lent Terms.

Classes: SO101.A Sessional.

Written Work: There are two compulsory assignments per term.

Reading List: There is no single textbook that covers the content of the whole course but students are encouraged to buy: C. M. Judd, E. R. Smith & L. H. Kidder, *Research Methods in Social Relations* (6th edn.). Other useful textbooks are: M. I. A. Bulmer (Ed.), *Sociological Research Methods* (2nd edn.); C. Marsh, *The Survey Method*; C. A. Moser & G. Kalton, *Survey Methods in Social Investigation* (2nd edn.); D. Nachmias & C. Nachmias, *Research Methods in the Social Sciences*; A. Orenstein & W. R. F. Phillips, *Understanding Social Research*; M. Shipman, *The Limitations of Social Research*.

Methods of Assessment: There is a conventional three-hour written examination in the Summer Term based on the full syllabus. All questions carry the same marks. Sixty per cent of the total assessment for the course is based on this examination. The remaining 40 per cent is awarded for the student's coursework.

SO103

Aspects of British Society

(Not available 1998-99)

Teacher Responsible: Dr. C. T. Husbands, Room S687

Availability and Restrictions: While constructed primarily for first and second-year undergraduates reading for the B.Sc. course unit degree in sociology and for other Bachelor degrees where regulations permit, the course does not assume a detailed knowledge of sociology. It is also intended to be suitable as an outside option for undergraduates reading for a range of other degrees. Overseas students, including General Course students, may find it a useful means of improving their knowledge of British society.

Core Syllabus: The aim of the course is to introduce students to some of the contributions of sociological knowledge to the study of aspects of postwar British society. This will be achieved by considering important social and economic issues relevant to contemporary Britain. The course is strongly empirical and makes much use of quantitative material.

Course 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 Arrangements: A series of 21 lectures (SO103) in the Michaelmas, Lent and Summer Terms, with associated weekly classes (SO103.A).

Reading List: References on specific topics being taught will be provided when the course starts, but the general textbook, to which particular reference is made, is N. Abercrombie & A. Warde (and others) *Contemporary British Society* (2nd edn.). It is also important that students are aware of the standard reference works needed for this course, such as those that appear on a regular basis; particular attention is drawn to Office for National Statistics, *Annual Abstract of Statistics*, *Social Trends*, and *Labour Market Trends*.

Written Work: Classes will be given using a variety of teaching techniques, some requiring students to produce written work. Each student should also expect to prepare two formal essays for his/her class teacher, one in the Michaelmas Term and one in the Lent Term.

Methods of Assessment: The course examination will be in two parts, each contributing 50 per cent to the final course mark. The

first part will be two essays, each of a maximum of 2,000 words, to be prepared during the Easter vacation from a selection of topics and to be submitted to the Examinations Office by 1 May. The second part will be a two-hour unseen examination in which candidates will be required to answer two questions selected from a choice of eight or so.

SO104

Social and Moral Philosophy

(Not available 1998-99 and 1999-2000)

Teacher Responsible: Professor E. V. Barker, Room A454a

Availability and Restrictions: Optional 1st 2nd and 3rd year course for degrees in Sociology, but other students may take this course as permitted by the regulations for their degree. Cannot be taken with PH102. No background knowledge is necessary.

Core Syllabus: The course is designed to introduce awareness of philosophical problems, particularly those concerned with knowledge and ethics, which are of relevance to the social scientist.

Course Content: Introduction to concepts concerning the nature of knowledge, reality and ethics. Brief description of the thought of some of the classical philosophers. Elementary principles of logical thought. Discussion of problems in descriptions and explanations of social behaviours. An introduction to moral philosophies, especially those of Kant and the Utilitarians. Discussion of the relationship between science and values.

Teaching Arrangements: Lectures SO104: Sessional. Lectures involve considerable student participation. Classes: SO104.A: 25 weekly MLS.

Written Work: Students are expected to do some simple logical exercises and three essays during the year.

Reading List: J. Hospers, *An Introduction to Philosophical Analysis*; J. Hospers, *Human Conduct*; B. Russell, *Problems of Philosophy*; B. Russell, *A History of Western Philosophy*; A. MacIntyre, *A Short History of Ethics*; K. Popper, *Conjectures and Refutations*, Ch. 1; K. Popper, *The Poverty of Historicism*; A. Ryan, *The Philosophy of the Social Sciences*.

The Hospers books are the nearest approximation to text books for the course.

Supplementary Reading List: This will be given out at the beginning of the course with lecture notes and exercises.

Methods of Assessment: Three-hour formal examination in Summer Term. Also an optional essay which can upgrade borderline examination results, but cannot lower marks.

SO106

SO408

Sociology of Religion

(Undergraduate and Postgraduate)

(Not available 1999-2000)

Teacher Responsible: Professor E. V. Barker, Room A454a

Availability and Restrictions: Optional course for 1st 2nd and 3rd year Bachelor's degree and postgraduate students in Sociology, but other students may take this course as permitted by the regulations for their degree. No background knowledge is required.

Core Syllabus: The course is concerned with the relationship between religion and other areas of society; the ways in which and extent to which religion can affect and be affected by individuals, social groups, institutions and cultures.

Course Content: The course concentrates primarily, but not exclusively, on the role of religion in industrial societies during the past two centuries. The approach of writers such as Weber, Durkheim and Marx is considered at the theoretical and empirical levels. Topics receiving special attention include secularisation; modern forms of religion; relations between church and state; religion in former Soviet societies; the rise of fundamentalism and methodological issues associated with the sociology of religion.

Teaching Arrangements:

Lectures: (SO106). 25 weekly MLS.

Classes: (SO106.A) 25 weekly MLS.

(SO408) 27 weekly seminars for Graduates MLS.

Field Trips: Visits will be arranged to religious services and/or to meet adherents of about six different faiths. Students will also be expected to make their own arrangements to visit three different services for their examination essay.

Written Work: Students will be expected to produce four pieces of written work during the year, and an examination essay (see below).

Post-Graduate Seminar: (SO408).

This course takes the above syllabus as the basic core of the subject, but the written examination is set in accordance with the interests of the students participating in the seminar which meets weekly throughout the session and invites several outside specialists to speak. All students are expected to present a paper.

Reading List: (More detailed reading lists are available for specific topics). M. McGuire, *Religion: the Social Context* (Wadsworth, 4th edn., 1997); P. Berger, *The Social Reality of Religion* (Faber, 1967); M. Weber, *The Sociology of Religion* (Methuen, 1965); B. Wilson, *Religion in Sociological Perspective* (O.U.P., 1982); D. Martin, *A General Theory of Secularization* (Blackwell, 1978); G. Davie, *Religion in Britain since 1945*; P. Hammond (Ed.), *The Sacred in a Secular Age* (University of California, 1985); M. Douglas, *Purity and Danger* (Routledge, 1966).

Methods of Assessment: A three-hour formal paper (60% of the marks) and a 4,000 max. word essay, to be handed in to the Examinations Office in H310 on Friday 30 April; M.Sc. students hand in their essays on Friday 30 April to the Departmental Administrator, Room A451. This is to be a comparison of three (or more) religious services which the student visits during the course. Further details will be given in lectures.

SO201

Sociological Theory

Teacher Responsible: Dr. A. Swingewood, Room H621

Availability and Restrictions: Compulsory course for Bachelor's degrees in Sociology. Available to other students as permitted by regulations.

Core Syllabus: An examination of classical and post-classical sociological theories emphasising their relevance for the analysis of modern societies.

Course Content: An introduction to the main varieties of sociological theory, concentrating on three tasks: what are the principal arguments of the main approaches, to what problems and changes in the real world were the theories a response, and what relevance do they have in the contemporary world? The principal theorists and schools considered are: Marxism, Durkheim and social solidarity, Weber and rationality, power and knowledge, Parsons and normative functionalism, symbolic interactionism, phenomenology, ethnomethodology, structuralism, Foucault, Critical Theory, Bourdieu, modernity and post-modernity.

Teaching Arrangements: Lectures: SO201 20 lectures, weekly in Michaelmas and Lent Terms.

Classes: SO201.A 20 classes, weekly in Michaelmas and Lent Terms.

Reading List: J. H. Turner, *The Structure of Sociological Theory*; I. Craib, *Modern Social Theory*; N. Mouzelis, *Back to Sociological Theory: Sociological Theory: What Went Wrong*; A. Giddens, *Social Theory and Modern Sociology*; M. Glucksmann, *Structuralist Analysis in Contemporary Social Thought*; Z. Baumann, *Intimations of Post-modernity*; A. Giddens, *Modernity and Self-identity*; D. Layder, *Understanding Social Theory*; J. Scott, *Sociological Theory*.

Methods of Assessment: One three-hour formal examination in the Summer Term, based on the whole syllabus of the lecture course and the classes.

SO202

The Social Analysis of Russia and the CIS

Teacher Responsible: Dr. E. A. Weinberg, Room S666

Availability and Restrictions: Optional course for Bachelor's degrees in Sociology. Other students may take this course as permitted by the regulations for their degrees.

Core Syllabus: Major aspects of Soviet and Russian social structure will be examined in relation to problems of industrialisation and social change. The course draws on a wide range of contemporary materials, but places these within an historical perspective.

Course 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 Arrangements: The lectures and classes are given by Dr. Weinberg and as such are entirely integrated.

Lectures: SO202 23 in a two-hour session MLS.

Written Work: Each student is required to produce several papers for class presentation throughout the year.

Reading List: The following should be consulted for relevant topics throughout the course: C. Black (Ed.), *The Transformation of Russian Society*; E. A. Weinberg, *The Development of Sociology in the Soviet Union*; J. Pankhurst & M. P. Sacks, *Contemporary Soviet Society*; D. Lane, *State and Politics in the USSR*; *Soviet Economy and Society*; S. Cohen, *Rethinking the Soviet Experience*; D. Lane, *Soviet Society under Perestroika*; M. Buckley, *Redefining Russian Society and Polity*; R. Sakwa, *Russian Politics and Society*.

Methods of Assessment: There is a conventional three-hour formal examination in the Summer Term.

SO203

Political Sociology

(Not available 1998-99)

Teacher Responsible: Mr. A. W. G. Stewart, Room S876

Availability and Restrictions: Optional course for Bachelor's degrees in Sociology.

Core Syllabus: The aim of the course is to discuss relevant theoretical and empirical issues in order to introduce the range of problems that define the field of political sociology.

Course Content: The course presents competing views regarding the nature and scope of political sociology in both liberal democratic capitalist and state-socialist societies. Four major models of power analysis are distinguished and discussed: Marxist elite - institutional, pluralist and feminist. There is a discussion of the analysis of the state in both liberal, democratic capitalist and state-socialist societies. A further major focus is the role of classes and elites in the political process and the role of organisation in political activity, which relates to group theory and the development of pluralism. The distribution of power in capitalist and socialist societies is discussed. Further specific topics discussed include corporatism, parliamentarism, women and politics, citizenship analysis, relations between political and social change, patterns of electoral behaviour and the analysis of Thatcherism.

Teaching Arrangements: Lectures: SO203 Sessional. Classes: SO203.A 22 Sessional.

Written Work: The students in each class take turns to write essays on themes connected with the lecture course; these essays are presented to the class for criticism and discussion.

Reading List: R. Michels, *Political Parties*.

Supplementary Reading List: N. Abercrombie, S. Hill & B. S. Turner, *The Dominant Ideology Thesis*; P. Bachrach, *The Theory of Democratic Elitism: A Critique*; D. Beetham, *Max Weber and the Theory of Modern Politics*, Chapters 1 to 5, 8, 9; S. Bernstein et al. (Eds.), *The State in Capitalist Europe*; A. Leftwich, *Redefining Politics*; R. T. McKenzie, *British Political Parties* (2nd edn.); R. Miliband, *The State in Capitalist Society*; N. W. Polsky, *Community Power and Political Theory* (2nd edn.); V. Randall, *Women and Politics*; M. Rush & P. Althoff, *An Introduction to Political Sociology*; J. Sayers, *Biological Politics*.

Methods of Assessment: Assessment is entirely by a conventional three-hour written examination in the Summer Term that is based on the full syllabus. All questions carry the same maximum of marks.

N.B. This course will be given in alternate years only.

SO204

Political Processes and Social Change

Teacher Responsible: Mr. A. W. G. Stewart, Room S876

Availability and Restrictions: Optional course for Bachelor's degrees in Sociology.

Core Syllabus: The aim of the course is to familiarise students with major concepts and theories concerned with the role of political processes in relation to different patterns of social change. **Course Content:** Role attributed to political processes in different theories of social change; theories of state development and their relation to other theories of change in and of modern societies; processes of state formation and their relation to other social processes; world-systems approaches to political processes; determinants of major modern socio-political regimes; states, capitalism and collective actors; fascist movements and regimes; theories of the declining significance of states in relation to other sites of political action.

Teaching Arrangements: Lectures: SO204 – Sessional. Classes: SO204.A – Sessional. Together these represent a complementary and entirely integrated series of 23 lectures and 23 classes.

Written Work: Two papers per term, Michaelmas and Lent.
Reading List: P. Abrams, *Historical Sociology*; A. Giddens, *The Nation-State and Violence*; M. Mann, *The Sources of Social Power*; G. Poggi, *The Development of the Modern State*; C. Chase-Dunn, *Global Formations*; B. Moore Jr., *Social Origins of Dictatorship and Democracy*; T. Skocpol, *States and Social Revolutions*; P. Anderson, *English Questions*; J. A. Hall, *The State: Critical Concepts*.

Methods of Assessment: There is a three-hour formal examination in the Summer Term based on the full syllabus.

SO205

Sociology of Development

(Not available 1998–99)

Teacher Responsible: Dr. L. A. Sklair, Room A350

Availability and Restrictions: Optional course for Bachelor's degrees in Sociology.

Core Syllabus: Development and underdevelopment in the Third World. The course will deal with social, political and economic processes in selected third world societies.

Course Content: The main theories of modernisation, development and underdevelopment; the new international division of labour; globalisation; gender and development; problems of 'socialist' development. Such topics as urbanisation, agrarian structure, peasant movements, urban class formation, the state, and differences between Third World countries will be discussed.

Teaching Arrangements: 24 lectures MLS including a weekly class (SO205).

Reading List: The textbook for the course is L. Sklair (Ed.), *Capitalism and Development* (1994).

Supplementary Reading List: The set chapters from the course textbook will be supplemented by a detailed reading list.

Methods of Assessment: A three-hour examination in June.

N.B. This course will be given in alternate years only, i.e. odd years (1999/00).

SO208

Gender and Society

Teacher Responsible: Dr. G. Dunne, Room C802

Availability and Restrictions: Optional course for Bachelor's degrees in Sociology, and other degrees where permitted by regulations.

Core Syllabus: The nature and explanation of various aspects of gender relations.

Course Content: An examination of the importance of gender and the forms of gender inequality in society. Contrasting theoretical explanations will be applied to a number of substantive issues of contemporary concern. The main topics are: social control; work; families; crime; violence; age; health; reproductive technologies; sexuality; culture; state and politics; gender and ethnicity.

Teaching Arrangements: The course will consist of 20 lectures (SO208) and 23 classes (SO208.A).

Written Work: Students will be expected to prepare one essay per term and at least one class paper per term which will be written up and handed to the class teacher.

Reading: The following indicates some of the books. P. Abbott and C. Wallace, *An Introduction to Sociology: Feminist Perspectives*, (2nd edn.) 1996; R. W. Connell, *Masculinities*, 1995; C. Delphy & D. Leonard, *Familiar Exploitation*, 1992; Doyal, *What Makes Women Sick*, 1995; F. Heidensohn, *Women and Crime* (2nd edn.), 1995; M. Mac an Ghail, *Understanding Masculinities*, 1996; *The Polity Reader in Gender Studies*, 1994; R. Tong, *Feminist Thought*, 1989; S. Walby, *Theorizing Patriarchy*, 1990.

A more detailed reading list will be provided at the beginning of the course.

Methods of Assessment: The course will be examined by a three-hour unseen written paper.

SO210

Crime, Deviance and Control

Teachers Responsible: Professor P. Rock, Room A454b, Professor S. Cohen, Room S684 and Dr. B. Hutter, Room S779

Availability and Restrictions: Optional course for Bachelor's degrees in Sociology. Students should have completed introductory courses in sociological theory and social structure.

Core Syllabus: The aim of the course is to introduce students to the major theories of crime, deviance and control, and their detailed application to specific forms of deviance.

Course Content: Detailed consideration is given to the major sociological perspectives on deviance and control, including ecology and the 'Chicago School', functionalism, Marxism, cultural and subcultural theories, symbolic interactionism, critical and 'control' theories. The emphasis throughout is upon the empirical application of these approaches to substantive areas of deviance such as various forms of crime and delinquency, mental illness and drug use.

Teaching Arrangements: There is a lecture course and classes. Lectures: SO210: 10 Michaelmas Term, five in Lent Term.

Classes: SO210.A: 23 (one-and-a-half-hours) Michaelmas, Lent and Summer Terms.

Written Work: Two essays per term. One introductory paper per term is expected in class.

Reading List: There is no set text for the course, and a full reading list covering all classes is provided at the first class. The following is basic reading: D. M. Downes & P. E. Rock, *Understanding Deviance*; H. Becker, *Outsiders* (2nd edn.); J. Tierney, *Criminology: Theory and Context*; J. Muncie et al. (Eds.), *Criminological Perspectives*; M. Maguire et al., *The Oxford Handbook of Criminology*.

Methods of Assessment: Students sit one three-hour examination.

SO211

Sociology of Medicine

Teacher Responsible: Dr. S. Taylor, Room S664

Availability and Restrictions: Optional course for Bachelor's degrees in Sociology and other subjects where regulations permit.

Core Syllabus: This course aims to examine sociological explanations of health and illness and the development of medicine as a social institution.

Course Content: Health and medicine; the social and economic basis of health; the politics of health. Health and diseases as social concepts; illness behaviour; sick role and experiences of illness and disability. Mental disorder and suicide. The development of medical knowledge and professional power; medicine and social control. The organisation and delivery of health care.

Teaching Arrangements: There will be a 22 week lecture course (SO211) supplemented by specific video material and discussion classes every other week.

Written Work: Students will be expected to present at least one seminar paper, and there will be one assessed piece of course work.

Reading List: S. Taylor & D. Field *Sociology of Health and Health Care* (2nd edn.); M. Morgan et al., *Sociological Approaches to Health and Medicine*; P. Townsend, N. Davidson & M. Whitehead, *Inequalities in Health*; T. McKeown, *The Role of Medicine*; B. Turner, *Medical Power and Social Knowledge* (2nd edn.); B. Davey (Ed.), *Health and Disease*.

Methods of Assessment: An unseen three-hour examination from which three questions are to be attempted. The examination will count for 75% of the final mark, while an assessed essay written during the Easter vacation will count for the remaining 25%.

SO212

Sociology of Work, Management and Employment

Teacher Responsible: Dr. P. McGovern, Room S668

Availability and Restrictions: Optional course for Bachelor's degrees in Sociology, Management and Industrial Relations. Outside option for Course Units (B.A. and B.Sc.).

Core Syllabus: Coverage of contemporary sociological perspectives on work, economic organisation and employment, with special attention paid to differences between various advanced industrial societies.

Course Content: The Management of work. Labour market structures and employer strategy. Women in the labour market. Ownership and control of large corporations. Contemporary management. The globalization of production and the regulation of labour.

Teaching Arrangements: There will be 20 lectures (SO212) given by Dr. P. McGovern (convener) with Professor S. Hill and some guest speakers.

Written Work: Two pieces of written work per term in Michaelmas and Lent Terms.

Reading List: There is no recommended textbook. Books of a general nature that cover substantial parts of the syllabus are: T. Watson, *Sociology, Work and Industry* (3rd edn.); D. Gallie (Ed.), *Employment in Britain*; C. Lane, *Industry and Society in Europe*; C. Hakim, *Key Issues in Women's Work*; J. Scott, *Corporate Business and Capitalist Classes*.

A more comprehensive bibliography will be available to students taking this course.

Methods of Assessment: A three-hour formal examination in the Summer Term.

SO213

Society and Literature

Teacher Responsible: Dr. A. Swingewood, Room H621

Availability and Restrictions: Optional course for Bachelor's degrees in Sociology. No particular knowledge of literature or literary theory is required but some knowledge of sociology is desirable, in particular sociological theory.

Core Syllabus: The aim of the course is to introduce students to the problems of theory and method in analysing the relation of different forms of literature (fiction mainly) to different forms of society. The theory is applied to specific texts such as novels or plays.

Course Content: An analysis of the major contributions to the theoretical study of the sociology of literature: Lukacs, Goldmann, Bakhtin, Raymond Williams; Marxism, structuralism, semiotics. The theory of mass society and mass culture; modernism and post-modernism. The sociology of culture; authors and readers; the sociology of reading. The problem of aesthetic analysis in sociology. Some examples of sociological analysis of fiction.

Teaching Arrangements: Lectures: SO213 (two hours) 10 Michaelmas Term.

Seminar: SO213 10 Lent Term.

Each student is expected to produce at least one seminar paper and two essays.

Reading List: There is no adequate text book but the most useful are: A. Milner, *Literature, Culture and Society* (pb); J. Wolff, *The Social Production of Art* (pb); R. Williams, *Marxism and Literature* (pb); D. Laurenson & A. Swingewood, *The Sociology of Literature*; A. Swingewood, *Sociological Poetics and Aesthetic Theory*; T. Eagleton, *Literary Theory*; A. Swingewood, *Cultural Theory and the Problem of Modernity*.

Methods of Assessment: There is a three-hour formal examination in the Summer Term. The examination is an advance notice paper which means that the student gets the examination paper three weeks before the examination. In addition each student must write a 2,500 word essay analysing sociologically any novel, play or poem of their choice; this essay must be handed in before a specified date at the beginning of May. The formal examination counts for 70% and the essay for 30% of the examination mark.

SO214

The Psychoanalytic Study of Society

Teacher Responsible: Dr. C. Badcock, Room S777

Availability and Restrictions: Optional course for Bachelor's degrees in Sociology and other subjects where regulations permit; also for General Course students.

Core Syllabus: The course aims to provide students of the social sciences with a basic grounding in the aspects of psychoanalysis relevant to their discipline.

Course Content: The first part of the course covers Freud's cultural theory and its relation to psychoanalysis in general. It looks at group psychology and the structure of the ego, object-relations and social interactions, and the theory of groups. The second part of the course reviews a number of key concepts in classical and post-classical psychoanalytic theory and compares them with parallel sociological concepts.

Teaching Arrangements: Lectures: SO214 25 Sessional.

Classes: SO214.A Sessional.

Written Work: Entirely at the class teacher's discretion. There is no formal course work.

Reading List: S. Freud, *Totem and Taboo*; *Civilisation and Its Discontents*; *Group Psychology and the Analysis of the Ego*; C. Badcock, *Essential Freud, PsychoDarwinism*.

Supplementary Reading List: A supplementary reading list associated with class topics will be issued to students at the beginning of the course.

Methods of Assessment: A three-hour unseen examination towards the end of the Summer Term.

SO215

Evolution and Social Behaviour

Teacher Responsible: Dr. C. Badcock, Room S777

Availability and Restrictions: Optional course for Bachelor's degrees in Sociology and Social Psychology, and other subject where regulations permit; also for General Course and Beaver Single Term students.

Core Syllabus: The course aims to give students of the social sciences an introduction to theoretical sociobiology and its applications to human societies. The course also deals with the relevance of sociobiology 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, crime, social structure and so on.

Course Content: Fundamentals of evolution – selection and fitness; the group-selectionist fallacy; inclusive fitness and kin altruism; the theory of parental investment; the sociobiology of sex; parent-offspring conflict; reciprocal altruism, deceit and induced altruism; the relevance and validity of sociobiology; the problem of the gene-behaviour interface; sociobiology and social science. The theories of inclusive fitness and parental investment related to kinship, marriage, incest-avoidance, infanticide, crime and altruistic behaviours. Parent-offspring conflict, reciprocal altruism, morality and psychological behaviour; altruism and social structure. Empirical problems of sociobiology and its application to human beings.

Teaching Arrangements: Weekly lecture (SO215) accompanied by a class (SO215.A). In the first term students registered for this course will be encouraged to attend the lectures for SO418,

Genes and Society.

Written Work: No formal course work.

Reading List: Class and lecture reading lists will be based on the following: R. Trivers, *Social Evolution*; D. Barash, *Sociobiology & Behaviour*; R. Dawkins, *The Selfish Gene*; P. van den Berghe, *Human Family Systems*; C. Badcock, *The Problem of Altruism*; C. Badcock, *Evolution and Individual Behaviour, PsychoDarwinism*; N. Chagnon & W. Irons (Eds.), *Evolutionary Biology & Human Social Behaviour*.

Methods of Assessment: A three-hour unseen examination towards the end of the Summer Term.

SO216

SO416

Cults, Sects and New Religions

(Undergraduate and Postgraduate)

(Not available 1999–2000)

Teacher Responsible: Professor Eileen Barker, Room A454a

Availability and Restrictions: M.Sc. Sociology, 1st, 2nd and 3rd year B.Sc. Soc. and any other students if their departments agree. No background knowledge is required.

Core Syllabus: The course is concerned with a sociological understanding of the wave of new religious movements that have become visible since the Second World War, concentrating mainly on North America, Western and Eastern Europe, the FSU and Japan.

Course Content: Definitions and statistics; historical and comparative perspectives; the rise, spread and distribution of new religious movements (NRMs) in the West and Japan; the range of beliefs, practices, organisations, leadership (charismatic authority), life-styles, attitudes to sex, women, children; membership profiles; case studies of a variety of types of NRMs (e.g. Christian, Eastern, New Age, 'Self-religions' Satanism and UFO-cults). Conversion and the brainwashing thesis; apostasy. Changes with emergence of second and subsequent generations; the spread to former Soviet societies. Social responses to NRMs and the rise of the anti-cult movement. Social issues (human rights; education, medical and legal rights, etc). Methodological and ethical issues involved in the sociological study of NRMs.

Videos: Arrangements will be made for students to watch videos about NRMs.

Field Trips: Visits will be arranged to visit about six different NRMs as a group. Students will also be expected to make their

own arrangements to visit three different NRMs for their Examination Essay.

Teaching Arrangements:

(SO216) 25 weekly lectures MLS

(SO216.A) 25 weekly classes for Undergraduates MLS

(SO416) 27 weekly seminars for Graduates MLS. All students will be expected to present a paper, and outside speakers with specialist knowledge will speak at other meetings.

Written Work: Students will be expected to produce four pieces of written work during the year as well as their Examination Essay (see below)

Reading List: (More detailed reading list is given out in lectures) E. Barker, *The Making of a Moonie: Brainwashing or Choice?* (Gregg Revivals, 1993); *New Religious Movements: A Practical Introduction* (HMSO 1989); J. Beckford, *Cult Controversies* (Tavistock, 1985); D. Bromley & J. Hadden (Eds.), *The Handbook on Cults and Sects in American* (JAI Press, 1993); J. G. Melton, *Encyclopedic Handbook of Cults in America* (Garland, 1992); A. Shupe & D. Bromley, *The New Vigilantes: Deprogrammers, Anti-Cultists, and the New Religions* (Sage, 1980); R. Wallis, *The Elementary Forms of the New Religious Life* (Routledge, 1984); B. Wilson, *The Social Dimensions of Sectarianism* (Clarendon, 1990).

Methods of Assessment: A three-hour formal paper (60% of marks) and a 4,000 max. word essay, to be handed in to the Examinations Office in H310 on Friday 30 April; M.Sc. students hand in their essays on Friday 30 April to the Departmental Administrator, Room A451. This is to be a comparison of three (or more) NRMs which the student will have visited during the course. Further details will be given during lectures.

SO301

Basic Issues in Comparative Sociology

(Not available 1998-99)

Teacher Responsible: Mr. M. Burrage, Room A375

Availability and Restrictions: Optional course for Bachelor's degrees in Sociology. Available to other students as permitted by regulations.

Core Syllabus: Selective study of key issues in the historical and comparative sociology of agrarian and industrial societies.

Course Content: Reviews selected debates about the nature and transformation of agrarian and industrial societies that have interested social scientists in recent decades, such as the nature of city-states; the role of power and privilege in agrarian empires; the functions of slavery in commercial and agrarian societies; the role of religion and ideology in caste societies; the role of ethnic communities and nations; feudal estates and serfdom; the transition to capitalism in the West; the role of the great revolutions; great revolutions; the convergence and transformation of industrial societies; states and stratification within them.

Teaching Arrangements: Lectures SO301 22 MLS; Classes SO301.A 22 MLS including revision classes in the Summer Term. **Written Work:** Students will be expected to prepare one or more class papers. The discussion of several topics will extend over more than one week.

Reading List: W. H. McNeill, *The Rise of the West*, 1963; M. Mann, *The Sources of Social Power*, 1986; A. de Reuck & J. Knight (Eds.), *Caste and Race*, 1967; A. D. Smith, *The Ethnic Origins of Nations*, 1986; B. Badie & P. Birnbaum, *The Sociology of the State*, 1987; T. Kimmel, *Revolution: a sociological analysis*, 1990; F. Fukuyama, *The End of History and the Last Man*, 1992; A. Vaksberg, *The Soviet Mafia*, 1991; H. Ishida, *Social Mobility in Contemporary Japan: educational credentials, class and the labour market in a cross-national perspective*, Oxford, 1993; E. Gellner, *Conditions of Liberty: Civil Society and Its Rivals*, 1994; S. Jenkins, *Accountable to None: the Tory nationalization of Britain*, 1995.

Methods of Assessment: One three-hour advanced notice written examination (which means that the student gets the examination paper three weeks before the examination) in the Summer Term for all students. Three questions to be answered.

STATISTICS

ST100

Basic Statistics

Teacher Responsible: To be announced

Availability and Restrictions: This course is primarily for: 1st year B.Sc. (Economics) and Course Unit Students, Diploma

in Business Studies, Diploma in Economics. A Pass in GCSE Mathematics is normally required. The course is not normally available for those who have taken A level Mathematics. Such students should take ST102 Elementary Statistical Theory.

Core Syllabus: The course is an introduction to statistical methods and their use in the social sciences.

Course Content: Descriptive statistics, elements of probability, special distributions, inference, analysis of variance, correlation and regression, goodness-of-fit.

Teaching Arrangements:

Lectures ST100: 15 Michaelmas Term, 15 Lent Term, three Summer Term.

Classes ST100A: 10 Michaelmas, 10 Lent and 2 Summer Term. Students are expected to hand in exercises every week.

Reading List: Students should purchase one of the following books: R. J. Wonnacott & T. H. Wonnacott, *Introductory Statistics*; F. Daly, D. J. Hand, M. C. Jones & A. D. Lunn, *Elements of Statistics*, Addison Wesley; P. Newbold, *Statistics for Business and Economics*.

Methods of Assessment: There is a three-hour written examination in the Summer Term.

ST102

Elementary Statistical Theory

Teacher Responsible: Mr. D. W. Balmer, Room S208

Availability and Restrictions: This course is primarily for: B.Sc. course units, B.Sc. Business Mathematics and Statistics, B.Sc. Actuarial Science. No previous knowledge of statistics will be assumed. The course will assume mathematical knowledge equivalent to a mathematical subject at A level.

Core Syllabus: The course intends to introduce students to a basic range of statistical ideas and techniques. Students will be expected to do some of their exercises using the Minitab or SPSS statistical packages.

Course 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 Arrangements:

Lectures ST102: 20 Michaelmas Term, 20 Lent Term. Revision lectures may be arranged during Summer Term.

Classes ST102A: 20 Sessional.

Reading List: There are many books with a similar content and level of coverage as the course. For instance, D. A. Berry & B. W. Lindgren, *Statistics: Theory and Methods*, Brooks/Cole; P. Newbold, *Statistics for Business and Economics*, 2nd or 3rd edn., Prentice-Hall; T. H. Wonnacott & R. J. Wonnacott, *Introductory Statistics*, 4th edn., Wiley; A more appropriate level is found in D. C. Montgomery & G. C. Runger, *Applied Statistics and Probability for Engineers*, Wiley, or W. W. Hines & D. C. Montgomery, *Probability and Statistics in Engineering and Management Science*, 3rd edn., Wiley.

Students are advised to delay purchase of a main textbook until after the first lecture when advice on reading will be given.

Supplementary Reading List: R. B. Miller, *Minitab Handbook for Business and Economics* (PWS, Kent).

Methods of Assessment: There is a three-hour written examination in the Summer Term.

ST103

Statistical Methods for Social Research

Teacher Responsible: Dr. B. Blight, Room S212

Availability and Restrictions: This course is primarily for:

(a) B.Sc. c.u. Main field Sociology 1st Year

(b) B.Sc. c.u. Main field Social Psychology 1st Year

This course cannot be taken by those who have taken ST100 Basic Statistics, ST102 Elementary Statistical Theory or ST106 Quantitative Methods (Statistics).

Core Syllabus: An introduction to statistical methods and statistical reasoning, with particular reference to application in the social sciences. No prior knowledge of statistics is assumed.

Course Content: The place of statistics in the social sciences, and the nature and purpose of statistical methods. Descriptive statistics: Levels of measurement. The summarization and presentation of data using graphic methods. Frequency distributions and methods of describing them. Chance, uncertainty and probability. The normal distribution. Basic ideas of sampling and statistical inference. Sampling from finite populations. Normal approximations to the sampling distributions

of proportions and means and their use in estimation and hypothesis testing. Testing goodness of fit. The measurement of association and correlation and simple tests of significance. Simple linear regression. Two-sample tests for means for related and unrelated measurements.

Teaching Arrangements:

Lectures ST103: 10 Michaelmas Term, 20 Lent Term. Lectures for the Summer Term will be arranged later.

Classes ST103.A: 25 Michaelmas, Lent and Summer Terms. The main purpose of the classes is to provide an opportunity to ask questions about the lecture material and to discuss the exercises. Each week a set of exercises will be distributed at the lecture. The exercises are an essential part of the course and they must be handed in on time if full benefit is to be derived from the classes. The exercise marks are used for assessment for all students.

Reading List: There are many elementary books on Statistics for social scientists but experience seems to show that none is ideally suited to the needs of students on this course. Consequently, each week a set of notes covering the lecture topics for that week will be distributed. These notes will provide a framework for further reading, and will indicate where further material on the topics may be found.

Methods of Assessment: All examinations for this course will be open-book examinations. For all students 30% of the marks for the course will be based on assessment of the class exercises submitted during the session.

ST105

Quantitative Methods (Statistics for Economists) (Half unit course)

Teacher Responsible: Dr. B. Blight, Room S212

Availability and Restrictions: This course is permitted for B.Sc. degrees in Economics. This is a basic course in statistics for students of economics who have already reached A level standard in Mathematics. It is also accessible to students who have performed well at a level slightly lower than A level and are proficient in basic calculus. Such students should, however, consider taking **Basic Statistics**. Students with A level Mathematics who expect to pursue the technically demanding economics options in later years should seriously consider taking **Elementary Statistical Theory**.

Core Syllabus: The course is intended to give students the minimum additional statistical tools necessary for further study in economics. While ideas are taught systematically, the emphasis is on the applicability of the methods to economic problems and economic examples will be used liberally throughout the course to motivate and illustrate the subject matter.

Course Content: The course uses examples to introduce statistical concepts. Problems are set every week to help in this endeavour. The course contains the following: The centre and spread of a distribution. Probability, compound events, conditional probability, Baye's theorem. The binomial and normal distributions. Covariance and linear combinations of two random variables. Random sampling, moments of the sample mean, the shape of the sampling distribution. Efficiency, biased and unbiased estimators. Confidence intervals for means and difference in means, the 't' distribution. Hypothesis tests with confidence intervals, classic tests, power.

Teaching Arrangements:

Lectures ST105: 20 Lent Term.

Classes ST105.A: eight Lent Term.

Reading List: Full lecture notes will be distributed. For additional reading students may like to refer to the text by T. H. Wonnacott & R. J. Wonnacott, *Introductory Statistics for Business and Economics*, 4th edn., Wiley, New York, 1990.

Methods of Assessment: There will be a two-hour written examination in the Summer Term.

ST202

Probability, Distribution Theory and Inference

Teacher Responsible: Dr. M. Knott, Room S203

Availability and Restrictions: The course is designed to follow on from ST102 Elementary Statistical Theory. It is normally attended by second year students who have taken MA100 Mathematical Methods as well as ST102 Elementary Statistical Theory in the first year. Any student who has not taken these two first year courses is advised to consult one of the teachers of the course.

Core Syllabus: The course is intended to cover the probability,

distribution theory and statistical inference needed for the third year courses in statistics and econometrics given at the School.

Course Content:

ST202.1 **Probability and Distribution Theory (Professor A. C. Atkinson and Dr. M. Knott)** Revision of probability theory and of the discrete and continuous one variable distributions. Joint distribution of several variables. Marginal and conditional densities. Multinomial and bivariate normal distributions. Moment generating functions. Mixing Distributions. Functions of random variables. Change of variable. Weak law of large numbers and central limit theorem. Sampling distributions. Introduction to stochastic processes: Poisson processes.

ST202.2 **Estimation and Tests of Hypotheses (Dr. M. Knott)** Criteria of estimation: consistency, unbiasedness, efficiency, minimum variance. Sufficiency. Maximum likelihood estimation and its properties. Confidence intervals. Tests of simple hypotheses. Likelihood ratio tests. Wald tests, score tests.

Teaching Arrangements:

Lectures ST202.1: 20 Michaelmas Term, 5 Lent Term.

Classes ST202.1A: 9 Michaelmas Term, 5 Lent Term.

Lectures ST202.2: 15 Lent Term.

Classes ST202.2A: 5 Lent Term, 1 Summer Term

Written Work:

Written answers to set problems will be expected on a weekly basis.

Reading List: The main references for the course are: H. J. Larson, *Introduction to Probability Theory and Statistical Inference* and G. C. Casella & R. L. Berger, *Statistical Inference*. Other useful books are: R. V. Hogg & A. T. Craig, *Introduction to Mathematical Statistics* (3rd edn.); P. L. Meyer, *Introductory Probability with Applications*; M. Woodroffe, *Probability with Applications*; A. M. Mood, F. A. Graybill & D. C. Boes, *Introduction to the Theory of Statistics*; J. E. Freund, *Mathematical Statistics*.

Methods of Assessment: There will be a three-hour written examination in the Summer Term.

ST300

Regression and Analysis of Variance

(Half unit course)

Teacher Responsible: Prof. A. C. Atkinson, Room S210.

Availability and Restrictions: This course is primarily for: B.Sc. (Actuarial Science) 3rd Year; B.Sc. Business Mathematics and Statistics; Diploma in Statistics. ST102 Elementary Statistical Theory and some knowledge of statistical inference, as in ST202 Probability, Distribution Theory and Inference or ST218.1 Projects in Applied Statistics are prerequisites.

Core Syllabus: The course offers a solid coverage of the most important parts of the theory and application of regression models, generalised linear models and the analysis of variance.

Course Content:

Least Squares, analysis of variance models for simple designed experiments and observational studies, multiple regression, generalized linear models, regression diagnostics. The use of a statistics package will be an integral part of the course. About half of the classes will be sessions using the package in a computer room.

Teaching Arrangements:

Lectures ST300: 10 Michaelmas Term, 10 Lent Term.

Classes ST300: 10 Michaelmas Term, 10 Lent Term.

Reading List: K. A. Brownlee, *Statistical Theory and Methodology in Science and Engineering*; D. C. Montgomery, *Design and Analysis of Experiments*; P. McCullagh & J. A. Nelder, *Generalized Linear Models*; S. Weisberg, *Applied Linear Regression*; A. J. Dobson, *An Introduction to Generalised Linear Models*; A. C. Atkinson, *Plots, Transformations and Regression*.

Methods of Assessment: There is a two-hour written examination in the Summer Term. It will be marked out of 80 and there will be an additional mark out of 20 based on project work.

ST302

Stochastic Processes (Half unit course)

Teacher Responsible: Dr. A. Dassios, Room S218

Availability and Restrictions: This course is primarily for: B.Sc. (Statistics) and B.Sc. Business Mathematics and Statistics

Core Syllabus: An introduction to the theory and application of stochastic processes.

Course Content:

ST302.1: **Elementary Stochastic Processes:** Elementary stochastic processes including Markov Chains, Poisson Processes, Birth and Death Processes. Applications of stochastic

processes in selected social sciences fields. No claim discount models.

ST302.2: Actuarial Applications of Stochastic Processes: Actuarial applications of stochastic processes. Risk theory and credibility theory with applications to insurance. Applications of utility theory to the design of insurance contracts. Loss distributions. Run-off triangles.

Teaching Arrangements:

Lectures and classes ST302.1: 15 Michaelmas Term.

Lectures and classes ST302.2: 15 Lent Term.

Reading List:

ST302.1: H. M. Taylor & S. Karlin, An Introduction to Stochastic Processes; D. J. Bartholomew, Stochastic Models of Social Processes.

ST302.2: R. Hogg & S. Klugman, Loss Distributions; R. E. Beard, T. Pentikainen & E. Personnen, Risk Theory - The Stochastic Basis of Insurance. Core reading notes for subject C2 obtainable from Institute of Actuaries.

Methods of Assessment: There is a two-hour written examination in the Summer Term.

ST304

Time Series and Forecasting (Half unit course)

Teacher Responsible: Dr. J. Penzer, Room S266

Availability and Restrictions: This course is primarily for: B.Sc. (Actuarial Science); B.Sc. Business Mathematics and Statistics, B.Sc. (Econ). Statistics, B.Sc. Mathematics and Economics, B.Sc. (Econ) Mathematics and Economics. A good undergraduate level of regression theory and distribution theory are prerequisites.

Core Syllabus: The course introduces the student to the statistical analysis of time series data.

Course Content: Ad hoc forecasting techniques, stationary stochastic processes, simple structural time series models, ARIMA modelling, state space and the Kalman filter, intervention analysis and explanatory variables.

Teaching Arrangements:

Lectures ST304: 20 Lent Term.

Classes ST304A: 10 Lent Term.

Reading List: A. C. Harvey, Time Series Models, 2nd edn.; S. J. Koopman et al., STAMP 5.0 Tutorial Guide; T. Mills, Time Series Techniques for Economists; C. Chatfield, The Analysis of Time Series, 5th edn.

Methods of Assessment: There is a two-hour written examination in the Summer Term.

ST327

Marketing and Market Research

Teacher Responsible: Dr. C. Phillips, Room S266

Availability and Restrictions: This course is primarily for B.Sc. (Management Sciences), Diploma in Management Sciences and B.Sc. Business Mathematics and Statistics. An understanding of

the elements of probability and statistical inference is required, together with a first course in survey methods and Regression Analysis such as ST254 Statistical Techniques in Management Sciences or EC220 Introduction to Econometrics and Economic Statistics.

Core Syllabus: The aim of the course is to cover the main methods of data collection and analysis used in market and opinion research and to introduce models for perception, attitude structure and buying behaviour.

Only available for 3rd year students who have fulfilled the prerequisites of General Course student.

Course Content:

ST327.1 Marketing and Market Research (Michaelmas Term - Dr. C. Phillips, Lent Term - Ms. J. I. Galbraith): Research Methods is the core methods course and is predominantly concerned with the application of survey methods in market and opinion research. Marketing information systems. Problem formulation and research designs for market and opinion research. Random sampling and statistical inference: stratification clustering, multistage, multiphase, and area sampling. Sampling frames and non-response. Quota sampling. Data collection methods; interviews, mail questionnaires, observation, panel studies, retail audits and some more qualitative methods. Attitude measurement. Causal designs. Demand forecasting, test marketing, product tests, advertising and public opinion research.

ST327.2 Case Studies (Professor M. Sommers) Students will build on this information and technique gained from ST327.1 by carrying out a cooperative Marketing Case Study though individual write up of this is marked separately from the examination.

Teaching Arrangements:

Lectures: ST327.1 26 Michaelmas and Lent Terms.

Lectures: ST327.2 10 two-hour case-study meetings Lent Term

Classes: ST327.1A 16 Michaelmas, Lent and Summer Terms.

Written Work: Students will look at about six marketing and statistical problems for ST327.1. They will also be asked to prepare a class paper and a report for ST327.2. ST327.2 - As above in course content. Students submit a written project based on their continued case study work.

Reading List: No one book covers the entire syllabus. Students are however advised to purchase: T. C. Kinnear & J. R. Taylor, Marketing Research: An Applied Approach (Available in paperback).

Books which students may wish to consult include: C. A. Moser & G. Kalton, Survey Methods in Social Investigation; R. W. Worcester & J. Downham (Eds.), Consumer Market Research Handbook.

Methods of Assessment: There is a three-hour written examination in the Summer Term based upon ST327.1. It will be marked out of 70% and there will be a course-work mark out of 30% based upon ST327.2.

MASTER'S PROGRAMMES

See YOUR PROGRAMME OF STUDY above.

Introduction

Master's degrees are governed by the Regulations for MA and MSc degrees and by the Code of Practice for Taught Master's Programmes further on in this section.

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

The deadline for confirming your course choices is Friday 24 October 1998 (see CHOOSING YOUR COURSES in the section YOUR PROGRAMME OF STUDY).

The regulations for each programme are listed after the Regulations and Code, in separate sections for each department/institute, with a separate section on interdepartmental programmes at the end (see list below). Each section contains

- (a) the programme regulations for every Master's degree taught in the department
(b) Course Guides, setting out details of teaching, reading lists, and other essential information about teaching and examinations for each examinable course. Information on the teaching timetable is published separately.

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

Table with 3 columns: Department, Prefix, Page. Lists departments like Accounting and Finance (AC), Anthropology (Social) (AN), Development Studies Courses (DV), etc., and interdepartmental programmes like MA Area Studies (274), MSc Anthropology and Development (274), etc.

Regulations for MA and MSc Degrees

General

1. These Regulations apply to all persons having registered for a programme of study leading to a degree of Master of Arts or Master of Science at the School and to those having registered for any part of such a programme. They are made subject to the General Academic Regulations of the School.

Entrance qualifications

2. The normal minimum entrance qualification for registration for a Master's degree is
 - 2.1 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
 - 2.2 a professional or other qualification obtained by written examination and approved by the School.
3. 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.
4. An applicant for admission will also be required to meet any additional entrance requirements specified in the relevant programme regulations.
5. The School may prescribe English language and/or other tests as conditions of admission.
6. Application for admission to a programme and registration for that programme shall be undertaken in accordance with procedures specified by the School.
7. 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.
8. When considering an application under Regulation 7 the School shall consider *inter alia*
 - 8.1 the standard and content of courses and examinations taken elsewhere, certified by the appropriate officer or officers of the relevant institution, and their relevance to the intended programme at the School;
 - 8.2 the compatibility of the study previously undertaken with the proposed programme, to allow a smooth transition into that programme.

Programmes of study

9. Programmes and the examinations associated with them shall be so organised as to fall into one or both of the following categories:
 - 9.1 a period of full-time study, the length of which shall be prescribed in the individual course regulations but which shall normally be not less than one calendar year, the examinations being completed by the end of that period;
 - 9.2 a period of part-time study of between two and four years, during which candidates will be examined in accordance with the individual programme regulations.
10. The minimum length of the period of study is prescribed in the individual programme regulations, but at the start of the programme or at a later stage the School may require individual students to pursue the programme for a period longer than the minimum period prescribed in the regulations. The School shall determine, subject to the provisions of the individual programme regulations, the method by which the student is examined.
11. Where a student is pursuing a programme extending over not less than one calendar year he/she may be allowed, at the discretion of the School and provided that the individual programme regulations so permit, to spend a maximum period of six months or, in the case of students pursuing a part-time programme, an equivalent period, on project work under appropriate supervision at an organisation or institution approved by the School as having a function relevant and suitable to the field of study. A student pursuing a programme extending over a minimum of one academic year will not be permitted to undertake the project work outside the School unless permitted by the individual programme regulations.
12. A full-time student will normally register for courses up to the value of four courses in each year, and a part-time student for courses to a value of three courses or fewer. Courses must be chosen to comply with the programme regulations concerned.
13. The School may permit a student to transfer from one programme to another within the School. Such permission will be given only on the recommendation of the departmental tutors of the department responsible for the student's current degree and for the programme into which he/she wishes to transfer. A student wishing to transfer must apply for permission, in writing, to the Academic Registrar.
14. In exceptional circumstances, the School may permit a student to vary his or her programme by substituting for courses to the maximum value of one full unit, listed in the course regulations, other graduate courses of equivalent value. Such permission will be given only on the recommendation of the departmental tutor for the department responsible for the programme concerned. A student wishing to substitute a course must apply for permission, in writing, to the Academic Registrar.

Entry to examinations

15. A candidate for the degree will be deemed to have entered the examinations for the courses for which he/she is registered. He/she must ensure that any examination fee payable must be received by the dates specified by the School.
16. Notwithstanding an examination entry under Regulation 15, no candidate shall be eligible to sit the examination in a course unless having satisfactorily attended that course in that year of study and having completed the work required in that course.
17. Candidates are bound by the regulations in force at the time of their entry to the examination including the individual programme regulations.
18. A candidate will be examined in each course, unless having deferred or withdrawn under these Regulations. A candidate will not be re-examined in any course which he or she has already passed.
19. No fee is payable for the first attempt at an examination.

Examinations

20. The School will establish a board of examiners for each programme. Each board shall include examiners who are not members of the staff of the School, who shall have regard to the totality of each degree programme and who shall be involved and particularly influential in the decisions relating to the award of every degree and shall annually report to the Director, being asked specifically to comment and give judgment on the validity and integrity of the assessment process and the standard of student attainment.
21. Examination procedures shall ensure that assessment is and can be demonstrated to be fair and impartial.
22. Each board of examiners shall ensure *inter alia* that award schemes shall have regard to the totality of the programme and to the requirements for progression within it, and to the requirement for each student to achieve a satisfactory overall standard.
23. Schemes of examination shall be prescribed in the individual programme regulations and unless the individual programme regulations indicate otherwise shall include the submission of a significant piece of individual work in the form of an essay, report or dissertation which may be based on a project or fieldwork.
24. The examination for each written paper shall take place on one occasion each year.
25. An essay/report/dissertation, where indicated in the scheme of examination, will be examined on one occasion only in each year and the date for submission will be specified in the programme regulations. Where such an essay/report/dissertation is submitted later than the specified date the School shall at its discretion either disregard its lateness or not consider it at all or, having considered it, award lower marks or grades for it than would otherwise have been awarded.
26. To be eligible for the award of a degree a candidate must satisfy the examiners in the examinations prescribed for the programme on completion of each course. In special cases the School may allow later examination.

27. The examiners shall have the discretion to award a mark of distinction to a candidate.
28. A candidate wishing to sit at least one examination but to defer sitting in one or more of the other examinations must obtain the support of his or her supervisor and then of the Chair of the appropriate Board of Examiners. Where the supervisor is not willing to support the request the candidate may appeal to the course director or departmental convener as appropriate; if the Chair supports the request the Chair shall put the case to the School for approval. Where deferment has been granted, candidates will be informed of the marks they obtained in those elements in which they have been examined. A candidate wishing not to sit any examination shall apply for withdrawal under Regulation 40.
29. If the essay, report or dissertation is adequate except that it requires minor amendment the examiners may require the candidate to make within one month the amendments specified by them or one of their number nominated by them.
30. If a candidate who has been examined in all elements of an examination or of part of an examination for which he/she has entered fails to satisfy the examiners, the examiners may determine that he/she may on re-examination be exempt from one or more of the following:
 - 30.1 one or more of the written papers;
 - 30.2 essay/report/dissertation;
 - 30.3 assessment of coursework;
 - 30.4 practical examinations;
 - 30.5 oral examination.
31. In exceptional circumstances examiners shall have discretion to require a student to be examined orally in one or more components of his or her examination.
32. Where the regulations permit a candidate to offer work written outside the examination room, the work submitted must be certified to be his or her own and any quotation from the published or unpublished works of other persons must be acknowledged.
33. The conduct of candidates in assessment is governed by the *Regulations on assessment offences in taught degree and diploma courses*.

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 may, subject to the agreement of the School when such re-entry would involve further attendance at the School, re-sit that examination on one occasion only. Such re-examination will be at the next following examination except where a School has granted permission for a candidate to defer until the examination in a subsequent year.
35. 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.
36. A candidate proposing to re-sit an examination shall be bound by all the current Regulations applicable to the first sitting of the examination except as modified by Regulations 34, 35, 37 and/or 38.
37. Candidates being re-examined are required to sit the same examinations as they sat previously, unless they have satisfactorily completed courses for different examinations.
38. 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, except that a candidate who for medical or other reasons approved by the School does not sit an examination while in attendance at the School may be permitted to sit such an examination on one subsequent occasion without payment of a fee, whether or not in attendance at the School.

Withdrawal from examinations

39. A candidate who wishes to withdraw completely from all his or her examinations in a particular year must inform the Graduate School Office as soon as possible and no later than seven days before the date scheduled for his or her first examination. Notification after this date will result in the examination being counted as sat unless the delay in notification is the result of illness and is supported by medical certification.
40. A candidate who wishes to sit only some but not all papers may apply for deferment of one or more papers under Regulation 28.

Illness

41. 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:
 - 41.1 enter the examination in those elements in which he/she was not able to be examined on the next occasion when the examination is held in order to complete the examination; or
 - 41.2 at the discretion of the examiners, be set a special examination in those elements of the examination missed as soon as possible and/or be permitted to submit any work prescribed on or by a date specified by the board of examiners. The special examination shall be in the same format as specified in the programme regulations for the element(s) missed.
42. Where a candidate has failed to complete the examination for one of the reasons specified in Regulation 41 the candidate shall submit the application with medical certification or other supporting evidence to the Graduate School Office within seven days of the last day of the written examinations or for the submission of the essay/report/ dissertation.

Notification of results

43. After the examiners have reached a decision, every candidate will be notified by the School of the result of his/her examination.
44. 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

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

SCHEDULE TO THE REGULATIONS FOR MA AND MSc DEGREES

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

Regulation	Powers exercisable by
2, 2, 3, 5, 7, 10, 11, 13, 14, 16, 21, 26, 28, 34	Graduate School Committee
6, 15, 38, 43, 44	Academic Registrar
20	Academic Board on recommendation of Graduate School Committee
22, 25, 41	The appropriate board of examiners

Code of Practice for Taught Master's Programmes**1. Introduction**

- 1.1 The LSE defines the Master's degree in a number of ways: as a programme of study at an advanced level of a subject already studied for a first degree; as a conversion programme in which a candidate can acquire a set of skills or knowledge different from those of the first degree studied; as a preliminary year to MPhil/PhD in which *inter alia* a programme of research training can be given.¹
- 1.2 This Code of Practice sets out the basic requirements of all Master's programmes and the responsibilities of both programme providers and Master's students. It codifies what already exists in most departments and institutes. By making explicit minimum requirements the aim of this Code is to provide a basis for monitoring the academic activity of the School through the Teaching Quality Assurance Committee as well as to provide a guide to students of what they can reasonably expect and a guide to departments of what they should provide.
- 1.3 This Code does not seek to cover all departmental/programme variations. The expectation, and requirement, is that all programmes will conform to the minimum standards set out in the paragraphs below and that departmental/programme variations will, where they exist, enhance the minimum standards.
- 1.4 Regulations governing the registration, attendance and examination of Master's students are published annually in the School Calendar. All those involved as teachers or students on Master's programmes should acquaint themselves with these regulations.

2. Basic Requirements

- 2.1 All Master's programme providers should make arrangements to ensure that the basic requirements set out in paragraphs 3 to 10 below are fulfilled.

3. Programme Tutor

- 3.1 Each Master's programme should have a clearly identified tutor who is responsible for all administrative matters related to that programme and its academic content. In smaller departments the role of programme tutor might be combined with that of supervisor depending on specific departmental practice. The name of the programme tutor should be made known to all incoming students before arrival and at the start of each session.

4. Induction

- 4.1 All applicants accepted on to a Master's programme should be sent, normally no later than 1 August of the year of admission, detailed information about the programme, the courses available in the coming session, and a preliminary reading list. This information might usefully be sent as a follow-up to the formal offer of admission and as a way of welcoming the applicant, before arrival, on to the programme. The responsibility for sending the information will be that of the programme tutor.
- 4.2 At the start of each session an introductory meeting should be held for all students on each programme, introducing the students to the programme and to the department/institute. At this meeting students should be given full and detailed written guidance on the requirements of the programme, the selection of options and arrangements for supervision.
- 4.3 Arrangements should be made for each student to meet his or her supervisor in the first three weeks of the session.

5. Progress Monitoring

- 5.1 Each student should meet his or her supervisor at least twice a term. The purpose of these meetings is to give an opportunity for the student to seek and receive academic guidance and feedback on progress and performance. The form of these meetings will be for the individual supervisor to determine but might involve the discussion of a student's written work or seminar presentation. Each supervision should, as far as possible, be uninterrupted by telephone calls, visitors or other distractions. Each supervisor should have at least one office hour a week during term-time or should make clear when he or she is available each week to see students.
- 5.2 Supervisors have a responsibility to advise students on their academic progress and any academic problems they might be experiencing. Many supervisors also undertake a pastoral role and in the case of non-academic problems (emotional, financial, personal) the supervisor should refer the students, as necessary, to the appropriate agencies in the School (e.g. Health Service, Scholarships Office, Advisers, Deans). If a student decides to withdraw from or interrupt his or her programme of study the supervisor should inform the Graduate School Office and the Programme Tutor.
- 5.3 In the Lent Term every student is asked to complete a progress report form and discuss progress with their supervisor. The completed form is returned to the convener of each Master's programme.

6. Long Essay/Project/Dissertation Guidance

- 6.1 In addition to the guidance given at the start of the session students should, in the case of Master's programmes which include a long essay/project/dissertation as part of the final assessment, be given written guidance in the Lent Term (or at a time consistent with when topics are selected) on the requirements of this element of the final assessment. Students should also be given clear information on what assistance they can expect to receive from their supervisors. A meeting of all students might also be held to enable students to raise questions on the requirements.
- 6.2 It is normal School practice to regard the long essay/project/dissertation in one of two ways. **Either** as a form of 'take-home examination' or as a piece of original research under the guidance of a supervisor. For the former, supervisors can be expected to assist on the selection of topics and on reading but not comment on drafts of the work.

¹ The University of London regards the Master's degree as a progression from a first degree. The normal minimum entrance requirement is a second class honours degree or its equivalent, which implies a trained mind. A Master's degree is a means of increasing skills and developing this training to a higher level. Following its review of the Master's degree in the 1989/90 session the University defined two types of Master's degree. The first is advanced knowledge in depth of a subject already studied. The aim is to develop a candidate's critical ability. He or she should not only be familiar with recent and current developments in the subject, but be able to recognise potential approaches which could be pursued. A report/dissertation enables him or her to demonstrate the acquisition of such skills in a way that is not possible in a timed unseen written paper. The second is where the subject of the Master's programme is different from the first degree and is commonly called a conversion programme. The aim of such a programme is for the candidate to acquire a set of skills or knowledge different from those needed for his or her first subject of study and at a more advanced level. The knowledge of the second subject will necessarily be less detailed but he or she will have acquired the more advanced skills necessary to handle the subject matter of the second subject at Master's level. Such a programme should be seen as a progression of training from first degree level and as such cannot be equated in general with undergraduate programmes and examinations. A report/dissertation is essential to enable a candidate to demonstrate his or her ability to bring the insights, knowledge and skill he or she acquired during the undergraduate programme and the Master's programme to bear on a problem in the new subject area.

7. Tuition

- 7.1 It is the normal expectation that a Master's programme will include one core course and a long essay/project/dissertation of not more than 10,000 words². There are a variety of models of Master's programmes including core course, dissertation and two options; three compulsory papers and dissertation; six half-unit courses and project; five semester courses and dissertation.
- 7.2 It is the normal expectation that each Master's programme will include at least 120 hours of formal tuition exclusive of individual supervision. The component courses of each programme may differ in the amount of formal tuition but will normally be between 30 and 40 hours for a full year course or 15-20 hours for a semester course.
- 7.3 Teaching will be a combination of lectures, seminars and classes. The teaching method will largely be determined by the size of the Master's programme and the nature of the subject. When Master's students are asked to attend undergraduate lectures, separate postgraduate classes or seminars must be provided.
- 7.4 Students will normally be given the opportunity to produce at least two essays or other form of written work for each course in addition to written work which is required as part of the final assessment for the course. Written work produced during the programme will **not** count towards the final assessment unless specifically stated in the programme regulations.
- 7.5 Written work should normally be marked and returned within two weeks of submission³.

8. Assessment

- 8.1 The regulations for the assessment of each Master's programme are as set out in the regulations for each degree programme printed in the Calendar. These regulations are agreed by the School within the general regulations for postgraduate students proceeding to the degrees of MS.c. and MA and by the School and the University in the case of intercollegiate Master's programmes (e.g. LLM). There is, however, considerable scope for a variety of assessment methods and the only requirement of the University is that all Master's programmes established from October 1991 must include a dissertation. If programme conveners wish to change the method of assessment they must put their case for the amendment of the programme regulations to the Regulations Sub-Committee of the Graduate School Committee.
- 8.2 Methods of assessment for Master's programmes are varied and specified in the regulations for each programme.
- 8.3 The general regulations allow Boards of Examiners to adopt whatever marking conventions they regard as appropriate but in returning their marks to the University the marks must be converted to a scale in which 50% or a grade C is the pass-mark and 70% or grade A is the distinction mark.
- 8.4 The regulations require all Master's examination scripts to be double-marked, i.e. marked by two internal examiners. Scripts are then available for moderation by a Visiting Examiner in accordance with the duties of Visiting Examiners set out in the General Instructions for the Conduct of Examinations published by the University. If coursework counts towards the final classification the University requires that it be marked in detail by one internal examiner with a second internal marker having at least an overview of the work. In cases of disagreements between the two markers the Visiting Examiner should be asked to moderate. The Visiting Examiner has the right to inspect any coursework he or she wishes.
- 8.5 Master's degree examiners are required to submit their marked papers to the University within two months of the last date for the submission of the long essay or project element of the examination (or last paper if there is no long essay/project/dissertation element).
- 8.6 The final Board of Examiners will be held no later than three months after the date of the final element of the examination.

9. Staff-Student Committee

- 9.1 Each department or institute should make arrangements for a Staff-Masters's Student Committee (or, if more appropriate to the size of the department, a Staff-Graduate Student Committee).
- 9.2 The Staff-Student Committee should be scheduled to meet at least once a term to discuss issues of relevance and interest to Master's students and their teachers.

10. Responsibilities of the Student

- 10.1 All Master's students are normally required to attend the School for the full duration of each term. Students who wish to be away for good reason in term-time must first consult their supervisor. If students are away from the School through illness they must inform their supervisor and, in case of absence of more than a fortnight, the Graduate School Office.
- 10.2 All Master's students are required to pay School fees when due. Failure to pay fees could result in the withdrawal of Library rights, termination of registration, and withholding of examination results.
- 10.3 Students must keep all their appointments with their supervisors; attend lectures, classes and seminars as required; submit written work as required by their supervisor, seminar or class teacher; and take note of the guidance and feedback.
- 10.4 Students should decide on their choice of courses after discussion with their supervisor. They must ensure that their choice accords with the regulations for the degree, as published in the LSE Calendar, and that they submit their option choice form, signed by the supervisor, to the Examinations Office no later than the specified deadline. All subsequent changes must be reported to the Examinations Office by the specified deadline. Failure to report changes will result in a student being required to take the examination in the course for which he or she was originally registered.
- 10.5 Students must ensure that they check and sign their examination entry form by the deadline given by the Examinations Office.
- 10.6 All students are required to communicate changes of address to the Graduate School Office **as soon as they occur**. Vital information is sent to students during term-time and failure to communicate changes may result in a student not being entered for examinations or not receiving other important information.
- 10.7 Students who decide to withdraw from the School must inform their supervisor, the Programme Tutor and the Graduate School Office. Failure to inform the School could result in a demand for fee payments for the full session.

²The LLM lies outside the scope of the University's review of the Master's degree. It is an exception rather than normal for an LLM student to be allowed to take an essay in one of four examined subjects. In addition it should be noted that some Master's programmes have no options and some have no compulsory dissertation element.

³At certain times of year, and especially in cases where coursework is submitted at specific times, the marking process might take a little longer.

PROGRAMME REGULATIONS AND COURSE GUIDES

Department of Accounting and Finance

M.Sc. Accounting and Finance

Duration of Course of Studies

Full-time: One academic year (or one calendar year if an option examined in September is chosen).

Part-time: At least two academic years (or two calendar years if an option examined in September is chosen).

Examination

Students will be examined on four courses or three courses and an essay or report as listed below.

Paper Number	Paper Title	Course Guide Number
1.	(a) Corporate Finance and Asset Markets	AC430
or	(b) Topics in the Theory of Finance (by special permission only)	AC431
2.	(a) Corporate Financial Reporting	AC420
or	(b) Management Accounting	AC410
3 & 4.	Two of the following selected with the approval of the candidate's teachers:	
or	(a) (i) Topics in the Theory of Finance (if not already selected under 1 above)	AC431
	(ii) Topics in the Theory of Finance II	AC435
	(b) Empirical Topics in Finance	AC432
	(c) International Accounting and Finance	AC450
	(d) History of Accounting (not available 1998-99)	AC460
	(e) (i) Securities and Investment Analysis	AC433
or	(ii) Securities Markets and Investment Analysis II	AC434
	(f) The paper not selected under 2 above	
	(g) Organisational Theory and Behaviour	ID403
	(h) A relevant paper from another course for the M.Sc. in the Faculty of Economics	
	(i) An essay or report of not more than 10,000 words	

Students following the part-time course may, with the approval of the School, take the examination in two parts. The first part will normally consist of papers up to the value of two whole units, taken after completion of courses for those papers. The second part will consist of the remaining paper(s) and the dissertation (or as appropriate Essay/Report), and will be taken in the final year of the course. A candidate who does not at his/her first entry successfully complete the examination or part of the examination for which he/she has 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 until the examination in a subsequent year.

Dates of Examination

Written papers May/June (except that a paper taken under 4(h) above will be examined at the time that course is examined).

Essay/report 1 June

M.Sc. International Accounting and Finance

Duration of Course of Study

Full-time: One academic year (or one calendar year if an option examined in September is chosen).

Part-time: At least two academic years (or two calendar years if an option examined in September is chosen).

Examination

Students will be examined on four courses or three courses and an essay or report as listed below.

Paper Number	Paper Title	Course Guide Number
1.	International Accounting and Finance	AC450
2.	(a) Corporate Finance and Asset Markets	AC430
or	(b) Topics in the Theory of Finance (by special permission only)	AC431
3.	(a) Corporate Financial Reporting	AC420
or	(b) Management Accounting	AC410
4.	One of the following selected with the approval of the candidate's teachers:	
or	(a) (i) Topics in the Theory of Finance (if not already selected under 1 above)	AC431
	(ii) Topics in the Theory of Finance II	AC435
	(b) Empirical Topics in Finance	AC432
	(c) History of Accounting (not available 1998-99)	AC460
	(d) (i) Securities and Investment Analysis	AC433
or	(ii) Securities Markets and Investment Analysis II	AC434
	(e) The paper not selected under 3 (above)	
	(f) Politics of Money in the World Economy (application must be made to International Relations)	IR451
	(g) A relevant paper from another course for the M.Sc. in the Faculty of Economics	
	(h) An essay or report of not more than 10,000 words	

Students following the part-time course may, with the approval of the School, take the examination in two parts. The first part will normally consist of papers up to the value of two whole units, taken after completion of courses for those papers. The second part will consist of the remaining paper(s) and the dissertation (or as appropriate Essay/Report), and will be taken in the final year of the course. A candidate who does not at his/her first entry successfully complete the examination or part of the examination for which he/she has 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 until the examination in a subsequent year.

Dates of Examination

Written Papers May/June (except that a paper taken under 4(b) above will be examined at the time that the course is examined).

Essay/Report 1 June

M.Sc. Finance and Economics

Duration of Course of Study

Full-time: One academic year with the pre-requisite of a September course on Mathematics and Statistics in the Economics Department

Examination

Students will be examined on the three compulsory courses, the optional course plus a dissertation in the optional course, to be completed by July.

Paper Number	Paper Title	Course Guide Number
1.	Microeconomics I	EC411
2.	Financial Economics	AC436
3.	Financial Econometrics	AC437
4.	One from the following optional courses:	
	(a) Topics in the Theory of Finance II	AC435
	(b) Securities and Investment Analysis	AC433
	(c) Securities Markets and Investment Analysis II	AC434

Plus

A dissertation within the optional course

A candidate who does not at his/her first entry successfully complete the examination or part of the examination for which he/she has 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 until the examination in a subsequent year.

Dates of Examination

Written Papers May/June

Dissertation 1 July

Course Guides

AC410

Management Accounting

Teachers Responsible: Professor M. Bromwich, Room A382, Professor P. B. Miller, Room E311 and Mr. J. Dent, Room E307.

Availability and Restrictions: This course is intended for students on the M.Sc. Accounting and Finance and M.Sc. International Accounting and Finance. Anyone admitted to the M.Sc. programmes in Accounting and Finance has been judged to have the necessary background. Other students may be admitted by Professor Miller if they have sufficient background knowledge acquired at the undergraduate or equivalent level.

Core Syllabus: The course aims to provide an advanced overview of current research and practice in the area of management accounting. Particular emphasis is given to the economic, organisational, and institutional analysis of management accounting.

Course Content:

Economic Perspective:

Current developments in management accounting research and practice. The emerging strategic role for management accounting. Strategic Management Accounting; Target Costing; Activity Based Costing; economic approaches to the allocation of overhead costs, including Ramsey prices. Game theory and agency relationships; agency theory and its role in the analysis of risk sharing and goal congruence; the role of information in agency relationships. New developments in divisional performance evaluation.

Organisational and Institutional Perspective:

The historical development of management accounting. The roles of management accounting in strategy, organisational control and decision making. The relationship between organisational design and management accounting systems. Management accounting in functional, divisional and matrix organisations. The politics of the budgetary and planning processes. Contingency theories of management accounting. Management accounting and the governance of advanced manufacturing systems. Management accounting and the 'politics of the product'. Organisational aspects of investment

decision making. Management accounting and its cultural context. International differences in management accounting and control. Current developments in management accounting research from organisational and institutional perspectives.

Teaching Arrangements: 22 meetings (AC410) of three hours sessional. A total of 22 weekly classes commencing in the second week of the Michaelmas Term (AC410.A).

Written Work: A variety of types of assignments will be given for class discussion including exercises and case studies. Two pieces of written work, or equivalent, per term will be 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* (2nd edn., Prentice-Hall, 1989); R. Cooper & R. S. Kaplan, *The Design of Cost Management Systems* (Prentice-Hall, 1991); D. Ashton, T. Hopper & R. W. Scapens (Eds.), *Issues in Management Accounting* (Prentice-Hall, 1995); M. Bromwich & A. G. Hopwood (Eds.), *Research and Current Issues in Management Accounting* (Pitman, 1986); M. Bromwich & A. Bhimani, *Management Accounting: Pathways to Progress* (CIMA, 1994); J. Horovitz, *Top Management Control in Europe* (Macmillan, 1980); A. G. Hopwood & P. Miller, *Accounting as Social and Institutional Practice* (Cambridge 1994).

Assessment Methods: Assessment for this course will be based on a three-hour written examination during the Summer Term.

AC420

Corporate Financial Reporting

Teachers Responsible: Professor R. Macve, Room A339 and others

Availability and Restrictions: Anyone admitted to the M.Sc. programmes in Accounting and Finance has been judged to have the necessary background, subject to satisfactory completion of any required preliminary reading. Other students may be admitted to the course by Professor Macve if they have a substantial knowledge of financial accounting acquired at undergraduate or equivalent level.

Course Content: The course will examine the current approach to corporate financial reporting to investors and other groups in countries with active capital markets (such as the United Kingdom and the USA). The course will study the economic and social rationales for corporate financial reporting, with particular consideration being given to the nature of conventional (historical cost) accounting and to prevailing regulatory structures applying to financial reporting. Emphasis is placed on the range of theories that have been developed to explain the nature, form and content of corporate financial reports, rather than on the technicalities of preparing financial statements.

The main theoretical perspectives examined will be: deductive approaches, based on the notion of financial accounting as the measurement of economic income and value (including applications to current accounting controversies); social approaches, studying financial reporting as a social and behavioural phenomenon; economic approaches, regarding corporate financial reporting as an information system, and studying the demand for and supply of accounting information in a market setting and its stock market impact; and regulatory approaches, examining the nature of and case for and against the regulation of corporate financial reporting.

Teaching Arrangements: 23 lectures of two hours each, Sessional (AC420), and 20 classes (AC420.A) of one hour.

Written Work: The lecturers will set essays or case studies for class discussion each week. Many of these will involve reading key papers and other writings in the financial accounting literature. At least four pieces of work, based on these assignments, will be collected for assessment.

Reading List: Detailed reading lists will be 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* (2nd edn., Prentice-Hall, 1989); M. Bromwich, *Financial Reporting, Information and Capital Markets* (Pitman, 1992); R. Macve, *A Conceptual Framework for Financial Accounting and Reporting* (Garland, 1997); S. Sunder, *Theory of Accounting and Control* (International and Thomson Publishing, 1997); R. L. Watts & J. L. Zimmerman, *Positive Accounting Theory* (Prentice-Hall, 1986).

Assessment Methods: Assessment for this course will be based on a three-hour written examination during the Summer Term.

AC430

Corporate Finance and Asset Markets

Teacher Responsible: Dr. J. L. G. Board, Room E309.

Availability and Restrictions: This course is intended for students on the M.Sc. in Accounting and Finance and M.Sc. in International Accounting and Finance. M.Sc. students in the Department of Accounting and Finance have been judged to have the necessary background, subject to satisfactory completion of any required preliminary reading. Other students may be admitted to the course if they can demonstrate substantial knowledge of finance acquired at undergraduate or equivalent level.

Core Syllabus: This course aims to provide a grounding in the investment and financing aspects of corporate finance theory. More advanced presentations of some of the topics covered are available in **Topics in the Theory of Finance and Empirical Topics in Finance**.

Course Content: Topics covered include: capital budgeting techniques; the effects of tax and inflation on investment appraisal; the use of portfolio theory and the capital asset pricing model in capital budgeting; the role of efficient markets in project appraisal; arbitrage and asset pricing; options.

The financing decisions of the corporate finance manager which are covered include: financial markets and methods of issue; corporate debt and dividend policy; the choice of debt and equity securities; the impact of tax and inflation on financing instruments; mergers; and pensions.

Written Work: At least two pieces of work per term will be assessed.

Teaching Arrangements: 40 hours of lectures (AC430) in the Michaelmas and Lent Terms plus 20 classes (AC430.A) in which case studies and journal articles will be discussed. Students will be expected to make presentations at these classes.

Reading List: Students are advised to purchase the following book: Copeland & Weston, *Financial Theory and Corporate Policy* (Addison Wesley, 1979). Full details of reading will be

specified in the Course Programme and Reading List which will be distributed at the first lecture.

Assessment Methods: Assessment for this course will be based on a three-hour written examination during the Summer Term.

AC431

Topics in the Theory of Finance

Teachers Responsible: Dr. P. Mella-Barral, Room A310 and others

Availability and Restrictions: This course is intended for students on the M.Sc. in Accounting and Finance and M.Sc. in International Accounting and Finance. This is an advanced course. Students will be expected to have a strong background in micro-economics, mathematics and statistics. The course entitled **Corporate Finance and Asset Markets** is a required pre-requisite. However, students who can satisfy the Department's Convener and the course teacher that they have covered the **Corporate Finance and Asset Markets** material to a satisfactory standard may be granted exemption from this requirement and allowed direct entry into **Topics in the Theory of Finance**.

Core Syllabus: **Topics in the Theory of Finance** provides a thorough grounding in recent developments in modern financial thinking.

Course Content: The course develops the theories of arbitrage and equilibrium asset pricing. In both cases particular emphasis is placed on pricing within a multi-period framework. A special feature of the course is its coverage of the modern theory of contingent claims valuation and its application to the pricing of options and corporate liabilities, as well as the term-structure of interest rates. The course also analyses the structure of corporate financing takeovers and insolvency.

Teaching Arrangements: 60 hours of lectures, seminars and classes (AC431 and AC431.A).

Written Work: Every student will be expected to submit six pieces of written work on topics which may be of their own choosing, but in general are expected to be a significant critique of a major paper or area.

Reading List: No one book covers the entire course. Books recommended include: Sudipto Bhattacharya & George M. Constantinides, *Theory of Valuation*, Volumes 1 and 2 (Rowan and Littlefield, 1989); D. Duffie, *Dynamic Asset Pricing Theory* (Princeton University Press, 1992); John Hull, *Options, Futures and Other Derivative Securities* (Prentice-Hall, 1989); J. E. Ingersoll, *Theory of Financial Decision Making* (Roman and Littlefield, 1987); R. A. Jarrow & A. Rudd, *Option Pricing* (Richard D. Irwin, 1983); R. C. Merton, *Continuous-Time Finance* (Basil Blackwell, 1990); C. W. Smith, *The Modern Theory of Corporate Finance* (McGraw-Hill, 1989).

The course will also make use of a number of supplementary journal articles and case material.

Assessment Methods: Assessment for this course will be based on a three-hour written examination during the Summer Term.

AC432

Empirical Topics in Finance

Teacher Responsible: Dr. J. Danielsson, Room A362

Availability and Restrictions: This course is intended for students on the M.Sc. in Accounting and Finance and M.Sc. in International Accounting and Finance. A knowledge of statistics and mathematics is required.

Core Syllabus: This course is designed for students who wish to investigate the applied and empirical aspects of modern financial economics. It is concerned with the application of financial models to the real world, and testing the validity of these models in financial markets.

Course Content: The precise content of this course changes from year to year. Among the topics considered are some of the following: Rational expectations and its implications for market efficiency; volatility, fads and speculations in stock prices; market micro-structure and the functioning of securities markets; topics in market efficiency and information processing, including the new issue market, small firm effects and seasonality; testing capital asset and arbitrage pricing models.

The course is complementary to both **Corporate Finance and Asset Markets** and **Topics in the Theory of Finance**.

Teaching Arrangements: 60 hours of lectures and seminars (AC432).

Reading List: A reading list will be available at the beginning of the session.

Assessment Methods: Assessment for this course will be based on a three-hour written examination during the Summer Term.

AC433

Securities and Investment Analysis

Teachers Responsible: Dr. P. Frantz, Room E310 and others

Availability and Restrictions: This course is intended for students on the M.Sc. in Accounting and Finance; M.Sc. in International Accounting and Finance and M.Sc. Finance and Economics. Anyone admitted to the M.Sc. programmes in Accounting and Finance and M.Sc. Finance and Economics has been judged to have the necessary background, subject to satisfactory completion of any required preliminary reading. Other students may be admitted to the course if they have reasonable knowledge of accounting and finance acquired at undergraduate or equivalent level. Students attending this course should have already completed introductory courses in corporate finance or stock market investment.

Core Syllabus: The aim of this course is to introduce students to securities and investment analysis from both theoretical and practical perspectives. This is a dynamic sector of research in finance, covering the usage of information in security analysis, technical and fundamental analysis, efficient markets research, and portfolio analysis. The comprehensive nature and unique approach of the course should appeal to students interested in investment analysis, fund management, and corporate finance.

Course Content: The topics covered in lectures include: financial statements analysis, fundamental analysis, technical analysis, dividend and free cash-flow based valuation models, alternative valuation models for financial securities, transaction costs and trading strategies, static asset allocation, and measures of portfolios risk and performance.

Reading List: No one book covers the entire course. Books recommended include: Ball & Kothari, *Financial Statement Analysis*; Lofthouse, *Equity Investment Management*; Haugen, *Modern Investment Theory*; and Copeland, Koller & Murrin, *Valuation: Measuring and Managing the Value of Companies*. The course will also make extensive use of the major journal articles on the topics covered. A detailed reading list will be given to students taking the course.

Teaching Arrangements: (AC433) Lectures consist of eight meetings of two hours duration during the Michaelmas Term and ten meetings of three hours duration during Lent Term. During the Michaelmas Term, lectures will be supplemented by teaching in smaller groups.

Written Work: During the Michaelmas Term, every student will be expected to contribute to group valuation projects. During the Lent Term, every student will be expected to submit two pieces of written work.

Assessment Methods: M.Sc. Accounting and Finance and M.Sc. International Accounting and Finance: Assessment for this course will be based on a three-hour written examination during the Summer Term.

M.Sc. Finance and Economics: Two-hour formal examination in the Summer Term (weight 50%) and extended essay of about 6000 words due in July (50%).

AC434

Securities Markets and Investment Analysis II

Teachers Responsible: Dr. P. Vitale, Room A314 and others

Availability and Restrictions: This course is for students on the M.Sc. programmes in Finance and Economics, and Accounting and Finance. Other graduate students may be admitted with the permission of the course co-ordinator, Dr. P. Vitale.

Core Syllabus: A topics course on market microstructure, regulation, and applied portfolio theory including international finance.

Course Content: This course will cover topics in market microstructure and organisation, implications for allocational and informational efficiency, financial innovation and security design, financial market regulation, international aspects of financial theory and practice, risk immunisation, and applied portfolio optimisation techniques.

Teaching Arrangements: 44 hours of lectures, 20 hours of classes.

Written Work: One or more written assignments, involving problems and critical reviews of papers.

Reading List: Drawn from M. O'Hara, *Market Microstructure Theory* (Blackwell, 1995); G. Bentston et al., *Perspectives on Safe and Sound Banking* (M.I.T. Press, 1986); A. Shapiro,

Multinational Financial Management (Allyn & Bacon, 1991); P. Sercu & R. Uppal, *International Financial Markets and the Firm* (Chapman Hall, 1995); R. Herring & R. Litan, *Financial Regulation in the Global Economy* (Brookings Institution, 1995); B. Steil, *The European Equity Markets* (Royal Institute of International Affairs, 1996) plus journal articles to be detailed in course.

Assessment Method: Three-hour formal examination in the Summer Term (weight 50%), and extended essay of about 6000 words due in June (50%).

AC435

Topics in the Theory of Finance II

Teacher Responsible: Professor D. Webb, Room A263

Availability and Restrictions: This course is for students on the M.Sc. programmes in Finance and Economics, and Accounting and Finance; other graduate students to be admitted only with the permission of the course lecturer. Mathematical background to the level of the course taught in September, in the Economics Department, is assumed.

Core Syllabus: A graduate course on the theory of the firm and its financial policies, and on financial intermediation.

Course Content: This course will introduce and apply the analytical methods of information economics, contract theory, and the Property Rights framework to problems in insurance, securities and credit markets; macroeconomic credit rationing and dynamics; the theory and regulation of financial intermediaries; and corporate financial structure and governance, including the design of optimal financial contracts and bankruptcy resolution procedures with asymmetric information.

Teaching Arrangements: 40 hours of lectures, 20 hours of classes.

Written Work: At least three critical reviews of papers covered.

Reading List: Readings from S. Bhattacharya & G. M. Constantinides (Eds.), *Financial Markets and Incomplete Information* (Rowman and Littlefield, 1989); C. W. Smith (Ed.), *The Modern Theory of Corporate Finance* (McGraw-Hill, 1989); O. Hart, *Firms, Contracts, and Financial Structure* (Clarendon Press, 1995); G. R. Hubbard (Ed.), *Financial Markets and Financial Crises* (University of Chicago Press, 1991); and journal articles to be described in detailed reading list.

Assessment Method: Two-hour formal examination in the Summer Term (weight 50%), and extended essay of about 6000 words due in July (weight 50%).

AC436

Financial Economics

Teacher Responsible: Professor S. Bhattacharya, Room E308

Availability and Restrictions: Exclusively for M.Sc. Finance and Economics students. Mathematical background to the level of the course taught in September, in the Economics Department, is assumed.

Core Syllabus: A required graduate course for the M.Sc. Finance and Economics, on investors' behaviour, market equilibrium, and securities pricing in intertemporal settings.

Course Content: Will encompass topics in choice under uncertainty, complete and incomplete asset markets, mean-variance portfolio theory and equilibrium asset pricing, Modigliani-Miller theorems and pricing with no arbitrage, differential information in markets and Rational Expectations, intertemporal asset pricing, Black-Scholes option and other contingent claims pricing models, the term structure of interest rates under uncertainty, and the pricing of interest-rate linked and other derivative securities.

Teaching Arrangements: 40 hours of lectures, 20 hours of classes.

Written Work: Fortnightly problem sets (ten) in classes.

Reading List: Will be based on: Chi-fu Huang & Robert Litzberger, *Foundations for Financial Economics*, North-Holland, 1988; D. Duffie, *Security Markets: Stochastic Models*, Prentice-Hall, 1988; D. Duffie, *Dynamic Asset Pricing*, Princeton University Press, 1992; R. C. Merton, *Continuous-Time Finance*, Blackwell, 1990; M. V. Dothan, *Prices in Financial Markets*, Oxford University Press, 1990; J. C. Cox & M. Rubinstein, *Options Markets*, Prentice-Hall, 1985; S. Neftci, *Introduction to the Mathematics of Financial Derivatives*, Academic Press, 1996 and some journal articles and handouts.

Assessment Methods: Based on a three-hour written examination in the Summer Term.

AC437**Financial Econometrics**

This course is taught jointly by the Accounting and Finance and Economics Departments.

Teachers Responsible: Professor A. Timmerman, Dr. E. Luttmer, Dr. V. Hajivassiliou, Room S584 and others to be advised.

Availability and Restrictions: Exclusively for M.Sc. Finance and Economics students. Mathematical background to the level of the course taught in September in the Economics Department, is assumed.

Core Syllabus: The course aims to present the techniques of empirical investigation in economics.

Course Content: The course will include a selection of the following topics:

I. Cross-section techniques

1. Overview of the Multivariate Regression Model. Constrained Estimation.
2. Maximum Likelihood Estimation. Wald, Likelihood Ratio, and Lagrange Multiplier tests. Hausman tests. Application of the LM and Hausman approaches to the linear regression model.
3. Systems of Simultaneous Equations. Identification, Recursive systems. Estimation, SURE, 2SLS, 3SLS, FIML.
4. Models of discrete dependent variables, logit, probit, the random utility model. Sample selection bias. Truncated and censored dependent variables. Duration-hazard models.

II. Time Series

1. An overview of multivariate regression theory for stationary variables. Maximum Likelihood. Martingale differences, ARCH and GARCH.
2. Simultaneous equations for stationary dynamic systems. VARs.
3. Single Equation Theory for non-stationary variables. Cointegration.
4. Simultaneous equation theory and cointegration for non-stationary systems.

III. Panel Data

1. One-way structured datasets. Fixed and Random effects models.
2. Panel data.
3. Dynamic models.

Teaching Arrangements:

Lectures AC437: 40 (twice weekly) Michaelmas and Lent Terms. Classes AC437A.: 20 Sessional.

Written Work: Exercises are provided each week and they are discussed in class. In order to have any chance of completing the course successfully, these exercises must be attempted.

Reading List: A reading list will be available at the beginning of session.

Assessment Methods: A three-hour written examination in the Summer Term.

AC450**International Accounting and Finance**

Teachers Responsible: Dr. E. Bertero, Room A308 and Mr. D. Cairns, Room A263

Availability and Restrictions: This is a compulsory course for the M.Sc. in International Accounting and Finance and an optional course for the M.Sc. in Accounting and Finance. Anyone admitted to those programmes has been judged to have the necessary background, subject to satisfactory completion of any required preliminary reading. Other students may be admitted to the course if they have a substantial knowledge of accounting and finance acquired at undergraduate or equivalent level.

Core Syllabus: The course aims to provide a review of the international dimensions of accounting and finance. Comparative aspects are also emphasised.

Course Content: The impact of social and cultural variables on accounting. Comparative aspects of accounting. Accounting in Europe, Russia, Japan and the Third World. Comparative strategies for accounting policy making and regulation. The international standardization of accounting. Fundamental equilibrium relationships in international finance and empirical evidence. The balance of payments. Exchange rates models and empirical evidence. The European monetary system and the international monetary system. Foreign exchange risk: exposure, management and hedging. International portfolio investment and diversification. Interdependence of equity markets. Multinational firms and foreign investment analysis. The regulatory framework for EC financial institutions and markets. Comparative financial systems.

Teaching Arrangements: 20 meetings (AC450) of two hours in the Michaelmas and Lent Terms.

Written Work: In the international accounting section of the course students are required to undertake a comparative investigation of accounting either in one or more countries or for one technical topic. In the international finance part students are required to undertake a group project on some aspects of the financial system of a particular country.

Reading List: As well as a number of general texts on comparative international accounting and financial reporting by multinational enterprises, the accounting section makes extensive use of journal articles as well as technical and policy pronouncements by national and international agencies. P. Sercu & R. Uppal, *International Financial Markets and the Firm* (Chapman and Hall 1995); A. Shapiro, *Multinational Financial Management* (5th edn., Allyn & Bacon, 1991).

Assessment Methods: Assessment for this course will be based on a three-hour written examination during the Summer Term.

AC460**History of Accounting**

(Not available 1998-99)

Teacher Responsible: Professor R. Macve, Room A339

Availability and Restrictions: Students wishing to take this course should have a basic knowledge of the mechanics of bookkeeping and accounting.

Core Syllabus: The aim of the course is to provide a critical introduction to the historical development of accounting theory and practice, with particular reference to the United Kingdom.

Course Content: The sources and historiography of accounting history. Theories of accounting history. The relationship between accounting changes and social and economic trends. Accounting in the ancient and medieval worlds. The origins and development of double-entry bookkeeping. Accounting literature and practice in the seventeenth and eighteenth centuries. The formalisation of the historical cost convention. The development of corporate financial reporting. Accounting within the enterprise, and its relationship with the development of management theories and practices.

Teaching Arrangements: There will be approximately 20 weekly two-hour seminars (AC460) commencing in the fifth week of the Michaelmas Term and continuing into the Lent and Summer Terms. The seminars will be led by Professor Macve and Mr. Noke, but the normal form of each seminar will be for one of the students to read a paper on a pre-arranged topic and for the other students to discuss it.

Written Work: Every student will be expected to prepare a written presentation for at least two seminars each term.

Reading List: Most of the reading will consist of journal articles, and detailed reading lists will be handed out during the course. In addition, students will be directed to study certain original accounting records. A substantial part of the essential reading for the course is contained in: J. R. Edwards, *A History of Financial Accounting* (Routledge, 1989); A. C. Littleton & B. S. Yamey, *Studies in the History of Accounting* (Arno Press, 1978); T. A. Lee & R. H. Parker, *The Evolution of Corporate Financial Reporting* (Nelson, 1979); B. S. Yamey & R. H. Parker (Eds.), *Accounting History: Some British Contributions* (Oxford University Press, 1994) and the collected essays of B. S. Yamey (published in two volumes by Garland Publishing).

Assessment Methods: Assessment for this course will be based on a three-hour written examination during the Summer Term.

AC470**International Accounting (Half unit course)**

Please refer to Management Course Guides

AC490**Financial Reporting and Management**

Teachers Responsible: Dr. T. Ahrens, Room Y209 and Dr. P. Mella-Barral, Room A310

Availability and Restrictions: This course is intended for M.Sc. students who are not specialising in Accounting and Finance and who have not previously studied these subjects to a significant extent, including those students on the M.Sc. Regulation, M.Sc. Management and M.Sc. Analysis, Design and Management of Information Systems. Students who have previously studied Accounting and Finance are asked to seek advice before selecting this course.

Core Syllabus: The course provides an introduction to management accounting, corporate financial reporting and

AC492**Principles of Finance**

Teacher Responsible: Dr. J. L. G. Board, Room E309

Availability and Restrictions: This course is intended for M.Sc. students who are not specialising in Accounting and Finance and who have not previously studied finance to a significant extent. Students should have taken courses in quantitative methods and economics at an undergraduate level.

Core Syllabus: The aim of this course is to introduce the theory of financial decision making by firms and examine the behaviour of the capital markets in which these decisions are taken. The topics covered are the theory of capital budgeting under certainty in perfect and imperfect capital markets, portfolio theory, equity bond markets, the capital asset pricing model, efficient markets, sources of funds, basic theory of capital structure and the cost of capital, company dividend decisions and financial markets and institutions.

Teaching Arrangements: 30 lectures (AC212) of one hour Michaelmas and Lent Terms and 20 classes (AC492A) of one hour Michaelmas and Lent Terms.

Written Work: Students will be expected to produce written work for classes and to make positive contributions to class discussion.

Reading Lists: Detailed course programmes and reading lists will be distributed at the start of the course. Illustrative texts include: Brealey & Myers, *Principles of Corporate Finance* (McGraw-Hill); Elton & Gruber, *Portfolio Theory and Security Analysis* (Wiley).

Assessment Methods: Assessment for this course will be based on a three-hour written examination during the Summer Term.

AC900**Issues in Accounting and Finance**

(Not available 1998-99)

Teacher Responsible: Mr. J. Dent, Room E307

Availability and Restrictions: This course is intended for students on the M.Sc. Accounting and Finance and M.Sc. International Accounting and Finance.

Core Syllabus: The aim of this course is to examine selected contemporary issues in research relevant to the study of finance, accounting and control. The actual composition of the course will vary from year to year. Currently, it focuses on strategy, organization and control.

Course Content: Historical antecedents and the emergence of strategic discourse; contemporary strategy analysis – economic, organizational and political perspectives; strategy as a positional construct; resource-based and competence perspectives; strategy formation as a longitudinal process; global strategies and multi-national corporations. The course includes presentations from senior business people and others responsible for strategy and control in their own organizations.

Teaching Arrangements: Up to 20 meetings of three hours duration to be held in the Michaelmas and Lent Terms.

Reading List: A detailed reading list will be given out at the start of the course. Illustrative references include: R. Grant, *Contemporary Strategy Analysis* (Blackwell, 1991); M. E. Porter, *Competitive Advantage* (Free Press, 1985); J. W. Fredrickson (Ed.), *Perspectives on Strategic Management* (Harper Business, 1990); C. A. Bartlett & S. Ghoshal, *Managing Across Borders: The Transnational Solution* (Harvard, 1989).

Assessment Methods: No examination.

capital investment appraisal. Emphasis will be put on both the technical aspects of these subjects and their use in a managerial context.

Course Content: Basic accounting concepts; the use of accounting in management; financial planning and control; company accounts; the use and interpretation of financial reports; current issues in financial reporting and pressures for change; the international dimensions of accounting; discounted cash flow analysis; investment appraisal under uncertainty; risk analysis in investment appraisal.

Teaching Arrangements: (AC490) The course will comprise 22 meetings of two hours each to be held in the Michaelmas, Lent and Summer Terms.

Written Work: Students are required to attempt several exercises and assignments during the year involving management accounting problems, the preparation of accounts and discounted cash flow case studies.

Reading List: A detailed reading list will be handed out at the beginning of the course. The following texts are illustrative: C. T. Horngren & G. L. Sundem, *Introduction to Management Accounting* (Prentice-Hall, 10th edn., 1996); T. Smith, *Accounting for Growth* (Century Business, 2nd edn., 1996); J. Watts, *Accounting in the Business Environment* (Pitman, 2nd edn., 1996); S. Zeff & G. Dharan, *Readings and Notes on Financial Accounting* (McGraw-Hill, 4th edn., 1994) and R. A. Brealey & S. C. Myers, *Principles of Corporate Finance* (McGraw-Hill, 4th edn., 1991).

Assessment Methods: Assessment for this course will be based on a three-hour written examination during the Summer Term.

AC491**Financial Reporting (Half unit course)**

Teacher Responsible: Dr. T. Ahrens, Room Y209

Availability and Restrictions: This course is intended for M.Sc. students who are not specialising in Accounting and Finance and who have not previously studied the subjects to a significant extent, including students on the M.Sc. Operational Research and M.Sc. Management.

Core Syllabus: The aim of the course is to provide an introduction to financial accounting and corporate reporting. Emphasis will be put on both the basic technical aspects of the subject and its use in a managerial context.

Course Content: The aims of financial accounting and reporting; basic accounting concepts; company accounts; accounting for inflation; the use and interpretation of financial reports; current issues and pressures for change; the international dimensions of accounting.

Teaching Arrangements: (AC491) The course will comprise 10 meetings of two hours each, commencing in the sixth week of the Michaelmas Term and continuing until the end of the fifth week in the Lent Term. It is identical with the Financial Reporting module of AC490.

Written Work: Students are required to attempt several exercises and assignments during the course.

Reading List: A detailed course programme and reading list will be given out at the beginning of the course. Illustrative texts include: T. Smith, *Accounting for Growth* (Century Business, 2nd edn., 1996); J. Watts, *Accounting in the Business Environment* (Pitman, 2nd edn., 1996); S. Zeff & G. Dharan, *Readings and Notes on Financial Accounting* (McGraw-Hill, 4th edn., 1994)

Assessment Methods: Assessment for this course will be based on a two-hour written examination during the Summer Term.

Department of Anthropology

M.Sc. Social Anthropology

Duration of Course of Study

Full-time: One calendar year. Part-time: At least two calendar years.

Paper Number	Paper Title	Course Guide Number
I	Three written papers as follows:	
1.	Anthropology: Theory and Ethnography	AN404
2.	One of the following: Political and Legal Institutions Economic Institutions and Social Transformation Anthropology of Religion Kinship, Sex and Gender	AN406 AN407 AN402 AN405
3.	One or two of the following to the value of one full unit: A paper from 2 not already taken Advanced Ethnography: Australian Aborigines (half unit) (not available 1998–99) Advanced Ethnography: Mediterranean, with special reference to Greece and Cyprus (half unit) Advanced Ethnography: Madagascar (half unit) Research Methods in Social Anthropology (half unit) (not available 1998–99) The Anthropology of Death (half unit) (not available 1998–99) Conflict, Violence and War (half unit) (not available 1998–99) The Anthropology of Art and Communication (half unit) (not available 1998–99) The Anthropology of Hinduism and Indian Society (full unit) (not available 1998–99) Advanced Ethnography: Hunters and Gatherers of Sub-Saharan Africa (half unit) Advanced Ethnography: Hunters and Gatherers of South and South-East Asia (half unit) (not available 1998–99) Selected Topics in Cognition and Anthropology (half unit) (not available 1998–99) The Anthropology of Christianity (half unit) (not available 1998–99) Selected Topics in the Anthropology of South-East Asia (half unit) (not available 1998–99) The Anthropology of Industrialisation and Industrial Life (half unit) (not available 1998–99) The Anthropology of Religious Nationalism and Fundamentalism (half unit) Advanced Ethnography: Latin American Societies (half unit) (not available 1998–99) Advanced Ethnography of Melanesia (half unit) (not available 1998–99) The Anthropology of China (half unit) (not available 1998–99) Film and Photography in Anthropological Practice and Theory (half unit) (not available 1998–99) The Anthropology of South-West Asian and North African Societies (half unit) (not available 1998–99) The Anthropology of Eastern Europe (half unit) (not available 1998–99) Latin American Lowlands	AN408 AN409 AN410 AN411 AN412 AN413 AN414 AN415 AN416 AN417 AN418 AN419 AN420 AN421 AN422 AN423 AN424 AN425 AN426 AN427 AN428 AN431
and		
II	An essay of not more than 10,000 words on an approved topic	

Students following the part-time course may, with the approval of the School, take the examination in two parts. The first part will normally consist of papers up to the value of two whole units, taken after completion of courses for those papers; one of these papers will normally be 'Anthropology: Theory and Ethnography'. The second part will consist of the remaining paper(s) and the essay, and will be taken in the final year of the course. A candidate who does not at his/her first entry successfully complete the examination or part of the examination for which he/she has 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 until the examination in a subsequent year.

Dates of Examination

Written papers June
Essay 15 September

Course Guides

AN402

Anthropology of Religion

Teachers Responsible: Dr. C. Stafford, Room A609 and Dr. F. Cannell, Room A610

Availability and Restrictions: For M.Sc. in Social Anthropology.
Core Syllabus: This course covers selected topics in the anthropology of religion, focusing upon relevant theoretical debates. Reference will be made to ethnographies of the ritual, symbolism and religious knowledge of non-Western societies.

Course Content: Various anthropological approaches to the study of religion, ritual and symbolism will be covered. Key topics will be: the religious representation of life, death, sex, morality and gender; the relation between cosmology and magical practice; typologies of thought; the religious, the aesthetic, the scientific; religion and the social construction of the emotions; the work of the symbol; myth and history; theodicy and world religions.

Teaching Arrangements: 20 weekly one-hour lectures plus 20 weekly one-hour seminars.

Reading List: E. Ahern, *The Cult of the Dead in a Chinese Village*; 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*; A. Gell, *Metamorphosis of the Cassowaries*; D. Lan, *Guns and Rain*; G. Lewis, *Day of Shining Red*; C. Lévi-Strauss, *The Savage Mind*; J. Middleton, *Lugbara Religion*.

Methods of Assessment: There is a three-hour examination in the Summer Term.

AN404

Anthropology: Theory and Ethnography

Teachers Responsible: Professor C. Fuller, Room A505, Professor P. Loizos, Room A612, Dr. F. Cannell, Room A610, Dr. P. Gow, Room A613 and Dr. R. Astuti, Room A614

Availability and Restrictions: This course is compulsory for the M.Sc. in Social Anthropology.

Core Syllabus: This course covers classical social theory and modern anthropological theory from evolutionism and functionalism to the present day. Through five thematic sections, it discusses a range of theoretical issues from all the main substantive fields within anthropology in relation to ethnographic case-studies. It emphasises the distinctive character of anthropological enquiry and in particular the mutual relationship between theory and ethnographic data.

Course 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 Arrangements: 24 weekly one-hour lectures plus 12 fortnightly two-hour seminars.

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*.

Methods of Assessment: There is a three-hour examination in the Summer Term.

AN405

Kinship, Sex and Gender

Teachers Responsible: Dr. P. Gow, A613 and Dr. R. Astuti, Room A614

Availability and Restrictions: For the M.Sc. in Social Anthropology.

Core Syllabus: An examination of the cultural frameworks of kinship systems, of gender roles, and of human sexuality, analysed through ethnographic examples taken from diverse cultures; an analysis of theoretical debates concerning such core concepts as 'kinship', 'marriage', 'male', 'female' and 'the person' and a critical discussion of such notions as 'human nature' and 'natural' in so far as they relate to gender roles.

Course Content: The analysis of the content of kinship relationships. Critique of the notion of 'kinship'. Non-biologically based idioms of kinship. Concepts of substance and the body. Kinship and morality. Kinship and locality. House-based societies. Descent theory. Lévi-Strauss and alliance theory. Gender roles. Recent perspectives on gender theory. Kinship, hierarchy and egalitarian societies. Kinship and the state. Kinship and economic organisation.

Teaching Arrangements: 20 weekly one-hour lectures plus 20 weekly one-hour seminars.

Reading List: Readings required will include: C. Lévi-Strauss, *The Elementary Structures of Kinship*; T. Laquer, *Making Sex*; Janice Boddy, *Wombs and Alien Spirits*; E. Leach, *The Political Systems of Highland Burma*; Laurel Kendall, *Getting Married in Korea*.

Further details will be provided on lecture lists.

Methods of Assessment: There is a three-hour examination in the Summer Term.

AN406

Political and Legal Institutions

Teachers Responsible: Dr. M. Mundy, Room A507 and others

Availability and Restrictions: For M.Sc. in Social Anthropology.

Core Syllabus: The anthropological analysis of political and economic institutions as revealed in relevant theoretical debates, and with reference to selected ethnography.

Course Content: The development of political and legal anthropology and their key concepts; centralised and non-centralised polities; chieftainship, kingship and other forms of authority; the bases for equality and inequality; freedom and democracy in non-Western polities; the legitimation of power; political competition and conflict; indigenous responses to colonialism; agrarian rebellions; nationalism and ethnicity; theories of order and normative domain; law as command and law as rules; the legal dimensions of hierarchy and authority; dispute institutions and processes; reciprocity as an instrument of social control; legal pluralism, Indian, Islamic and other non-Western legal systems.

Teaching Arrangements: 20 weekly one-hour lectures plus 20 weekly one-hour seminars.

Reading List: T. C. Llewellyn, *Political Anthropology* (1992); J. Gledhill, *Power and its Disguises* (1994); J. Vincent, *Anthropology and Politics* (1990); E. R. Leach, *Political Systems of Highland Burma* (1954); G. Balandier, *Political Anthropology* (1970); M. H. Fried, *The Evolution of Political Society* (1967); D. R. Riches (Ed.), *The Anthropology of Violence* (1986); S. Howell & R. Willis, *Societies at Peace* (1989); D. Lan, *Guns and Rain* (1985); P. Bohannon (Ed.), *Law and Warfare* (1967); P. Bohannon, *Justice and Judgement among the Tiv* (1957); B. Malinowski, *Crime and Custom in Savage Society* (1916); A. L. Epstein (Ed.), *Contention and Dispute* (1974); 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).

Additional reading will be suggested during the course.

Methods of Assessment: There is a three-hour examination in the Summer Term.

AN407

Economic Institutions and Social Transformation

Teachers Responsible:

Dr. J. Harriss, Room T301c and Dr. A. Schrauwers, Room A608

Availability and Restrictions: For M.Sc. in Social Anthropology.

Core Syllabus: The anthropological analysis of the economic institutions of pre-market societies 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.

Course 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; slavery and other forms of unfree labour; the emergence of 'free' labour; work regimes in pre-market and market economies; monetization as an agent of social change; theories of consumption; local responses to the transition from peasant to proletarian; the social impact of state development initiatives; capitalist and state interventions affecting the environment and local reactions to them; the politicization of the peasantry in relation to threats to peasant subsistence; social responses to hunger and famine; social structure and economic organization.

Teaching Arrangements: 20 weekly one-hour lectures plus 20 weekly one-hour seminars.

Reading List: S. Plattner (Ed.), *Economic Anthropology* (1989); E. LeClair & H. Schneider (Eds.), *Economic Anthropology* (1968); M. Sahlins, *Stone Age Economics* (1974); M. Taussig, *The Devil and Commodity Fetishism in South America* (1980); C. Gregory, *Gifts and Commodities* (1982); C. Humphrey & S. Hugh-Jones (Eds.), *Barter, Exchange and Value: an Anthropological Approach* (1992); J. Goody, *Production and Reproduction* (1976); J. L. Watson (Ed.), *Asian and African Systems of Slavery* (1980); S. Wallman (Ed.), *The Anthropology of Work* (1979); J. Parry & M. Bloch (Eds.), *Money and the Morality of Exchange* (1989); P. Bourdieu, *Distinction* (1984); D. Miller, *Material Culture and Mass Consumption* (1987); S. Berry, *No Condition is Permanent* (1993); M. Castells, *The Power of Identity* (1997); J. Ferguson, *The 'Anti-Politics' Machine* (1990); M. Granovetter & R. Swedberg (Eds.), *The Sociology of Economic Life* (1992); M. Leach & R. Mearns (Eds.), *The Lie of the Land* (1996); M. Kearney, *Reconceptualizing the Peasantry: Anthropology in Global Perspective* (1996); J. C. Scott, *The Moral Economy of the Peasant: Rebellion and Subsistence in South-east Asia* (1976); J. C. Scott, *Weapons of the Weak* (1985).

Methods of Assessment: There is a three-hour examination in the Summer Term.

AN408

Advanced Ethnography: Australian Aborigines (Half unit course) (Not available 1998–99)

See AN204

AN409

Advanced Ethnography: Mediterranean with special reference to Greece and Cyprus (Half unit course)

See AN206

- AN410**
Advanced Ethnography: Madagascar
(Half unit course)
See AN207
- AN411**
Research Methods in Social Anthropology
(Half unit course) (Not available 1998-99)
See AN209
- AN412**
The Anthropology of Death (Half unit course)
(Not available 1998-99)
See AN211
- AN413**
Conflict, Violence and War (Half unit course)
(Not available 1998-99)
See AN210
- AN414**
The Anthropology of Art and Communication
(Half unit course) (Not available 1998-99)
See AN212
- AN415**
The Anthropology of Hinduism and Indian
Society (Full unit course)
(Not available 1998-99)
See AN214
- AN416**
Advanced Ethnography: Hunters and Gatherers
of Sub-Saharan Africa (Half unit course)
See AN215
- AN417**
Advanced Ethnography: Hunters and Gatherers
of South and South-East Asia (Half unit course)
(Not available 1998-99)
See AN220
- AN418**
Selected Topics in Cognition and Anthropology
(Half unit course) (Not available 1998-99)
See AN216
- AN419**
The Anthropology of Christianity
(Half unit course) (Not available 1998-99)
See AN221
- AN420**
Selected Topics in the Anthropology of South-
East Asia (Half unit course)
(Not available 1998-99)
See AN223
- AN421**
The Anthropology of Industrialisation and
Industrial Life (Half unit course)
(Not available 1998-99)
See AN230

- AN422**
The Anthropology of Religious Nationalism and
Fundamentalism (Half unit course)
See AN229
- AN423**
Advanced Ethnography: Latin American
Societies (Half unit course)
(Not available 1998-99)
See AN228
- AN424**
Advanced Ethnography of Melanesia
(Half unit course)
(Not available 1998-99)
See AN205
- AN425**
The Anthropology of China (Half unit course)
(Not available 1998-99)
See AN231
- AN426**
Film and Photography in Anthropological
Practice and Theory (Half unit course)
(Not available 1998-99)
See AN232
- AN427**
The Anthropology of South-West Asian and
North African Societies (Half unit course)
(Not available 1998-99)
See AN233
- AN428**
The Anthropology of Eastern Europe
(Half unit course) (Not available 1998-99)
See AN222
- AN429**
Selected Topics in the Anthropology of
Southern Africa (Half unit course)
See AN235
- AN430**
The Anthropology of Governance in the Modern
State (Half unit course)
See AN236
- AN431**
Advanced Ethnography: Latin America:
Lowlands (Half unit course)
See AN203
- (ALL HALF UNIT COURSES CONSIST OF 10 WEEKLY
LECTURES PLUS 10 WEEKLY SEMINARS)
Method of Assessment: For full unit courses there is a three-
hour examination in the Summer Term and for half unit
courses there is a two-hour examination in the Summer Term.
An essay of not more than 10,000 words on an approved topic.
- AN900**
A Programme of Ethnographic Films
(These films are shown in connection with AN100)
Teachers Responsible: Dr. J. Woodburn, Room A601 and
Professor P. Loizos, Room A612
10 Michaelmas Term, 10 Lent Term.
Titles will be announced at the beginning of each term.

M.Sc. Development Studies

Duration of course of Study

Full-time: One calendar year. Part-time: At least two calendar years.

Paper Number	Paper Title	Course Guide Number
I	Development: Theory, History and Policy (Examined by a written paper) (This forms the compulsory core course for students taking the M.Sc. Development Studies)	DV400
II	Research Design and Dissertation in Development Studies and Development Management of not more words than 10,000 (This is the compulsory research component for students taking the M.Sc. in Development Studies) Social Research Methods in Developing Countries (Examined by essay at the beginning of the Summer Term) (This course is an additional component of DV410 and is compulsory for students taking the M.Sc. in Development Studies). In addition, students are required to take two written papers chosen from those listed below in sections III and IV with the approval of the supervisor and the Programme Director	DV410 DV410.1
III	Courses taught at the Development Studies Institute The Politics of Southeast Asian Development Development Management Poverty Gender, Institutions and Development Institutions, Environmental Change and Development (half unit) Institutions and the Global Environment (half unit) Development Aid	DV402 DV406 DV407 DV408 DV413 DV415 DV414
IV	Courses taught elsewhere at the School	
(i) Anthropology: Either or	Political and Legal Institutions The Anthropology of Economic Institutions and their Social Transformation	AN406 AN407
(ii) Demography:	Population Trends and Processes in the Developing World Basic Population Analysis The Demographic and Population History of the Indian Sub-Continent	SA493 SA481 SA254
(iii) Economic History	African Economic Development in Historical Perspective Japanese Economic Development since the Late Nineteenth Century: National and International Perspectives (not available 1998/99)	EH440 EH445
(iv) Economics	Students who do not have a first degree may take the undergraduate course in Economic Development (EC307) and must have taken undergraduate courses in Micro and Macro Economics. The Economics Department now requires that any Masters student wishing to take more than one option in their Department must ensure that at least one of them is selected from among the Economics core theory courses: The Economics of Less Developed Countries Development Economics The Economics of Regional and Urban Planning	EC428 EC307 EC436
(v) Information Systems	International IT Policy and Economic Development	IS475
(vi) Geography and Environment	Environmental Planning: National and Local Level Policy Implementation Third World Urbanisation Gender, Space and Society	GY240 GY411 GY414
(vii) International Relations	International Political Economy Politics of Money in the World Economy International Political Economy of Energy International Politics: Asia and the Pacific International Relations of the Middle East International Politics of Africa International Business in the International System Politics of International Trade Revolutions and the International System	IR450 IR451 IR458 IR418 IR419 IR427 IR456 IR457 IR420
(viii) Government	States, Democracy and Democratisation Nations and Nationalism Politics and Policy in Developing Countries Politics and Economic Policy in Spanish America Introduction to Comparative Public Administration The Politics of Regulation and Public Enterprise Public Management Theory and Doctrine	GV430 GV431 GV435 GV437 GV480 GV486 GV483
(ix) Social Policy and Administration	Pre-Requisites: All courses in Social Policy and Planning are designed for people with practical working experience in developing countries, and seminars draw extensively on students' own experience. Students wishing to take these courses generally should have a minimum of a year's working experience in the developing world. There may be space limitations in accepting students onto these courses. Elective courses start with four weekly lectures open to all. Anyone interested in joining should first attend the lectures and see the lecturer as soon as possible to check availability of places. Students wishing to take any of these courses are recommended to attend course DV400.1 on Social Research Methods. Social Policy, Planning and Participation in Developing Countries	SA452

M.Sc. Development Studies (continued)

Paper Number	Paper Title	Course Guide Number
	Social Planning for Rural Development	SA445
	Gender, Development and Social Planning	SA412
	Urbanisation and Social Planning	SA460
	Education and Social Planning	SA404
	Foundations of Health Policy	SA411
	Health Economics	SA414
	Social Welfare and Social Development	SA442
(x)	Sociology	
	Sociology of Development	S0404
(xi)	Law	
	Urban and Environmental Law in Developing Countries (<i>not available 1998/99</i>)	LL498
	The International Law of Natural Resources (<i>not available 1998/99</i>)	LL450
	International Economic Law	LL447
	International Protection of Human Rights	LL453
	Environmental Law and Policy (<i>not available 1998/99</i>)	LL426
	International Environmental Law (<i>not available 1998/99</i>)	LL448
	United Nations Law (<i>subject to approval</i>)	LL461
(xii)	Management	
	European Economic Development Management	MN406
(xiii)	Gender	
	Gender Theories in the Modern World: An Interdisciplinary Approach	GI400
(xiv)	Voluntary Organisations	
	NGO Management, Policy and Administration	SA435
(xv)	European Studies	
	Nationalism	EU405
(xvi)	Candidates may, in exceptional cases and subject to the approval of the Programme Director in Development Studies, substitute for the options listed above, other papers offered for the M.Sc., LL.M., or M.A.	

Students following the part-time course may, with the approval of the School, take the examination in two parts. The first part will normally consist of papers up to the value of two whole units, taken after completion of courses for those papers. The second part will consist of the remaining paper(s) and the dissertation (or as appropriate Essay/Report), and will be taken in the final year of the course. A candidate who does not at his/her first entry successfully complete the examination or part of the examination for which he/she has 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 until the examination in a subsequent year.

Dates of Examination

Written papers	June
Dissertation	1 September

M.Sc. Development Management**Duration of course of Study**

Full-time: One calendar year. *Part-time:* At least two calendar years.

Examination

Paper Number	Paper Title	Course Guide Number
I	Three written papers as follows:	
1.	Development Management	DV406
2.	Development: Theory, History and Policy	DV400
3.	One of the following:	
(a)	Gender, Institutions and Development	DV408
(b)	Poverty	DV407
(c)	Complex Emergencies: Analysis and Management	DV412
(d)	Institutions, Environmental Change and Development (half unit)	DV413
	Institutions and the Global Environment (half unit)	DV415
(e)	Development Aid	DV414
(f)	The Economics of Regional and Urban Planning	EC436
(g)	Reform of Economic Systems	EC429
(h)	Public Management Theory and Doctrine	GV483
(i)	Contested Issues in Public Sector Management	GV494
(j)	International Business in the International System	IR456
(k)	International IT Policy and Economic Development	IS475
(l)	Design and Management of Organizations (A & B)	MN403/4
(m)	Operational Research in Less Developed Countries	OR413
(n)	Urbanisation and Social Planning	SA460
(o)	Education and Social Planning	SA404
(p)	Foundations of Health Policy	SA411
(q)	Social Welfare and Social Development	SA442
(r)	NGO Management, Policy and Administration	SA435
(s)	Another M.Sc. paper selected in consultation with the student's supervisor, approved by the Programme Director	

M.Sc. Development Management (continued)

Access to courses in Economics and Social Policy and Planning will be subject to the same conditions as those which apply to Development Studies students.

Paper Number	Paper Title	Course Guide Number
II	Research Design and Dissertation in Development Studies and Development Management of not more than 10,000 words (This is the compulsory research component for students taking the M.Sc. in Development Management)	DV410
	Social Research Methods in Developing Countries	DV410.1
	Examined by essay (linked to a group research project in development management as specified in DV406) at the beginning of the Summer Term.	
	(This course is an additional component of DV410 and is compulsory for students taking the M.Sc. in Development Management).	

Dates of Examination

Written papers	June
Dissertation	1 September

Course Guides**DV400****Development: Theory, History and Policy**

Teachers Responsible: Dr. J. Harriss, Room T301c and Dr. James Putzel, Room T402

Availability and Restrictions: For M.Sc. in Development Studies; M.Sc. Development Management; M.Sc. Gender Studies.

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; criticism of current development policy and an approach to human development.

Course Contents: Concepts of 'development', Paradigms of development and social change - liberalism, structuralism, capitalism, socialism. The international system. Institutional approaches to development - states, markets and voluntary sector agencies as mechanisms for development administration. Change processes in major regions - from amongst East Asia, Africa, former socialist countries, Latin America, South Asia. Special topics in development theory - poverty, gender, population, agrarian change, the environment, governance and complex emergencies.

Teaching Arrangements: 20 lectures (DV400) (each of two hours duration) plus 20 seminar classes (DV400.A) (each of one and a half hours duration) will be given in the Michaelmas and Lent Terms. In addition there will be a weekly Visiting Lecture in **Development Theory, Policy, and Practice** (DV400.2).

Reading List: There is no textbook for the course but the following will be particularly helpful: R. Bates (Ed.), *Towards a Political Economy of Development*, 1988; D. Booth (Ed.), *Rethinking Social Development: Theory, Research and Practice*, 1994; J. Drèze & A. Sen, *Hunger and Public Action*, 1989; P. Evans & others, *Bringing the State Back In*, 1985; K. Griffin, *Alternative Strategies for Economic Development*, 1989; J. Ferguson, *The Anti-Politics Machine*, 1990; G. M. Meier, *Leading Issues in Development Economics*, 1989; D. North, *Structure and Change in Economic History*, 1981; A. Sen, *Resources, Values and Development*, 1984; C. Leys, *The Rise and Fall of Development Theory*, 1996; UNDP, *Human Development Reports*, 1990-1998; R. Wade, *Governing the Market*, 1990; World Bank, *World Development Reports*, 1990-1998; M. Wuyts & others, *Development Policy and Public Action*, 1992.

A detailed reading list will be presented at the beginning of term. **Written Work and Methods of Assessment:** Students will write at least two essays for presentation and evaluation in class. The course will be assessed through a three-hour examination taken in June.

DV402**The Politics of Southeast Asian Development**

Teacher Responsible: Dr. James Putzel, Room Y301

Availability and Restrictions: For M.Sc. in Development Studies, M.Sc. in Comparative Politics and M.Sc. in Public Administration and Public Policy. Other qualified and interested graduate students may take this course as permitted by the regulations for their degrees and with the permission of the teacher responsible.

Core Syllabus: A review of contemporary problems of development in Southeast Asia employing historical, thematic and institutional approaches to comparative political analysis of states and markets in the region.

Course Content: The course will cover literature concerning five of the ten countries in Southeast Asia: Thailand, Philippines, Vietnam, Indonesia and Malaysia. The first part of the course will concentrate on comparative political history and the institutional foundations of development in each of the five countries; contrasting experiences of colonialism; differing impact of nationalism, religion and ethnicity on state formation; divergent incentive patterns for agricultural and industrial development. The second part will be devoted to contemporary political problems, issues and debates in the development process; the demise of communist movements, the state's role in the market, the role of overseas Chinese business networks, economic liberalisation, impact of social and economic change on women and on the environment, and the pressures for democratisation. We will explore some of the major debates about the nature of the political systems in the region and demonstrate the value of studying the politics of the development process. Particular attention will be placed on discussions of different methodological and theoretical approaches to the study of politics.

Teaching Arrangements: The course will consist of 12 one-and-a-half-hour lectures in the Michaelmas Term and the Lent Term and 17 one-and-a-half-hour seminars held in the Michaelmas Term and the Lent Term. There will also be a series of guest lectures in the Lent Term delivered by experts engaged in research in the region. The seminars will be based on a discussion of student presentations of the readings, with the last five weeks devoted to student research projects.

Written Work: Students will be expected to present at least two short written essays as well as a draft of their research papers for discussion in seminars.

Background Reading List: A detailed weekly reading list will be provided at the first course meeting. Meanwhile, the following basic reading material will provide a broad overview: R. Higgott & R. Robison (Eds.), *Southeast Asia: Essays in the Political Economy of Structural Change* (Routledge & Kegan Paul, 1985); K. Hewison, G. Rodan & R. Robison (Eds.), *Southeast Asia in the 1990s: Authoritarianism, Democracy and Capitalism* (Allen and Unwin, 1993); J. G. Taylor & A. Turton, *Sociology of "Developing Societies": Southeast Asia* (Macmillan, 1988); D. G. E. Hall, *A History of South-East Asia*, 4th edn. (Macmillan, 1981); J. Rigg, *Southeast Asia: A Region in Transition: A thematic human geography of the ASEAN region* (Unwin Hyman, 1991); R. McVey (Ed.), *Southeast Asian Capitalists* (Cornell University Press, 1992); G. P. Means, *Malaysian Politics: The Second Generation* (Oxford University Press, 1991); P. Pasuk & C. Baker, *Thailand: Economy and Politics* (OUP, 1995); R. Robinson, *Indonesia: The Rise of Capital* (Unwin Hyman, 1986); J. Winters, *Power in Motion: Capital Mobility and the Indonesian*

State (Cornell University Press, 1996); G. Porter, *Vietnam: The Politics of Bureaucratic Socialism* (Cornell University Press, 1993); D. G. Timberman, *A Changeless Land: Continuity and Change in Philippine Politics* (Institute of Southeast Asian Studies, 1991); J. Putzel, *A Captive Land: The Politics of Agrarian Reform in the Philippines* (Catholic Institute for International Relations and Monthly Review Press, 1992).

Methods of Assessment: The course will be assessed by a two-hour unseen examination in June and a 5,000 word essay due before the last day of Summer Term that will count for 50% of the final grade. Students who wish to take this course as a half unit i.e. Lectures and Seminars 1-12 only, taking the examination but not writing the research paper, should note this on their examination option choice form at the beginning of the session.

DV406

Development Management

Teachers Responsible: Dr. E. A. Brett, Room T401a, and Dr. T. Allen, Room T501b

Availability and Restrictions: For M.Sc. in Development Management. Other qualified graduate students may take this course as permitted by the regulations for their degrees and with permission of the teacher responsible.

Core Syllabus: An examination of the literature exploring the reasons for success and failure in the varied institutions of the state, market or civil society on which sustainable well-being depends.

Course Content: The course will review literature dealing with the principles governing institutional arrangements; the variety of functions they must perform; the structures they can assume; the incentive systems which motivate them and how they relate to differing political, economic and social conditions. It will consider recent theoretical changes in the way these problems are understood, looking in particular at recent developments in New Institutional Economics. Development Administration and participation theories. It will conclude by reviewing current processes of institutional reform by showing how different kinds of institution/organisation - centralised bureaucracies, markets, participatory and solidaristic agencies - operate to provide services in practice. It will make considerable use of comparative case study material.

Teaching Arrangements: There will be 20 sessions normally in the form of two-hour lectures and 20 one-and-a-half-hour seminars over the Michaelmas and Lent Terms. During the Lent Term students will conduct group research projects on topics identified by development agencies.

Background Readings: E. A. Brett, 'Voluntary agencies as development organizations: theorizing the problem of efficiency and accountability', *Development and Change*, 24, April 1993; M. Edwards & D. Hulm, *Non-governmental organisations - performance and accountability*, Earthscan, 1995; M. Esman, *Management dimensions of development*, Kumian Press, 1991; A. O. Hirschman, *Exit, Voice and Loyalty*, Harvard, 1970; O. Hughes, *Public Management and Administration*, Macmillan, 1994; E. Ostrom & others, *Institutional incentives and sustainable development: infrastructure policies in perspective*, Westview, Boulder, 1993; V. Ostrom, *Rethinking institutional analysis and development: issues and alternatives*, International Center for Economic Growth, San Francisco, 1988; S. Paul, *Accountability in public services: exit, voice and capture*, World Bank Discussion Paper, Washington, 1990; G. Thompson & others, *Markets, hierarchies and networks*, Open University, 1990; O. E. Williamson, 'The economics of organisation: the transaction cost approach', *American Journal of Sociology*, Vol. 87, No. 3, 1981.

Methods of Assessment: There will be a three-hour examination taken in June. Students will submit an individual report on their research project to fulfil the examination requirement of DV410.1.

DV407

Poverty

Teachers Responsible: Professor Ashwani Saith, Room T301b and Dr. Robin Burgess

Availability and Restrictions: For students taking the M.Sc. in Development Studies. Other suitably qualified and interested graduate students may take this course as permitted by the regulations for their degrees and with the permission of the teacher responsible.

Core Syllabus: A policy-oriented multi-disciplinary analysis of issues concerning poverty and human development; it is structured in three parts, dealing sequentially with concepts and

measurement, processes and causalities, and with interventions and responses.

Course Content: The course discusses conceptual dimensions of poverty, deprivation and human development, covering alternative approaches, measures and methods of quantification, including absolute and relative poverty measures, functioning and capability, various social indicators and human development indices, and contrasting methods based on the self-perception of the poor; these are used to identify the overlapping constituencies of the poor. Patterns and trends in the incidence of poverty and levels of human development are reviewed against regional differences in structural conditions and development strategies. Socialist and other 'non-capitalist' development projects, trickle-down debates with reference to both industrialisation-led and agriculture-led growth strategies, and the relationship between globalisation, structural adjustment programmes and poverty/human development are analysed. Four topics receive special attention: agricultural intensification strategies and their outcomes in terms of rural socio-economic differentiation and exclusion; gender dimensions of growth, dealing with the topic both at global/macro, as well as at household/micro levels; population - food-poverty nexus, and the growth-environment-poverty chain, where also the multiple linkages are dealt with separately at global/macro and local/micro levels.

The rationale and experience of alternative targeting strategies are investigated. Subsequently, various categories of interventions are considered (against the default option of leaving it to the market): those aimed at enhancing the poverty-alleviating capacity of the macro-economic growth process by emphasising specific sectors which could provide (self-) employment possibilities for the poor; various schemes of resource injection intended to directly augment the economic entitlements of the poor; income subsidisation and transfer measures; structural interventions involving a redistribution of material assets; finally, institutional interventions (from above) and responses, initiatives and movements (from below).

The course will incorporate case materials drawn from the experience of African, Asian and Latin American economies: special attention is paid to the position of structurally disadvantaged groups within the poor, especially rural women and marginalised communities.

Teaching Arrangements: The course will be taught during Michaelmas and Lent Terms and will consist of 20 one-and-a-half-hour lectures and 20 seminars/workshops each of one-and-a-half-hours.

Reading List: Detailed reading lists for different sections will be provided at the start of the course. The following list is only indicative. B. Agarwal, *A Field of One's Own: Gender and Land Rights in South Asia*, Cambridge University Press, 1994; E. Ahmed, J. Dreze, J. Hills & A. Sen (Eds.), *Social Security in Developing Countries*, Clarendon Press, 1991; B. Baulch (Ed.), *Poverty, Policy and Aid*, IDS Bulletin, Vol. 27, No. 1; R. Chambers, *Rural Development: Putting the Last First*; S. Chant & C. McIlwaine, *Women of a Lesser Cost: Female Labour, Foreign Exchange and Philippine Development*, Pluto, 1995; M. Desai, *Poverty, Famines and Economic Development: The Selected Essays of Meghnad Desai*, Volume II, Edward Elgar, 1995; J. Dreze & A. Sen, *Hunger and Public Action*, Clarendon Press, 1989; D. Elson, *Male Bias in the Development Process*, Manchester University Press, 1991; Bronislaw Geremek, *Poverty: A History*, Blackwell, 1994; K. Griffin & Renwei Zhao (Eds.), *The Distribution of Income in China*, St. Martin's Press, 1993; M. Hossain, *Credit for Alleviation of Rural Poverty: The Grameen Bank in Bangladesh*, IFPRI, Washington DC, 1988; V. Jamal & J. Weeks, *Africa Misunderstood: Or Whatever Happened to the Rural-Urban Wage Gap?*, Macmillan, London and I.L.O. Geneva, 1993; I. Jazaïri, M. Alamgir & T. Pannucio, *The State of World Rural Poverty*, 1992; M. Lipton & J. van der Gaag (Eds.), *Including the Poor*, Proceedings of a Symposium Organized by the World Bank and the International Food Policy Research Institute, The World Bank, Washington, 1993; C. Lis & H. Soly, *Poverty and Capitalism in Pre-Industrial Europe*, The Harvester Press, 1979; M. Nussbaum & A. Sen (Eds.), *The Quality of Life*, Oxford University Press, 1993; S. R. Osmani (Ed.), *Nutrition and Poverty*, Clarendon Press, 1992; P. Pinstrup-Andersen, *Consumer-Oriented Food Subsidies: Costs, Benefits and Policy Options*, Johns Hopkins Press, 1991; G. Rodgers et al. (Eds.), *New Approaches to Poverty: Analysis and Policy*, 3 Volumes, International Institute of Labour Studies, I.L.O., Geneva, 1995; S. Rowbotham & S. Mitter (Eds.), *Dignity and Daily Bread: New Forms of Economic Organising among Poor*

Women in the Third World and the First, Routledge, 1994; A. Saith, 'Development Strategies and the Rural Poor', *Journal of Peasant Studies*, Vol. 17, No. 2; T. W. Schultz, *The Economics of Being Poor*, Blackwell, 1993; A. Sen, *Famines*, Oxford University Press, 1981; A. Sen, *Commodities and Capabilities*, OUP, Delhi, 1987; F. Stewart, *Adjustment and Poverty: Options and Choices*, Routledge, 1995; P. Streeten, 'The Political Economy of Fighting Poverty', *Issues in Development*, Discussion Paper No. 1, Development and Technical Cooperation Department, I.L.O., Geneva, 1995; UNDP, *Human Development Report* (since 1990); D. Van de Walle & K. Nead (Eds.), *Public Spending and the Poor: Theory and Evidence*, The World Bank, Johns Hopkins University Press, Baltimore, 1995.

Methods of Assessment: Two-hour unseen examination held in June (50%); one 5,000 word essay to be submitted at the start of Summer Term (50%).

DV408

Gender, Institutions and Development

Teacher Responsible: Dr. Suruchi Thapar-Bjorkert, Room T401b

Availability and Restrictions: For students taking the M.Sc. in Development Studies, M.Sc. in Development Management and the M.Sc. in Gender. Other interested and qualified graduate students may take this course as permitted by the regulations of their degrees and with the permission of the teacher responsible.

Core Syllabus: This course is concerned with the significance of gender relations in processes of social change and development. **Course Content:** The course has three major components. (i) It reviews theoretical approaches to analysis of gender relations, social change and development in Africa and Asia. (ii) It considers the historical and contemporary significance of gender relations in people's changing forms of involvement in key institutions (chiefly markets, states, communities and households). (iii) It provides a comparative study of the impact on gender relations of development policy making by states and other institutions.

Teaching Arrangements: Teaching will consist of 20 one-hour lectures and 20 one-and-a-half-hour seminars during Michaelmas and Lent Terms.

Reading List: H. Afshar & C. Dennis, *Women and Adjustment Policies in the Third World*, 1992; B. Agarwal, *Structures of Patriarchy: State, Community and Household in Modernising India*, 1988; L. Brydon & S. Chant, *Women in the Third World: Gender Issues in Rural and Urban Areas*, 1989; J. Davison, *Agriculture, Women and Land*, 1988; D. Elson, *Male Bias in the Development Process*, 1991; N. Folbre, *Who Pays for the Kids? Gender and Structures of Constraint*, 1994; 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; J. Momsen & V. Kinnaird, *Different Places, Different Voices*, 1993; H. Moore, *Feminism and Anthropology*, 1988; C. Moser, *Gender Planning and Development*, 1993; J. Parpart & K. Stuaud, *Women and the State in Africa*, 1989; S. Rowbotham & S. Mitter, *Dignity and Daily Bread*, 1993; E. Schmidt, *Peasants, Traders and Wives*, 1992; T. Wallace & C. March, *Changing Perceptions: Writings on Gender and Development*, 1991.

Methods of Assessment: The course will be assessed through a long essay of not more than 5,000 words and through a two-hour examination taken in June.

DV410

Research Design and Dissertation in Development Studies and Development Management

Teachers Responsible: Dr. J. Harriss, Room T301c, Professor Ashwani Saith, Room T301b, Dr. Suruchi Thapar-Bjorkert, Room T401b, Dr. James Putzel, Room T402, Dr. T. Allen, Room T501b, Dr. D. Keen, Room T501c, Dr. Robin Burgess and Dr. Diana Weinhold

Availability and Restrictions: Compulsory and exclusively for M.Sc. in Development Studies and M.Sc. in Development Management. This must be taken with DV410.1 (see separate course guide).

Core Syllabus: Students will design a detailed research proposal on a topic within Development Studies Management under the supervision of a member of the DESTIN staff, through individual tutorials. The student research projects and proposals will form the basis for discussion in research seminars held during the Summer Term.

Course Content: The research proposal will identify a key question for investigation, the theoretical and methodological framework to be employed in the work, a justification for why the topic is theoretically and empirically important in reference to the literature and a tentative outline and preliminary bibliography. Student projects will be presented to research seminars for debate and discussion.

Teaching Arrangements: In the Michaelmas Term, students will take DV410.1 (see separate course guide). Students will attend individual tutorial sessions with their supervisors during Michaelmas and Lent Term to design their research proposals, the topic of which must be approved by the supervisor. Proposals will be evaluated commented upon and approved by staff. Students will present their research projects during Research Seminar Classes to be held in the Summer Term.

Written Work and Methods of Assessment: Students will submit a research proposal of not more than 2,000 words before the start of Summer Term, which will be evaluated, commented upon and must be approved before proceeding to write the dissertation. Students will submit a dissertation of not more than 10,000 words by 1 September.

DV410.1

Social Research Methods in Developing Countries

Teachers Responsible: Dr. Diana Weinhold, Dr. Robin Burgess, Dr. T. Allen, Room T501b and Dr. J. Putzel, Room T402

Availability and Restrictions: For M.Sc. Development Studies; M.Sc. Development Management.

Course Content: This course is intended to give students an introduction to data sources for social research on development and some acquaintance with the problems associated with adapting standard social research methods. The coverage will include topics such as:

(1) Core issues in the philosophy of the social sciences. (2) Epistemological and Ethical Issues. (3) Data analysis for development. (4) Gender focused research. (5) Questionnaire Design, Sampling & Survey Methodology. (6) Interviewing and Participant Observation. (7) Development and Policy Oriented Research (including participatory research methods). (8) LSE sources of information and ways of accessing them. (9) Writing papers and proposals.

Teaching Arrangements: 10 one-and-a-half-hour sessions in Michaelmas Term based on a lecture or video presentation and workshops in Lent and Summer Terms.

Reading List: D. Casley & D. J. Lury, *Data Collection in Developing Countries*; J. Chataway, A. Thomas & M. Wuyts (Eds.), *Finding out Fast*; M. Bulmer & D. P. Warwick (Eds.), *Social Research in Developing Countries: surveys and censuses in the Third World*; S. Devereux & J. Hoddinott (Eds.), *Fieldwork in Developing Countries*; R. Ellen (Ed.), *Ethnographic Research: a guide to general practice*; P. Bardhan (Ed.), *Conversations between Economists and Anthropologists*; V. Verma, 'World Fertility Survey Methods' and J. C. Caldwell, 'Strengths and limitations of the survey approach' in J. Cleland & J. Hobcraft (Eds.), *Reproductive Change in Developing Countries*; C. Bell, P. Hazell & R. Slade, *Project Evaluation in Regional Perspectives: A study of an irrigation project in northwest Malaysia*; OXFAM, *Evaluating Social Development*.

Written Work and Method of Assessment: One short essay (2000 words) to be submitted at the end of the first week of the Summer Term.

DV412

Complex Emergencies: Analysis and Management

Teacher Responsible: Dr. D. Keen, Room T501c

Availability and Restrictions: For students taking the M.Sc. in Development Management, M.Sc. in Development Studies. Other suitably qualified and interested graduate students may take this course as permitted by the regulations for their degrees and with the permission of the teacher responsible.

Core Syllabus: The course will deal with a wide range of interdisciplinary issues so as to enable students to understand the causes and immediate consequences of the kinds of social, economic and political breakdown which are involved in complex emergencies, the political and practical aspects of crisis intervention (and relief) at different levels; and of the processes of rehabilitation and reconstruction.

Course Content: The course aims to provide students with the ability to analyse the consequences and (more especially) the causes of civil conflicts as well as the ability to consider what kinds of external interventions might best ameliorate these consequences and address these causes. The course begins by examining the changing nature of civil wars in the post-Cold War era, including the fracturing of lines of command and the growing importance of 'crime' and economically-motivated violence. Alongside the analysis of war, the course examines the causes and nature of famine, emphasising the need to understand the strategies of those experiencing famine as well as the (economic and political) strategies of those who may seek to benefit from famine. This analysis is extended into a consideration of how best to assist refugees, and the pitfalls surrounding the 'repatriation' of refugees.

In examining the strengths and weaknesses of 'the international humanitarian system', the course considers the possibility that policies which appear to be failing (in terms of the needs of disaster victims) may nevertheless serve a range of functions for the individuals and organisations involved in their design and implementation, whether at local, national or international levels. The course examines the priorities and dilemmas of aid organisations, and the economic and political factors affecting flows of information within the humanitarian system. This includes consideration of the role of the media, the psychological causes and consequences of violence are examined, as well as the implications for interventions. The course also looks at wardings, at processes of social healing and reconstruction, and at rehabilitation.

A number of case-studies are highlighted, including Sudan and Sierra Leone. The focus is principally on Africa, but the course also includes consideration of crises in Asia, Latin America and Europe.

Teaching Arrangements: The course will be taught during Michaelmas and Lent Terms and will consist of 20 one-hour lectures and 20 seminars/workshops each of one-and-a-half-hours.

Reading List: T. Allen (Ed.), *In Search of Cool Ground: war, flight and homecoming in northeast Africa*, James Currey, 1996; T. Allen & H. Morsink, *When refugees go home*, UNRISD, 1994; B. Harrell-Bond, *Imposing Aid: emergency aid to refugees*, OUP, 1986; J. Harriss (Ed.), *The Politics of Humanitarian Intervention*, Pinter, 1995; *International Committee of the Red Cross, World Disaster Report*, 1994, onwards; J. Macrae & A. Zwi (Eds.), *War and Hunger: rethinking international responses to complex emergencies*, Zed, 1994; J. Mayall (Ed.), *The New Interventionism 1991-94: UN experiences in Cambodia, former Yugoslavia and Somalia*, CUP, 1996; A. de Waal, *Famine That Kills: Darfur, Sudan 1984-85*, OUP, 1989; D. Keen, *The Benefits of Famine*, Princeton, 1994.

Methods of Assessment: One unseen two-hour examination (50%) in June and one essay of 5,000 words to be submitted by the end of Summer Term.

DV413

Institutions, Environmental Change and Development (Half unit course)

Teacher Responsible: Dr. J. Harriss, Room T301c

Availability and Restrictions: For students taking the M.Sc. in Development Studies, or the M.Sc. in Development Management, and for those taking other M.Sc. programmes with the approval of the course teacher and their own programme directors.

Core Syllabus: The course is about the relationships between environmental and social change, in the context of economic development, and it is focussed upon the institutions which are involved in the regulation of the interactions between society and the natural environment, at different levels. It is also, necessarily, concerned with the critique of the discourses in terms of which society-environment relationships are perceived and understood since these influence approaches to the policies which are intended to change environmental outcomes. The course will be divided, broadly, between studies of the management of natural resources used at local levels, and at the national level. In both cases we shall be asking how institutions, and the politics surrounding them impose constraints upon and present opportunities for the promotion of sustainable development.

Course Content: The concept of 'environmental crisis'; Discourses of environmentalism; The discourse of 'sustainability'; Local and national policy and the management of natural resources - taking the major cases of Land Degradation; Forest

Management and Conservation; Environmental movements and environmental politics.

Teaching Arrangements: There will be one one-hour lecture each week, and one one-and-a-half-hour class during Michaelmas Term.

Written Work: Students will be asked to write at least one class paper.

Background Reading List: W. M. Adams, *Green Development: Environment and Sustainability in the Third World*, Routledge, 1990; D. Anderson & R. Grove, *Conservation in Africa: People, Policies and Practice*, Cambridge University Press, 1987; T. Benton & M. Redclift (Eds.), *Social Theory and the Global Environment*, Routledge, 1994; P. Blaikie, *The Political Economy of Soil Erosion*, Longman, 1985; P. Blaikie & H. Brookfield, *Land Degradation and Society*, Routledge, 1987; The Ecologist, *A Blueprint for Survival*, Penguin Books, 1972; J. Fairhead & M. Leach, *Misreading the African Landscape: society and ecology in a forest-savanna mosaic*, Cambridge University Press, 1996; J. Kirkby et al. (Eds.), *The Earthscan Reader in Sustainable Development*, Earthscan, 1996; M. Leach & R. Mearns (Eds.), *The Lie of the Land: challenging received wisdom in African environmental change and policy*, James Currey, 1996; M. Leach, R. Mearns & I. Scoones, *Environmental Entitlements: a framework for understanding the institutional dynamics of environmental change*, IDS Discussion Paper No. 359, 1997; M. Leach, R. Mearns & I. Scoones, *Community-Based Sustainable Development: Consensus or Conflict?*, IDS Bulletin, Vol. 28, No. 4, October 1997; G. Leach & R. Mearns, *Beyond the Woodfuel Crisis: People, Land and Trees in Africa*, Earthscan, 1988; M. Leach, *Rainforest Relations: Gender and Resource Use Among the Mende of Gola, Sierra Leone*, Edinburgh University Press, 1994; E. Ostrom, *Governing the Commons*, Cambridge University Press, New York and Cambridge, 1990; D. Pearce et al., *Sustainable Development: Economics and Environment in the Third World*, Earthscan, 1990; M. Redclift, *Sustainable Development: Exploring the Contradictions*, Methuen, 1987; I. Scoones (Ed.), *Living With Uncertainty: New Directions in Pastoral Development*, IT Publications, 1995; M. Tiffen et al., *More People, Less Erosion: Environmental Recovery in Kenya*, John Wiley, 1993; M. Thompson et al., *Uncertainty on a Himalayan Scale*, Ethnographica, 1986; World Commission on Environment and Development, *Our Common Future*, Oxford University Press, 1987.

Methods of Assessment: There will be a two-hour written examination.

DV414

Development Aid

Teacher Responsible: Dr. Tim Allen, Room T501b

Availability and Restrictions: For students taking the M.Sc. in Development Studies, or the M.Sc. in Development Management, and for those taking other M.Sc. programmes with the approval of the course teacher and their own programme directors.

Course Syllabus: The course will provide a critical analysis of the costs and benefits of development aid at the global and local levels, examining theoretical debates for and against aid, as well as an evaluation of official and non-governmental aid organisations, aid policy, project delivery and the impact on 'beneficiaries'.

Course Content: Origins of development aid from the first Geneva Convention to the Marshall Plan; Aid donors and recipients 1945 to the present; Models and kinds of development aid; The UN system and the UN Specialist agencies; Bilateral development organisations; British and Danish development assistance in practice; State planning and development aid; Providing for 'basic needs'; Structural adjustment and development aid; Institutional aspects of the World Bank and the IMF; Non Governmental Organisations and Third sector development; Neo-populism and participatory strategies; Humanitarian aid from Biafra to Rwanda; Economic critiques of development aid; Tied aid and the aid dependency; Good governance and aid conditionality; Anthropological perspectives on development; Post-development theories; Changing approaches to promoting public health; Institutional aspects of UNICEF and SCF; Aid agencies and local conceptions of well-being; Changing approaches to agricultural development; Agricultural extension in practice; Changing approaches to formal education and local knowledge; Fifty years of Oxfam; Current approaches to development aid; Methods of assessing aid effectiveness; Does aid work? (Note that some of these topics will be covered in seminars only).

Teaching Arrangements: There will be a one and a half hour lecture and a one and a half hour class. Both lectures and classes will combine conventional teaching methods with the use of audio-visual material, audio tapes and inter-active learning techniques.

Reading List: R. Ayres, *Banking on the Poor: the World Bank and World Poverty*, MIT Press, 1983; P. T. Bauer, *Equality, the Third World and Economic Delusion*, Wiedenfield, 1981; J. Benthall, *Disasters, Relief and the Media*, I.B. Tauris, 1993; M. Black, *Oxfam: The First 50 Years*, Oxfam, 1992; M. Black, *Children First: The Story of UNICEF*, Oxford University Press, 1996; P. Burnell, *Foreign Aid in a Changing World*, Open University Press, 1997; R. Cassen (Ed.), *Does Aid Work*, Oxford University Press, 1986; R. Chambers, *Whose Reality Counts?*, IT Publications, 1997; J. Crush (Ed.), *Power of Development*, Routledge, 1995; M. Edwards & D. Hulme (Eds.), *Making a Difference: NGOs and development in a changing world*, Earthscan, 1992; A. Escobar, *Encountering Development*, Princeton University Press, 1995; J. Farrington & A. Bebbington, *A Reluctant Partners? Non-Governmental Organizations, the State and Sustainable Agricultural Development*, Routledge, 1993; G. Hancock *The Lords of Poverty*, Macmillan, 1989; J. Harriss (Ed.), *The Politics of Humanitarian Intervention*, Pinter, 1995; R. Holloway (Ed.), *Doing Development: Government, NGOs and the Rural Poor in Asia*, Earthscan/CUSO, 1989; ICVA and EUROSTEP, *The Reality of Aid*, Earthscan, (annual); J. P. Lewis (Ed.), *Strengthening the Poor: What Have We Learned?*, Transaction Books, 1988; Médecins sans Frontières, *World in Crisis*, Routledge, 1997; L. Minear & T. G. Weiss, *Mercy Under Fire*, Westview, 1995; T. Morris, *The Despairing Developer*, I.B. Tauris; P. Mosley, J. Harrington & J. Toye, *Aid and Power*, Routledge, 1991; Oxfam, *The Poverty Complex*, Oxfam, 1995; M. Rahnema & V. Bawtree (Eds.), *The Post Development Reader*, Zed, 1997; I. Smillie, *The Alms Bazaar*, IT Publications, 1995; J. Toye, *Dilemmas of Development*, Blackwell, 1989; D. J. Whittaker, *United Nations in Action*, UCL Press, 1995; World Bank, *World Development Report*, Oxford University Press, (annual); M. Wuyts et al., *Development Policy and Public Action*, Oxford University Press, 1992.

Method of Assessment: There will be a three-hour written examination.

DV415

Institutions and the Global Environment (Half unit course)

Teacher Responsible: Dr. J. Harriss, Room T301c

Availability and Restrictions: For students taking the M.Sc. in Development Studies, or the M.Sc. in Development Management, and for those taking other M.Sc. programmes with the approval of the course teacher and their own programme directors.

Core Syllabus: The course is about global environmental change, and focussed upon the institutions, and their politics,

which 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 course is associated, **Institutions, Environmental Change and Development**, we shall be asking how institutions, and the politics surrounding them impose constraints upon and present opportunities for the promotion of sustainable development.

Course Content: Discourses on Global Environmental Change; International regulation and resource use; Multilateral development banks, development assistance and the global environment; Business and environment; NGOs and environmental movements; Trade; International politics of atmospheric change; International politics of biodiversity.

Teaching Arrangements: There will be one one-hour lecture each week, and one one-and-a-half-hour class during Lent Term.

Written Work: Students will be asked to write at least one class paper.

Reading List: W. M. Adams, *Green Development: Environment and Sustainability in the Third World*, Routledge, 1990; T. Benton & M. Redclift (Eds.), *Social Theory and the Global Environment*, Routledge, 1994; P. Brown, *Global Warming: can civilisation survive?* Blandford; F. Cairncross, *Green*, Earthscan, 1995; M. Castells, *The Power of Identity*, Blackwell, 1997; D. Esty, *Greening the GATT: trade, environment and the future*, Institute for International Economics, 1994; P. Haas et al., *Institutions for the Earth: Sources of Effective International Environmental Protection*, MIT Press, 1993; J. Kirby et al. (Eds.), *The Earthscan Reader in Sustainable Development*, Earthscan, 1996; R. Mikesell & L. Williams, *International Banks and the Environment: from growth to sustainability - an unfinished agenda*, Sierra Club Books, San Francisco, 1993; M. Miller, *The Third World in Global Environmental Politics*, Lynne Reiner, 1995; D. Pearce et al., *Sustainable Development: Economics and Environment in the Third World*, Earthscan, 1990; G. Porter & J. Welsh Brown, *Global Environmental Politics*, Westview Press, 1991; T. Princen & M. Finger, *Environmental NGOs in World Politics: linking the global and local*, Routledge, 1994; R. Repetto, *Trade and Sustainable Development*, UNEP, Geneva; B. Rich, *Mortgaging the Earth: the World Bank, Environmental Impoverishment and the Crisis of Development*, Earthscan, 1994; I. Rowlands, *The Politics of Global Atmospheric Change*, Manchester University Press, 1995; Schmidheiny et al., *Financing Change: the Financial Community, Eco-efficiency and Sustainable Development*, MIT Press, 1996; C. Thomas (Ed.), *Rio: Unravelling the Consequences*, Frank Cass, 1994; World Bank, *World Development Report*, World Bank, Washington DC, 1992; World Commission on Environment and Development, *Our Common Future*, Oxford University Press, 1987; O. Young, *International Governance: protecting the environment in stateless society*, Cornell University Press, 1994.

Method of Assessment: There will be a two-hour written examination.

Department of Economics

M.Sc. Economics

Duration of Course of Study

Full-time: One academic year. Part-time: At least two academic years.

Paper Number	Paper Title	Course Guide Number
Three written papers as follows:		
1.	(a) Macro-Economics I	EC413
	or (b) Macro-Economics II	EC414
2.	(a) Micro-Economics I	EC411
	or (b) Micro-Economics II	EC412
3.	(a) Methods of Economic Investigation I	EC402
	or (b) Methods of Economic Investigation II	EC403
AND		
4.	One of the following options:	
	(a) History of Economic Thought	EC420
	(b) International Economics	EC421
	(c) Public Financial Policy	EC438
	(d) Labour Economics	EC423
	(e) Monetary Economics	EC424
	(f) Public Economics	EC426
	(g) Economics of Industry	EC427
	(h) The Economics of Less Developed Countries	EC428
	(i) Reform of Economic Systems	EC429
	(j) Capital Markets	EC430
	(k) Topics in Quantitative Economic History	EH422
	(l) Any other field of Economics approved by the candidate's teachers	

In addition, all candidates for the M.Sc. in Economics are required to submit an extended essay, of maximum length 6,000 words. The extended essay will, save in exceptional circumstances, be linked to the option paper selected under paper 4 above. The extended essay will count for one-half of the marks for the student's paper.

In exceptional circumstances, a candidate may, subject to the approval of the Department, substitute for one of the papers under 1, 2 or 3 a paper in a second subject under 4.

Students following the part-time course may, with the approval of the School, take the examination in two parts. The first part will normally consist of papers up to the value of two whole units, taken after completion of courses for those papers. The second part will consist of the remaining paper(s) and the dissertation (or as appropriate Essay/Report), and will be taken in the final year of the course. A candidate who does not at his/her first entry successfully complete the examination or part of the examination for which he/she has 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 until the examination in a subsequent year.

Regulations for students not registered for the M.Sc. in Economics

Students not registered for the M.Sc. in Economics (or for another graduate degree in the Economics Department), may take one or more papers from the M.Sc. in Economics subject to the regulations of the degree for which they are registered, and:

- For papers 1, 2 and 3 (Macro, Micro, MEI), with the agreement of the appropriate course lecturer and the confirmation in writing of the M.Sc. in Economics course tutor.
- For any of the options under paper 4, with the agreement of the course lecturer. Students from outside the Department should note that they may take only one paper under option 4, and that they will not normally be required to write an extended essay.

Dates of Examination

Written papers June
Extended essay At the beginning of the Summer Term.

M.Sc. Econometrics and Mathematical Economics

Duration of Course of Study

Full-time: One academic year, unless Preliminary Year is taken. Part-time: At least two academic years.

Examination

Candidates will be examined on courses to the value of four whole units. The examination for each whole unit will be by means of a three-hour written examination (except for 4(d)). For each half unit the examination will be by means of a two-hour written examination. In addition course work may also be assessed.

Paper Number	Paper Title	Course Guide Number
1.	Two half units consisting of: Quantitative Techniques and either	EC480
	(a) Advanced Econometric Theory	EC481
or	(b) Advanced Mathematical Economics	EC470
2.	Two half units from the following:	
	(a) Quantitative Microeconomics	EC472
	(b) Quantitative Macroeconomics	EC473
	(c) Topics in Advanced Econometrics	EC482

M.Sc. Econometrics and Mathematical Economics (continued)

Paper Number	Paper Title	Course Guide Number
(d)	Topics in Advanced Mathematical Economics	EC471
(e)	Basic Time Series and Stochastic Processes	ST407
3.	One of the following:	
	(a) Two half units from 1(a)-(b), 2(a)-(e)	
	(b) Microeconomics II (not if Microeconomics I was taken in the preliminary Year)	EC412
	(c) Macroeconomics I (not if Macroeconomics II was taken in the preliminary Year)	EC413
	(d) Macroeconomics II	EC414
	(e) A paper in Economics to the value of one unit, approved by the candidate's teacher	
4.	One of the following:	
	(a) Two papers from the following list:	
	(i) One further paper from 1 or 2	
	(ii) One further paper from 2	
	(iii) Further Time Series and Stochastic Processes	ST408
	(iv) Regression Diagnostics and Robustness	ST406
	(v) One half unit in Statistics approved by the candidate's teachers	
	(b) Game Theory for Economists	EC483
	(c) A unit or two half units in Statistics or Mathematics approved by the candidate's teachers and the Programme Director	
	(d) An essay or project of not more than 10,000 words	

Students following the part-time course may, with the approval of the School, take the examination in two parts. The first part will normally consist of papers up to the value of two whole units, taken after completion of courses for those papers. The second part will consist of the remaining paper(s) and the dissertation (or as appropriate Essay/Report), and will be taken in the final year of the course. A candidate who does not at his/her first entry successfully complete the examination or part of the examination for which he/she has 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 until the examination in a subsequent year.

Dates of Examination

Written Papers June
Essay/Report 1 June

Preliminary Year

This is intended for students without a satisfactory background in both economics and mathematics. Before being allowed to proceed to the final year of the M.Sc. as described above, students must pass at a sufficiently high standard in three examinations, selected from the following list with a view to filling in their gaps in economics, mathematics or statistics. However, students will normally be expected to attend four courses during the preliminary year.

Paper Number	Paper Title	Course Guide Number
1.	Econometric Theory	EC309
2. & 3.	Two papers from the following list:	
	(a) Further Mathematical Methods (Calculus)	MA200
and	Further Mathematical Methods (Linear Algebra)	MA201
	(b) Probability, Distribution Theory and Inference	ST202
	(c) Mathematical Economics	EC319
	(d) (i) Microeconomics I	EC411
	(ii) Microeconomics II	EC412
or	(e) A paper approved by the candidate's teachers and the Programme Director	
In addition, preliminary year students are required to attend two seminars:		
	Preliminary Year Seminar in Economics	EC460
	Preliminary Year Seminar in Econometrics	EC461

Course Guides

EC400

Mathematics for MSc Economics (September Course)

Teacher Responsible: Dr. A. Horsley, Room S275

Availability and Restrictions: This course is for the M.Sc. in Economics, and for other graduate students only with the permission of the course tutor. Students should have completed introductory courses in the elements of matrix algebra and one-variable calculus. **Course Syllabus:** The aim of this course is to provide students with the essential mathematical background for the core courses of the M.Sc. Economics programme.

Course Content: The course begins with a concise review of the elements of matrix algebra and one-variable differential calculus. It continues with a treatment of multivariate differential calculus, classical optimisation techniques, convexity and concavity, and then covers comparative statics analysis. It concludes with treatments of linear differential equations, stability, and phase diagrams.

Teaching Arrangements:

Lectures EC400: 45 hours in September.

Classes EC400.A: nine hours in September.

Written Work: Written answers to set problems will be expected for each class.

Reading List: Lecture handouts are made available to students taking the course. The main textbook is A. Chiang, *Fundamental Methods of Mathematical Economics*, McGraw-Hill, 1984. Other useful books are: C. P. Simon & L. Blume, *Mathematics for Economists*, W. W. Norton, 1994; S. Glaister, *Mathematical Methods for Economists*, Basil Blackwell, 1984; P. Lambert, *Advanced Mathematics for Economists*, Basil Blackwell, 1985; C. Birchenhall & P. Grout, *Mathematics for Modern Economics*, Philip Allan, 1984; B. Beavis & I. Dobbs, *Optimization and Stability Theory for Economic Analysis*, Cambridge, 1990. The relevant chapters of Edward T. Dowling, *Schaum's Outline of Theory and Problems of Mathematics for Economists*, McGraw Hill, 1992 may also be useful.

Assessment Methods: A three-hour written examination at the end of September.

EC401 Statistics for MSc Economics (September Course)

Teacher Responsible: Dr. B. Blight, Room S212

Availability and Restrictions: This course is for the M.Sc. in Economics, M.Sc. in Economics and Philosophy, M.Sc. Economics and Finance, and for other graduate students only with the permission of Dr. A. Horsley.

Core Syllabus: The aim of this course is to provide students with the essential statistical theory and methods background for the core courses of the M.Sc. Economics programme.

Course Content: Descriptive measures, probability, random variables, point and interval estimation, hypothesis testing, correlation and regression, introduction to time series.

Teaching Arrangements:

Lectures EC401: 38 hours in September.

Classes EC401.A: 9 hours in September.

Written Work: Exercise sheets and notes to accompany each lecture are provided.

Reading List: Paul Newbold, *Statistics for Business and Economics*, 4th edn., Prentice Hall is recommended.

Assessment Methods: A three-hour written examination at the end of September.

EC402 Methods of Economic Investigation I

Teachers Responsible: Dr. H. Wills, Room S682, and Professor S. Nickell

Availability and Restrictions: The course is for the M.Sc. in Economics, M.Sc. in Economics and Philosophy, and for other graduate students only with the agreement and confirmation, in writing, of the M.Sc. (Economics) course tutor. Such permission will be granted only in exceptional circumstances. A knowledge of calculus, linear algebra, probability and statistics are assumed to the level of the September courses in Mathematics and Statistics. Some knowledge of elementary econometrics will obviously be useful although not absolutely essential.

Core Syllabus: The course aims to present and illustrate the techniques of empirical investigation in economics.

Course Content: Main Course Outline:

1. Regression models with fixed regressors (simple and multiple). Least squares. Goodness of fit and hypothesis testing.
2. Regression models with stochastic regressors.
3. An example of regression using experimental data estimating labour supply, the Seattle-Denver Income Maintenance Experiment.
4. The partitioned regression model, multicollinearity, misspecification, omitted and added variables.
5. An example of the omitted variable problem. The omission of ability in the determination of the rate of return of schooling.
6. Asymptotic Theory and its application to the regression model.
7. Heteroskedasticity and Generalized Least Squares.
8. Measurement Errors and Instrumental Variables.
9. The method of maximum likelihood.
10. Sample Selection Bias, an application of maximum likelihood.
11. The analysis of time series. Basic concepts; the autoregressive process; asymptotic theory.
12. Regression models in time series. Distributed lags; autocorrelated disturbances; estimation methods.
13. Diagnostic tests, model selection.
14. Simultaneous equations. Structural and reduced forms; identification, two stage least squares. Dynamic simultaneous equation systems.
15. Co-integration and error correction models.
16. Rational expectations – theory and econometric practice.

Teaching Arrangements:

Lectures EC402: Main course 40 (twice weekly) Michaelmas and Lent Terms.

Supplementary course 8 (once fortnightly) Michaelmas and Lent Terms.

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: The text will be either J. Johnston, *Econometric Methods* or W. H. Greene, *Econometric Analysis* (3rd edn.). The second part of the course will use A. Harvey, *The Economic Analysis of Time Series* (2nd edn.) Harvester Wheatsheaf.

Assessment Methods: A three-hour written examination in the Summer Term. There will be approximately ten questions. The first question (which will be compulsory and account for 60 per cent of the marks) will contain short problems.

EC403 Methods of Economic Investigation II

Teacher Responsible: Dr. V. Hajivassiliou, Room S564

Availability and Restrictions: This course is for the M.Sc. in Economics, as an advanced alternative to **Methods of Economic Investigation I** and for the M.Sc. in Economics and Finance and for other graduate students only with the agreement and confirmation, in writing, of the M.Sc. (Economics) course tutor. Such permission will be granted only in exceptional circumstances. Students should normally have completed an undergraduate course in econometrics and statistical theory. Knowledge of linear algebra, calculus and statistical theory is essential.

Core Syllabus: The course aims to present the techniques of empirical investigation in economics. This is a successor course to **Methods of Economic Investigation I** or an equivalent undergraduate course and is concerned with more advanced techniques.

Course Content: The course will include a selection of the following topics:

I. Cross-section techniques

1. Overview of the Multivariate Regression Model. Constrained Estimation.
2. Maximum Likelihood Estimation. Wald, Likelihood Ratio, and Lagrange Multiplier tests. Hausman tests. Application of the LM and Hausman approaches to the linear regression model.
3. Systems of Simultaneous Equations. Identification, Recursive systems. Estimation, SURE, 2SLS, 3SLS, FIML.
4. Models of discrete dependent variables, logit, probit, the random utility model. Sample selection bias. Truncated and censored dependent variables. Duration-hazard models.

II. Time Series

1. An overview of multivariate regression theory for stationary variables. Maximum Likelihood. Martingale differences, ARCH and GARCH.
2. Simultaneous equations for stationary dynamic systems. VARs.
3. Single Equation Theory for non-stationary variables. Cointegration.
4. Simultaneous equation theory and cointegration for non-stationary systems.

III. Panel Data

1. One-way structured datasets. Fixed and Random effects models.
2. Panel data.
3. Dynamic models.

Teaching Arrangements:

Lectures EC403: 40 (twice weekly) Michaelmas and Lent Terms

Classes EC403.A: 20 Sessional

Written Work: Exercises are provided each week and they are discussed in class. In order to have any chance of completing the course successfully, these exercises must be attempted.

Reading List: W. H. Greene, *Econometric Analysis* (3rd edn.) and A. Harvey, *The Economic Analysis of Time Series*.

Assessment Methods: A three-hour written examination in the Summer Term.

EC411 Microeconomics I

Teachers Responsible: Professor K. Roberts, Room S477 and Professor D. de Meza

Availability and Restrictions: This course is for the M.Sc. in Economics, M.Sc. Economics and Finance, M.Sc. in Economics and Philosophy and for other graduate students only with the agreement and confirmation, in writing, of the M.Sc. (Economics) course tutor. Such permission will be granted only in exceptional circumstances. Students should have completed an undergraduate economics degree or equivalent. A knowledge of multivariate calculus is assumed.

Core Syllabus: The aim of the course is to develop the basic tools for analysing problems of resource allocation used by economists working in research, government and business. The course deals with positive and normative problems. It aims to include modern developments without being overly mathematical, and to develop a capacity to apply economic

concepts to real-world problems. The coverage of this course is not as wide as **Microeconomics II** and the technical requirements are lower. The depth of the analysis is, however, at an equivalent level.

Course Content: There are four broad headings. **Consumer Theory:** including such topics as labour supply and incentives, first and second best, efficient pricing policy, intertemporal allocation, uncertainty. **The Competitive Firm:** including the objectives of the firm, cost and profit functions, uncertainty, investment. **Imperfect Competition:** this will include monopoly, oligopoly, product differentiation, imperfect information, and a range of applications. **General Equilibrium, Trade and Welfare:** the two sector model of general equilibrium, the Heckscher-Ohlin paradigm, monopolistic competition and international trade.

Teaching Arrangements:

Lectures EC411: 20 x two-hours Michaelmas and Lent Terms.

Classes EC411.A: 20 Sessional.

Written Work: Exercises are set for each class but only three of these will be taken in and marked. There will be a one-and-a-half-hour mock examination at the beginning of the Summer Term.

Reading List: The course will draw on a variety of texts, the main ones being: H. R. Varian, *Microeconomic Analysis* (2nd edn.), Norton; J. R. Green, A. Mas-Colell & M. D. Whinston, *Microeconomic Theory*, Oxford; P. R. G. Layard & A. A. Walters, *Microeconomic Theory*, McGraw-Hill; H. Gravelle & R. Rees, *Microeconomics*, Longman; A. B. Atkinson & J. E. Stiglitz, *Lectures in Public Economics*, McGraw-Hill; A. Deaton & J. Muellbauer, *Economics and Consumer Behaviour*, Cambridge University Press; N. Ireland, *Product Differentiation and Non-Price Competition*.

More detailed readings will be given at the beginning of the course and some notes will be provided where textbook coverage is inadequate.

Assessment Methods: A three-hour written examination in the Summer Term. Half the marks given for about eight short compulsory questions, and half for two other questions (chosen from about six).

EC412 Microeconomics II

Teachers Responsible: Professor J. Hardman Moore, Room S478 and Dr. L. Felli, Room S480

Availability and Restrictions: This course is for the M.Sc. in Economics, and for other graduate students only with the agreement and confirmation, in writing, of the M.Sc. (Economics) course tutor. Such permission will be granted only in exceptional circumstances. A good undergraduate knowledge of economic theory and calculus is required.

Core Syllabus: The aim of the course is to provide a firm grounding in microeconomic theory. It will seek to identify areas where the present theoretical treatment is unsatisfactory and new approaches are needed.

Course Content: Microeconomics of the household (including consumption and labour supply) and of the firm. General equilibrium theory. Welfare economics. Theory of information and uncertainty. Contract theory.

Teaching Arrangements:

Lectures EC412: 20 x two hours Michaelmas and Lent Terms.

Classes EC412.A: 20 Sessional.

Written Work: Exercises are set for each class. There will in addition be a one-and-a-half-hour mock examination at the start of the Summer Term.

Reading List: General. The course will draw on a variety of sources, including the following texts: D. M. Kreps, *A Course in Microeconomic Theory*, Harvester Wheatsheaf; H. R. Varian, *Microeconomic Analysis* (3rd edn.), Norton; A. B. Atkinson & J. E. Stiglitz, *Lectures on Public Economics*, McGraw-Hill; A. Deaton & J. Muellbauer, *Economics and Consumer Behaviour*, Cambridge University Press.

Assessment Methods: A three-hour written examination in the Summer Term.

EC413 Macroeconomics I

Teacher Responsible: Professor C. R. Bean, Room R423A and Professor D. Quah, Room S464

Availability and Restrictions: This course is for the M.Sc. in Economics, M.Sc. in Economics and Finance and M.Sc. in Economics and Philosophy. Other graduate students may attend only with the agreement and confirmation, in writing, of the M.Sc.

(Economics) course tutor. Such permission will be granted only in exceptional circumstances. Students should have completed an economics degree or equivalent. A knowledge of differential calculus will also be assumed.

Core Syllabus: The aim of the course is to give a wide-ranging survey of modern macroeconomics. While the course will require the use of mathematical methods, the overall presentation will be less rigorous than **Macroeconomics II**. The course will cover many of the same topics as **Macroeconomics II** but in less depth and less prior knowledge will be assumed.

Course Content:

Static Aggregate Demand and Supply: an overview of the Keynesian and Classical models and a discussion of the role of fiscal and monetary policy in both closed and open economies.

New Classical Macroeconomics: the equilibrium approach to business cycles stressing the role of imperfect information; the 'policy ineffectiveness' proposition, and empirical tests thereof; the Lucas critique.

New Keynesian Macroeconomics: fixed costs of price adjustment and the new microfoundations of Keynesian business cycle theory.

Labour Markets: implicit contracts, efficiency wage and union models.

Rational Expectations: dynamic models with rational expectations including the 'overshooting' model of exchange rate behaviour; time consistency, credibility and central bank independence.

Household Behaviour: the life-cycle permanent-income model, including empirical testing; labour supply; the consumption-based capital asset pricing model.

Investment: neo-classical and 'q' models.

Classical Growth: the Solow model; the Ramsey-Cass-Koopmans model; overlapping generations and Ricardian equivalence.

Endogenous Growth: the role of human capital formation and technical change in the growth process and the impact of government policy on growth.

Real Business Cycles: Equilibrium models of business cycles driven by supply shocks.

Teaching Arrangements:

Lectures EC413: 40 Michaelmas and Lent Terms.

Classes EC413.A: 20 Sessional.

Written Work: Exercises are set for each class, although only three of these will be taken in and marked. There will be a one-and-a-half-hour mock examination at the beginning of the Summer Term.

Reading List: There are no texts which correspond exactly to the material of the course. D. Romer, *Advanced Macroeconomics*, is the most useful. D. K. H. Begg, *The Rational Expectations Revolution in Macroeconomics*, O. Blanchard & S. Fischer, *Lectures in Macroeconomics* W. H. Branson, *Macroeconomic Theory and Policy* and S. M. Sheffrin, *Rational Expectations* are also relevant. The primary source of reading is published articles, however, and a full list will be available at the start of the course.

Assessment Methods: A three-hour written examination in the Summer Term. Fifty per cent of the marks are given for seven short questions, and the remainder for two (out of four) long questions.

EC414 Macroeconomics II

Teachers Responsible: Professor C. Pissarides, Room S678 and Professor N. Kiyotaki, Room S675

Availability and Restrictions: This course is for the M.Sc. in Economics, for those who already have a good background in macroeconomics and plan to do post-M.Sc. research in the subject, and for other graduate students only with the agreement and confirmation, in writing, of the M.Sc. (Economics) course tutor. Such permission will be granted only in exceptional circumstances. The course assumes a working knowledge of the mathematical techniques commonly used in macroeconomics.

Core Syllabus: The course does not aim to be as comprehensive in its coverage as **Macroeconomics I**. Instead fewer topics will be covered in greater depth.

Course Content: The course begins with a brief treatment of balanced growth models. It then considers endogenous growth; fluctuations around the balanced growth path, including monetary fluctuations; real business cycles; employment fluctuations and persistence; monopolistic competition and new Keynesian economics. Models used include infinite-horizon

perfect foresight models, stochastic equilibrium models, adjustment costs, and equilibrium search. Techniques include classical optimisation, stochastic control, stochastic dynamic programming, and stability of differential and difference equations. Lectures and classes are devoted to techniques when appropriate.

Teaching Arrangements:

Lectures EC414: 40 Michaelmas and Lent Terms.
Classes EC414.A: 20 Sessional.

Written Work: Two pieces of written work are set each term, at least one of which is in the form of a mock examination.

Reading List: Original journal articles are the best source of material but some textbooks are recommended: D. Romer, *Advanced Macroeconomics*, McGraw Hill, 1996; M. Obstfeld & K. Rogoff, *Foundations of International Macroeconomics*, MIT Press, Cambridge MA, 1996; R. Barro & X. Sala-i-Martin, *Economic Growth*, McGraw Hill, 1995; and N. L. Stokey & R. E. Lucas, Jr. with E. C. Prescott, *Recursive Methods in Economic Dynamics*, Harvard University Press, Cambridge MA, 1989.

Assessment Methods: A three-hour written examination in the Summer Term. A quarter of the marks are given for five (out of six) short questions, and the remainder for three (out of six) long questions.

EC420

History of Economic Thought

Teacher Responsible: Dr. M. Perlman, Room S378

Availability and Restrictions: This course is for the M.Sc. in Economics and the M.Sc. in Economic History. The course is also available for the M.Sc. Philosophy of the Social Sciences for students with a background in Economics. Other graduate students may take this course only with the permission of the course lecturer.

Core Syllabus: The course traces the development of monetary and macroeconomic theory from about the beginning of the eighteenth until the beginning of the twentieth century. It examines the recurring theoretical debates in the light of modern economic analysis and the very similar modern controversies.

Course Content: The major authors studied are Hume, Cantillon, Thornton, Ricardo, Fullarton, J. S. Mill, Wicksell and Marshall. Two important monetary controversies, the Bullionist and Currency Banking School controversies, will be examined in detail.

Teaching Arrangements:

Lectures EC420: 20 Michaelmas and Lent Terms.

Seminars: 25 Sessional devoted to the analytical reading of texts.

For relevant background students will be asked to attend the 10 lectures in the Michaelmas Term for EC311.

Written Work: Students will be expected to produce seminar papers.

Reading List: Apart from the original texts, the following general histories may be consulted: J. Viner, *Studies in the Theory of International Trade*; L. Robbins, *Robert Torrens and the Evolution of Classical Economics*; J. R. Hicks, *Critical Essays in Monetary Theory*.

Assessment Methods: A three-hour written examination in the Summer Term. Additionally, students taking the M.Sc. in Economics will be required to submit an extended essay at the beginning of the Summer Term; for such students the written examination and the extended essay will each count for half of the marks.

EC421

International Economics

Teachers Responsible: Professor A. Venables, Room S277, Dr. H. Rey, Room S479 and Dr. S. Redding

Availability and Restrictions: This course is for the M.Sc. in Economics, and for other graduate students only with the permission of the course lecturer. Students should have completed a course in intermediate level microeconomics, including calculus.

Core Syllabus: A graduate course in international economics consisting of i) the fundamentals of trade theory and its application to policy (Michaelmas Term) and ii) advanced trade theory or international macroeconomics (Lent Term).

Course Content:

Michaelmas Term – Trade theory: comparative advantage and the gains from trade. Theories of comparative advantage. The theory of trade policy. International institutions and trade policy. Trade, technology and growth.

Lent Term: Either: Advanced international trade: Intra-industry trade and market structure. Trade and economic development. Empirical implementation of trade models. Economic integration, theories and evidence (especially EC and the North American free trade area). International trade and economic geography.

Or: International Macroeconomics: Intertemporal trade and the current account balance. Dynamics of small open economies. The life cycle, tax policy and the current account. The real exchange rate and the terms of trade. Uncertainty and international financial markets. Imperfections in international capital markets. Global linkages and economic growth.

Teaching Arrangements: Lectures and classes EC421: 44 Sessional.

Reading List: A full reading list will be distributed at the beginning of the course. Some important items are: A. Dixit & V. Norman, *Theory of International Trade*, Cambridge, 1980; P. Krugman & E. Helpman, *Trade Policy and Market Structure*, MIT, 1989; G. Grossman & K. Rogoff (Eds.), *Handbook of International Economics*, North Holland, 1995; E. Leamer, *Sources of Comparative Advantage: Theories and Evidence*, MIT, 1984; P. Krugman, *Economic Geography*, MIT, 1991; M. Obstfeld & K. Rogoff, *Foundations of International Macroeconomics*, MIT Press, 1996.

Assessment Methods: A three-hour written examination in the Summer Term. Additionally, students taking the M.Sc. in Economics will be required to submit an extended essay at the beginning of the Summer Term; for such students the written examination and the extended essay will each count for half of the marks.

EC423

Labour Economics

Teachers Responsible: Professor R. Jackman, Room S376 and Professor S. Nickell

Availability and Restrictions: This course is for the M.Sc. in Economics and other graduate students only with the permission of the course lecturer. Students should have completed an intermediate level microeconomics and macroeconomics course.

Core Syllabus:

The course deals with two main issues:

- (i) Unemployment and inflation
- (ii) Labour supply and wage structure.

Each part draws on up-to-date theory to confront the empirical evidence.

Course Content:

- (i) Unemployment and inflation.

We develop theories and evidence which will explain the post-War experience of OECD countries. The theories allow for non-market-clearing, and examine the role of unions, efficiency wages, unemployment benefits and structural mismatch. They show how demand and supply shocks can drive unemployment from its equilibrium level and how such deviations can persist. They also provide a framework for examining how unemployment can be reduced.

- (ii) Labour supply and wage structure.

A central problem in economic policy is how far reducing income inequality will blunt incentives to work and to acquire skills. The course examines the extent to which labour supply is affected by financial incentives. It then shows how the interaction of supply and demand determines the structure of wages. Special attention is also given to theories of screening and firm-specific training.

Teaching Arrangements: EC423: A weekly two-and-a-half-hour session, consisting of 25 lectures and 10 classes (EC423.1A), Michaelmas and Lent Terms. Interested students are also welcome to the weekly meetings of the **Seminar on Economic Performance** (EC531) Sessional.

Written Work: Students will write two short essays during the year plus the extended essay.

Reading List: Mainly articles. The first part of the course draws heavily on R. Layard, S. Nickell & R. Jackman, *Unemployment: Macroeconomic Performance and the Labour Market*, OUP, 1991. The following book will also be useful: O. Ashenfelter & R. Layard (Eds.), *Handbook of Labour Economics*. A detailed reading list will be provided at the beginning of the course.

Assessment Methods: A three-hour written examination in the Summer Term. Additionally, students taking the M.Sc. in Economics will be required to submit an extended essay at the beginning of the Summer Term; for such students the written examination and the extended essay will each count for half of the marks.

EC424

Monetary Economics

Teachers Responsible: Professor C. A. E. Goodhart, Room G405 and Professor N. Kiyotaki, Room S675

Availability and Restrictions: This course is for the M.Sc. in Economics, and for other graduate students only with the permission of the course lecturer. Students should have completed a course in intermediate level microeconomics and macroeconomics. Mathematical background to the level of the course taught in September is assumed.

Core Syllabus: The course aims to develop the student's ability to undertake research in monetary economics by studying a number of current issues both theoretical and applied.

Course Content: (Professor C. A. E. Goodhart) The role of money in the exchange process. Money as an asset. Demand for, and supply of, money. Banking treated as an industry. The theory of financial intermediation and credit rationing. Determination of interest rates. The theory of monetary policy. Rules versus discretion. Monetary targets. International monetary issues. Exchange rate determination. ERM and EMU. **Course Content: (Professor N. Kiyotaki)** The interaction of money, credit and financial intermediaries with aggregate economic activities. The topics include theoretical foundations of money and intermediation, interaction of credit, asset prices and output over the business cycle and in economic growth, and the role of monetary policy.

Teaching Arrangements:

Lectures/classes EC424: 64 hours Sessional

There will be both some essays and, probably, a mock examination at the beginning of the Lent Term. 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 Methods: A three-hour written examination in the Summer Term. Additionally, students taking the M.Sc. in Economics will be required to submit an extended essay at the beginning of the Summer Term; for such students the written examination and the extended essay will each count for half of the marks.

EC426

Public Economics

Teachers Responsible: Professor F. Cowell, Room R416B and Dr. J. Leape, Room R502

Availability and Restrictions: This course is for the M.Sc. in Economics, and for other graduate students only with the permission of the course lecturer. Students should have completed an intermediate level course in microeconomics.

Core Syllabus: A course in the principles of public economics, covering both normative and positive aspects of the subject. The material covered will include theoretical and empirical studies of taxation and government spending.

Course Content: Theories of the state. Measurement of inequality and poverty. Theory of public goods. Public provision of private goods: health and education. Models of voting, pressure groups and bureaucracies. Division of taxing and spending responsibilities between tiers of government. Tax evasion. Impact of taxes on household decisions with respect to labour supply, savings and risk taking. Optimum taxation and the design of fiscal policy. Taxes and investment: Domestic and international issues.

Teaching Arrangements:

Lectures EC426: 20 x 2 hours Michaelmas and Lent Terms.

Students may also be required to attend specified lectures for course EC438.

Classes EC426.A: 4 x 2 hours Lent Term.

Attention is also drawn to **Issues in Taxation Seminar (Dr. Leape and Professor Avery Jones)** LL900: 8 Monthly, Sessional.

Reading List: A. B. Atkinson & J. E. Stiglitz, *Lectures on Public Economics*, McGraw-Hill, 1980; F. Cowell, *Measuring Inequality* (2nd edn.), Harvester Wheatsheaf, 1994; G. Myles, *Public Economics*, Cambridge University Press, 1994; A. Auerbach & M. S. Feldstein (Eds.), *Handbook of Public Economics*, Vols. I and II, North-Holland; M. A. King, *Public Policy and the Corporation*, Chapman and Hall, 1977; D. Bös, *Privatisation: A Theoretical Treatment*, Oxford University Press, 1991.

Assessment Methods: A three-hour written examination in the Summer Term. Additionally, students taking the M.Sc. in Economics will be required to submit an extended essay at the beginning of the Summer Term; for such students the written examination and the extended essay will each count for half of the marks.

EC427

The Economics of Industry

Teachers Responsible: Dr. M. Schankerman, Room S567 and Dr. Y. Taumann

Availability and Restrictions: This course is for the M.Sc. in Economics, M.Sc. in Accounting and Finance, and for other graduate students only with the permission of the course lecturer.

Core Syllabus: A graduate course in Industrial Organization, which aims to provide students with a working knowledge of current theory, and to develop the applications of that theory in the area of Competition Policy (Anti-trust).

Course Content: Prerequisites in Game Theory. An introduction to current developments in Oligopoly Theory. A formal analysis of conduct in concentrated industries (cartel stability, limit pricing, predatory pricing, etc.), empirical implementation of oligopoly models. Explaining industrial structure: some theoretical and empirical perspectives. Economies of scale, etc. R. & D. advertising. Vertical restraints. The theoretical foundations of competition policy (anti-trust). A detailed study of selected cases, drawn from the U.K., the EEC and the U.S. (Class assignments will be based on an analysis of these cases). A strong background in intermediate level microeconomic theory.

Teaching Arrangements: 20 lectures EC427 and 20 classes in the Michaelmas and Lent Terms.

Reading List: Two books which provide a basic framework are J. Tirole, *Theory of Industrial Organization*, MIT Press, 1989 and J. Sutton, *Sunk Costs and Market Structure*, MIT Press, 1991. A full reading list will be supplied at the beginning of the course.

Assessment Methods: A three-hour written examination in the Summer Term. Additionally, students taking the M.Sc. in Economics will be required to submit an extended essay at the beginning of the Summer Term; for such students the written examination and the extended essay will each count for half of the marks.

EC428

The Economics of Less Developed Countries

Teachers Responsible: Dr. C. D. Scott, Room S375 and Mr. J. Thomas, Room S677

Availability and Restrictions: This course is for the M.Sc. in Economics, and for other graduate students only with the permission of the course lecturer. Intermediate level microeconomics and macroeconomics, a knowledge of standard empirical techniques used in economics, and some practice in applied economics is required. Prior training in development economics is not a pre-requisite.

Core Syllabus: The course provides an advanced treatment of development economics, including theory, evidence and policy.

Course Content: The aim of the course is to develop students' research abilities in development economics by examining a large number of current topics both theoretical and applied. The topics covered include:

- (i) neoclassical models of capital accumulation, endogenous growth, industrialization and the big push, income distribution and growth, risk-sharing and government policy, commodity price stabilization, formal and informal risk-sharing institutions, savings. Credit markets and economic performance. Poverty alienation policy.
- (ii) Resource allocation within households. Behaviour of cooperatives. Incentives and Common Property. Land reform processes. Organisation and importance of non-governmental organisations.
- (iii) models of rural-urban migration and urban labour markets. Extent and nature of the urban informal sector. Policy initiatives in informal urban credit markets.

Teaching Arrangements:

Lectures EC428.1: 18 x 2 hours Michaelmas and Lent Terms.

Classes EC428.1A: 10 Michaelmas and Lent Terms.

Attendance at the Seminar EC428.2: 20 Michaelmas and Lent Terms is expected.

Written Work: Occasional written assignments will be expected throughout the Michaelmas and Lent Terms.

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; J. Thomas, *Informal Economic Activity* chapters 4 and 5.

Assessment Methods: A three-hour written examination in the Summer Term. Additionally, students taking the M.Sc. in Economics will be required to submit an extended essay at the beginning of the Summer Term; for such students the written examination and the extended essay will each count for half of the marks.

EC429

Reform of Economic Systems

Teachers Responsible: Dr. S. Gomulka, Room S576 and Dr. C. Xu, Room S375

Availability and Restrictions: This course is for the M.Sc. in Economics, and for other graduate students only with the permission of the course lecturer. Students should have completed a course in intermediate level microeconomics and macroeconomics.

Core Syllabus: Theory of economic systems and transition economics.

Course Content:

Part A, given by Dr. Xu, discusses theoretical models of the information, incentive and co-ordination problems in economic institutions in general, and during major systematic reforms in particular. The applied section provides a comparative analysis of China and Eastern Europe.

Part B, given by Dr. Gomulka, is concerned mainly with the theory and behaviour of centrally-managed economic systems before and during their transition to market-based systems. It discusses in detail reform strategies, stabilization and privatisation policies, and responses of enterprises and whole economies to reforms.

Part C, teaching seminar chaired by Dr. Gomulka in which students present and discuss topics related to the course.

Teaching Arrangements:

Lectures EC429.1:

Part A: 10 Michaelmas Term.

Part B: 15 Michaelmas and Lent Terms.

Part C: 10 x two hours Lent Term.

Written Work: Students may prepare essays for their supervisors.

Reading List: Reading lists will be distributed by the two lecturers at the start of the course.

Assessment Methods: A three-hour written examination in the Summer Term. Additionally, students taking the M.Sc. in Economics will be required to submit an extended essay at the beginning of the Summer Term; for such students the written examination and the extended essay will each count for half of the marks.

EC430

Capital Markets

Teacher Responsible: Dr. M. Bray, Room S476

Availability and Restrictions: This course is for the M.Sc. in Economics, M.Sc. in Econometrics and Mathematical Economics and for other graduate students only with the permission of the course lecturer. Students are expected to have a good background in intermediate level microeconomic theory and a knowledge of basic empirical techniques used in economics. A prior knowledge of R. A. Brealey & S. Myers, *Introduction to Corporate Finance* is desirable but not essential.

Core Syllabus: The course analyses the behaviour of households and companies in the capital markets, and the role of these markets in providing incentives and control mechanisms for corporations.

Course Content: Portfolio choice and asset pricing under certainty and uncertainty; options; the behaviour of asset markets with and without asymmetric information; rational expectations models, market efficiency and inefficiency, volatility; market microstructure; the Modigliani-Miller theorem; taxation, capital structure and dividend policy; agency and asymmetric information models of finance; investment; mergers and acquisitions.

Teaching Arrangements:

Lectures EC430.1: 20 x one-and-a-half-hours Sessional.

Classes EC430.1A: 20 Sessional.

Assessment Methods: A three-hour written examination in the Summer Term. Additionally, students taking the M.Sc. in Economics will be required to submit an extended essay at the beginning of the Summer Term; for such students the written examination and the extended essay will each count for half of the marks.

EC433

The Economic Organisation of the European Union

Teacher Responsible: Mr. A. Marin, Room S566

Availability and Restrictions: This course is for the M.Sc. in European Studies and the M.Sc. in Politics of the World Economy. It is also available for other graduate students with the consent of the course lecturer. Students who have not previously studied economics should also take **Basic Economic Concepts** (EC433.1) during the Michaelmas Term to acquire the necessary background. (This course is not available to M.Sc. in Economics students.)

Core Syllabus: The course covers various economic aspects of the EC. These include the gains/losses from formation of a common market, the European Monetary System, the Common Agricultural Policy, regional policy, relations with non-members.

Course Content: The course covers various economic aspects of the EC. It examines some areas of current policy concern from the economic viewpoint and also provides an economic analysis of the process of integration of the member states.

Teaching Arrangements:

Lectures EC433.2: 20 Michaelmas and Lent Terms.

Seminars EC433.3: 15 per group Sessional.

Seminars are given by students. A mid-year examination is given to help assess students progress (see M.Sc. European Studies description).

Written Work: As well as a seminar presentation, students are expected to do two written essays for the seminar teacher.

Reading List: A detailed reading list will be given out at the beginning of term. Many of the topics are partially covered in D. Swann, *The Economics of the Common Market*; T. Hitiris, *European Community Economics*; A. El Agra (Ed.), *The Economics of the European Community*.

Assessment Methods: A three-hour written examination in the Summer Term, with three questions to be answered out of about nine.

EC436

The Economics of Regional and Urban Planning (Half unit course)

See entry in the M.Sc. Regional and Urban Planning Studies section under Interdepartmental Degrees.

EC437

Economic Aspects of Urban Change (Half unit course)

See entry in the M.Sc. Regional and Urban Planning Studies section under Interdepartmental Degrees.

EC438

Public Financial Policy (Not available 1998-99)

Teachers Responsible: Professor C. A. E. Goodhart, Room G405 and A. N. Other

Availability and Restrictions: This course is for the M.Sc. in Economics, and for other graduate students only with the permission of the course lecturer. Students should have completed a course in intermediate level microeconomics and macroeconomics. This course may not be taken by students also taking **Public Economics**.

Core Syllabus: The aim of this course is to give students a rigorous introduction to the analysis of public policy issues. The course includes an analysis of the role of government, macroeconomic policy issues and issues in international finance.

Course Content:

Part A: Microeconomic Policy Analysis (Professor Besley). The role of government, alternative models of government decision-making. Revenue-raising: design of tax systems, public debt. Government production: public goods provision, cost benefit analysis. Market failure and regulation of economic activity.

Part B: Macroeconomic Policy Analysis (Dr. C. D. Scott and Professor C. A. E. Goodhart). The role of the central bank: money supply and demand, the transmission mechanism, issues in commercial bank regulation/financial sector reform; stabilisation from high inflation. Determinants of the balance of payments; external debt crises in less developed countries, issues/current procedures resolving debt crises. Macroeconomic

forecasting and programming. What determines growth: theory and empirical evidence.

Teaching Arrangements:

Lectures EC438: 10 Lent Term

Students may also be required to attend specific lectures for the course EC426.

Classes EC438.A: 20 Sessional

Written Work: As required in classes.

Reading List: A List of journals and papers will be distributed at the start of each term.

Assessment Methods: A three-hour written examination in the Summer Term. Additionally, students taking the M.Sc. in Economics will be required to submit an extended essay at the beginning of the Summer Term; for such students the written examination and the extended essay will each count for half of the marks.

EC450

Urban and Transport Economics

See entry in the M.Sc. Regional and Urban Planning Studies section under Interdepartmental Degrees.

EC470

Advanced Mathematical Economics (Half unit course)

Teachers Responsible: Dr. G. Keller, Room S568 and Mr. T. Mariotti

Availability and Restrictions: This course is for the M.Sc. in Econometrics and Mathematical Economics and for other graduate students with the permission of the course lecturer. Students should have completed **Quantitative Techniques**.

Core Syllabus: (i) Recursive economic analysis (ii) Contracts: real and financial.

Course Content: (i) Applications of dynamic programming techniques in discrete-time deterministic frameworks; extensions to stochastic shocks will also be considered; topics will include growth, investment, human capital accumulation, learning by doing, learning by experimentation, asset pricing and search theory. Details on (ii) will be provided at the start of the session.

Teaching Arrangements: Lectures EC470: 19 x two hours Michaelmas and Lent Terms.

Reading List: The main text for (i) is N. L. Stockey & R. E. Lucas, *Recursive Methods in Economic Dynamics*. Further reading will be indicated at the start of the session.

Assessment Methods: A two-hour written examination in the Summer Term.

EC471

Topics in Advanced Mathematical Economics

Teacher Responsible: Dr. A. Horsley, Room S275

Availability and Restrictions: This course is for the M.Sc. in Econometrics and Mathematical Economics and for other graduate students with the permission of the course lecturer. **Advanced Mathematical Economics** should be taken concurrently.

Course Content: Three series of 10 lectures on specialised topics in mathematical economics are provided. Recent topics include: intertemporal economics; the theory of finance; bargaining theory; and search and the foundation of a theory of markets.

Teaching Arrangements: Lectures EC471: 15 x two hours Michaelmas and Lent Terms

Assessment Methods: A two-hour written examination in the Summer Term.

EC472

Quantitative Microeconomics (Half unit course)

Teachers Responsible: Dr. H. Wills, Room S682 and Dr. M. Schafgans, Room S584

Availability and Restrictions: This course is for the M.Sc. in Econometrics and Mathematical Economics and for other graduate students with the permission of the course lecturer. A knowledge is expected of econometric theory and applied econometrics corresponding to **Principles of Econometrics** or **Methods of Economic Investigation I**. Students must be prepared to read journal articles with a difficult mathematical and statistical content.

Core Syllabus: This course is concerned with the application of econometric techniques to modelling the behaviour of individual economic agents (households and firms).

Course Content: The lecture course covers a wide range of topics in applied microeconomics with a view to illustrating the interplay between models, data and methods.

Teaching Arrangements:

Lectures EC472: 10 x two hours Lent Term.

Seminars: 10 Lent Term.

The seminars will cover the same topics as the lectures and aims to introduce students to the best examples of applied microeconomics available in the journals. The students are required to present papers or act as discussants.

Reading List: S. Pudney, *Modelling Individual Choice*, C. Hsiao, *Analysis of Panel Data* and G. S. Maddala, *Limited-dependent and qualitative variables in econometrics* will be used as background material. A list of articles will be given at the beginning of the course. Students will be expected to read one or two journal articles on two-thirds of the topics and to read more widely on topics where they are presenters or discussants.

Assessment Methods: A two-hour written examination in the Summer Term. Candidates are required to answer three questions out of eight.

EC473

Quantitative Macroeconomics

Teacher Responsible: Professor D. Quah, Room S464

Availability and Restrictions: This course is for the M.Sc. in Econometrics and Mathematical Economics and for other graduate students with the permission of the course lecturer.

Core Syllabus: The course highlights the interface between modern macroeconomic theory and empirical work, focussing on recent developments. Topics recently discussed have included: Real Business cycles; Phillips Curves; Consumption; Exchange Rate volatility.

Course Content: The emphasis will be on the connection between economic theory and empirical evaluation.

Teaching Arrangements:

Lectures EC473: 10 x two hours Michaelmas Term.

Seminars: 10 x two hours Lent Term.

Written Work: Students will make seminar presentations in Lent Term. Participation and contribution will be noted.

Reading List: Articles will be assigned at the start of the course.

Assessment Methods: A two-hour written examination in the Summer Term; 3-page seminar handout in Lent Term.

EC480

Quantitative Techniques (Half unit course)

Teachers Responsible: Dr. J. Hidalgo, Room S579 and Dr. G. Keller, Room S568

Availability and Restrictions: This course is for the M.Sc. in Econometrics and Mathematical Economics and for other graduate students with the permission of the course lecturer.

Core Syllabus: Asymptotic statistical theory, matrix calculus, numerical methods.

Teaching Arrangements:

Lectures EC480: 10 x two hours Michaelmas Term.

Classes: 10 Michaelmas Term.

Reading List: No one book covers the entire syllabus; a list of references will be provided at the start of the course, and lecture notes will be circulated.

Assessment Methods: A two-hour written examination in the Summer Term.

EC481

Advanced Econometric Theory (Half unit course)

Teacher Responsible: Dr. J. Hidalgo, Room S579

Availability and Restrictions: This course is for the M.Sc. in Econometrics and Mathematical Economics and M.Sc. in Statistics and for other graduate students with the permission of the course lecturer. Students should have completed **Quantitative Techniques**.

Core Syllabus: Simultaneous equations systems, identification, estimation, asymptotic behaviour of estimators and hypothesis testing.

Course Content: Multiple equation systems, identities and dynamics. Identification: observational equivalence, global and

local identifiability. Linear-in-variables systems: identification, pseudo-maximum likelihood estimation, three-stage least squares estimation, minimum distance estimation. Consistency and asymptotic normality of general extremum estimates, and of simultaneous equations estimates. Nonlinear-in variables systems: maximum likelihood and instrumental variables estimates, optimal instrumental variables estimates for static and dynamic models, and models with autocorrelated disturbances. Hypothesis tests: Wald, generalized likelihood ratio and Lagrange multiplier tests, asymptotic null and local behaviour and consistency.

Teaching Arrangements:

Lectures/Classes EC481: 10 x three hours Lent Term.

Reading List: No book covers the syllabus, but a list of references will be provided at the start of the course, and lecture notes and relevant articles will be circulated.

Assessment Methods: A two-hour written examination in the Summer Term.

EC482

Topics in Advanced Econometrics

Teachers Responsible: Dr. V. Hajivassiliou, Room S564, Dr. J. McCrorie, Room S380 and Professor P. Robinson, Room S577

Availability and Restrictions: This course is for the M.Sc. in Econometrics and Mathematical Economics and for other graduate students with the permission of the course lecturer. Advanced Econometric Theory should be taken concurrently.

Course Content: The course consists of three series of ten lectures on specialized topics in econometrics. These lectures change from year to year. Presently they include: econometrics of structural change; non-parametric and semi-parametric estimation; simulation-based estimation; unit roots and cointegration.

Teaching Arrangements: Lectures EC482: 30 Michaelmas and Lent Terms.

Reading List: No one book covers the entire syllabus; lists of references will be provided and lecture notes circulated.

Assessment Methods: A two-hour written examination in the Summer Term.

EC483

Game Theory for Economists

Teacher Responsible: Dr. L. Felli, Room S480

Availability and Restrictions: This course is for the M.Sc. in Econometrics and Mathematical Economics and for other graduate students with the permission of the course lecturer.

Core Syllabus: The aim of the course is to provide a firm grounding in the basic tools of game theory. The course covers strategic-form games of perfect information (Nash and correlated equilibria and rationalizability), dynamic games of imperfect information (subgame perfection, bargaining and repeated games, complexity) static games with imperfect information (Bayesian games and equilibria) dynamic games of imperfect information (perfect Bayesian, sequential and trembling-hand perfect equilibria) and mechanism design (revelation principle, optimal auctions and regulation).

Reading List: The course will mainly draw from the following two textbooks: M. J. Osborne & A. Rubinstein, *A Course in Game Theory*, MIT Press and D. Fudenberg & J. Tirole, *Game Theory*, MIT Press.

Teaching Arrangements: Lectures/classes EC483: 40 Michaelmas and Lent Terms.

Assessment Methods: A three-hour written examination in the Summer Term.

Department of Economic History

M.Sc. Economic History: (A) Europe, America and Japan

Duration of Course of Study

Full-time: One calendar year. Part-time: Two calendar years.

Examination

I Three written papers selected with the approval of the candidate's teachers as follows:

Paper Number	Paper Title	Course Guide Number
1.	Historical Analysis of Economic Change	EH400
2. & 3.	Two of the following: The Origins of the World Economy, 1450-1750 Perspectives on the Industrial Revolution: A Study in Sources and Historiography (not available 1998-99) Capital Markets and Economic Development in Britain, Germany and the United States since 1870 The World Economic Crisis, 1919-1945 (not available 1998-99) Interpreting Modern Business: The USA, Europe and Japan British Labour History, 1815-1939 Latin American Development in the Twentieth Century: from liberalism to neo-liberalism Japanese Economic Development since the Late Nineteenth Century: National and International Perspectives (not available 1998-99) The Economic Analysis of North American History (not available 1998-99) The Economic History of the European Community Topics in Quantitative Economic History	EH471 EH410 EH470 EH430 EH455 EH425 EH462 EH445 EH435 EH450 EH422
Either (a)	History of Economic Thought	EC420
or (b)	History of Accounting (not available 1998-99)	AC460
or (c)	Cobden, Free Trade and Europe, 1846-1882	HY403

and

II A dissertation of about 15,000 words on a topic approved by the candidate's teachers relating to one of the candidate's written papers.

Papers 1, 2 and 3 each account for 20% of total examination marks; the dissertation accounts for 40%.

When one of the listed courses is not taught, and in other exceptional circumstances, candidates may substitute for one of Papers 2 and 3 another course approved by their teachers. Students may take only one course taught outside the department.

Students following the part-time course may, with the approval of the School, take the examination in two parts. The first part will normally consist of papers up to the value of two whole units, taken after completion of courses for those papers. One of the papers must be **Historical Analysis of Economic Change**. The second part will consist of the remaining paper and the dissertation, and will be taken in the final year of the course. A candidate who does not at his/her first entry successfully complete the examination or part of the examination for which he/she has 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 until the examination in a subsequent year.

Dates of Examination

Written papers May
Dissertation mid-September

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.

M.Sc. Economic History: (B) Patterns of Development, Africa, Asia and Latin America

Duration of Course of Study

Full-time: One calendar year. Part-time: Two calendar years.

Examination

I Three written papers selected with the approval of the candidate's teachers as follows:

Paper Number	Paper Title	Course Guide Number
1.	Historical Analysis of Economic Change	EH400
2 & 3.	Two of the following: Markets and States in Developing Economies since c.1880 The Origins of the World Economy, 1450-1750 Latin American Development in the Twentieth Century: from liberalism to neo-liberalism African Economic Development in Historical Perspective Japanese Economic Development since the Late Nineteenth Century: National and International Perspectives (not available 1998-99) Economic Development of East and Southeast Asia Topics in Quantitative Economic History	EH416 EH471 EH462 EH440 EH445 EH446 EH422
Either (a)	The Economics of Less Developed Countries	EC428
or (b)	Sociology of Development	SO404

II A dissertation of about 15,000 words on a topic approved by the Candidate's teachers relating to one of the candidate's written papers.

Papers 1, 2 and 3 each account for 20% of total examination marks. The dissertation accounts for 40%.

When one of the listed courses is not taught, and in other exceptional circumstances, candidates may substitute for one of Papers 2 and 3 another course approved by their teachers. Students may take only one course taught outside the department.

Students following the part-time course may, with the approval of the School, take the examination in two parts. The first part will normally consist of papers up to the value of two whole units, taken after completion of courses for those papers. One of the papers **must** be **Historical Analysis of Economic Change**. The second part will consist of the remaining paper and the dissertation, and will be taken in the final year of the course. A candidate who does not at his/her first entry successfully complete the examination or part of the examination for which he/she has 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 until the examination in a subsequent year.

Dates of Examination

Written papers May
Dissertation mid-September

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.

Course Guides

EH400

Historical Analysis of Economic Change

Teachers Responsible: Professor Nicholas Crafts, Room C420 and Dr. Peter Howlett, Room S466

Availability and Restrictions: Compulsory course for M.Sc. (Economic History) Option A and Option B and Economic History M.Phil. students. (Other students may not attend without consent of course tutor.) The course assumes no previous knowledge of statistics or econometrics.

(a) Methodological Issues – Professor Nicholas Crafts and Dr. Gareth Austin, Room C319

Core Syllabus: The course will provide basic awareness of central themes in economic history, introduce students to important analytic tools used by economic historians, and consider how these have been and can be applied in economic history research.

Course Content: The course will cover a range of topics compiled so as to introduce the student to important methodological issues in the field of economic history. The student will be expected to develop conceptual awareness and to consider the practical application of analytical techniques to historical problems. The training so-obtained is expected to inform dissertation work. Topics will vary but an illustrative list might include: the history of economic history; processes of economic growth; economic development; surveys and censuses; welfare outcomes; non-market activity; modern macro-economic ideas; imperfect information and incentive structures; comparative analysis; post-modernism and economic history.

Teaching Arrangements: Weekly two-hour lectures throughout Michaelmas term and in the early part of Lent term will provide conceptual background. Each lecture will be followed by a two-hour seminar in which students will present papers on assigned topics from a wide array of optional readings relating to different countries and time periods. The course includes visiting several London archives: the Public Record Office, the House of Lords Record Office, the Midland Bank Archives, the British Library, and the National Registry of Archives.

Preliminary Reading List: James E. Alt & Kenneth A. Shepe (Eds.), *Perspectives on Positive Political Economy* (1990); Partha Dasgupta, *An Inquiry into Well-Being and Destitution* (1993); Barry Eichengreen, *Golden Fetters* (1992); Claudia Goldin & Gary Libecap (Eds.), *The Regulated Economy* (1994); Eric Monkonen (Ed.), *Engaging the Past* (1994); Thomas G. Rawski (Ed.), *Economics and the Historian* (1996); G. Nick von Tunzelmann, *Technology and Industrial Progress: The Foundations of Economic Growth* (1995).

(b) Quantitative Issues – Dr. Peter Howlett, Dr. Max Schulze, Room S468 and Dr. Stephen Rosevear, Room C316.

Core Syllabus: The course will examine the ways in which economic and social historians collect, analyse and interpret data.

Course Content: Students will be introduced to the problems of analysing and interpreting historical evidence. The course will cover a range of measurement problems typical of the practice of economic history. Students will be expected to become conversant with both selected historiographical literature and

some simple statistical techniques and inference procedures and will be introduced to the use of computers in historical studies.

Teaching Arrangements: In the Lent Term there will be weekly seminars of one-and-a-half-hours, plus a two-hour computer workshop each week.

Written Work: Students will be expected to complete weekly assignments: these may be technical, interpretative, data collection or computing.

Reading List: The following books will provide a useful introduction: Roderick Floud, *Essays in Quantitative Economic History* (1974); Roderick Floud, *An Introduction to Quantitative Methods for Historians* (1979); R. W. Fogel & G. R. Elton, *Which Road to the Past? Two Views of History* (1983); C. H. Lee, *The Quantitative Approach to Economic History* (1977); W. N. Parker, *Economic History and the Modern Economist* (1986).

Methods of Assessment: Parts (a) and (b) each carry 50% of the total marks.

Part (a): Assessment will be by means of a term paper of not more than 3,000 words on an approved methodological topic linked to the student's proposed M.Sc. dissertation.

Part (b): Will be assessed on the basis of coursework and written examination, each carrying equal marks.

EH410

Perspectives on the Industrial Revolution:

A Study in Sources and Historiography

(Not available 1998–99)

Teacher Responsible: Dr. W. Kennedy, Room C413

Availability and Restriction: M.Sc. in Economic History, Option A. A knowledge of British economic history at the level of an introductory university course is an advantage. Those taking this course without this background must be prepared to do additional reading.

Core Syllabus: The course concentrates primarily upon the Industrial Revolution in Britain in the period 1750 to 1850 in the light of subsequent observers' interpretations of it and the growing availability of archive and other historical sources. The course includes a consideration of the general problems encountered in historical research and writing and the ways in which the particular writers whose works are examined in detail have approached these problems. Students are also introduced to the source materials available in London for the writing of British economic history.

Course Content: Among the writers considered are Adam Smith, Malthus, Engels, Toynbee, Cunningham, Marshall and Clapham as well as a number of historians still active. Each writer is assessed with regard to the preoccupations of the time in which he was writing and the historical sources available to him.

Teaching Arrangements: The course is taught in a sequence of twenty two-hour seminars meeting once a week. During the sequence each student will be responsible for at least one seminar presentation per term.

Reading List: The following books provide some indication of the material used during the course: Adam Smith, *An Inquiry into the Wealth of Nations*; T. R. Malthus, *First Essay on Population*; Friedrich Engels, *The Condition of the Working Class in England*; Arnold Toynbee, *The Industrial Revolution in England*; J. H. Clapham, *The Economic History of Modern Britain*; L. S. Pressnell, *Country Banking in the Industrial Revolution*; N. F. R.

Crafts, *British Economic Growth During the Industrial Revolution*; E. A. Wrigley, *Continuity, Chance and Change*.

Method of Assessment: Three-hour written examination.

EH416

Markets and States in Developing Economies since c1880

Teachers Responsible: Dr. Gareth Austin, Room C319, Dr. Colin Lewis, Room C320 and Dr. Kent Deng, Room C413.

Availability and Restrictions: optional course for students taking M.Sc. Economic History Option B and Development Studies.

Core Syllabus: The course analyses the roles and interactions of states and markets in economic development through the application of relevant theories to the comparative study of specific country cases in Africa, Asia and Latin America.

Course 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 Arrangements: four twice-weekly two-hour lecture/seminars in the first two weeks of the Michaelmas Term; then 18 weekly two-hour seminars, for the remainder of the Michaelmas and Lent Terms.

Written Work: Three papers, which will be distributed to the group in advance of the corresponding seminars.

Reading List: J. Harriss, J. Hunter & C. Lewis (Eds.), *The New Institutional Economics and Third World Development* (1995); B. Warren, *Imperialism: Pioneer of Capitalism* (1980); I. Wallerstein, *The Capitalist World Economy* (1979); A. Hirschman, *The Strategy of Economic Development* (1958); L. Reynolds, *Economic Growth in the Third World* (1985); J. Iliffe, *The Emergence of African Capitalism* (1983); R. Bates, *Essays on the Political Economy of Rural Africa* (1983); R. Wade, *Governing the Market: economic theory and the role of government in East Asian industrialization* (1990); T. Rawski & L. Li (Eds.), *Chinese History in Perspective* (1992); B. Tomlinson, *The Economy of Modern India* (1993); C. Abel & C. Lewis (Eds.), *Latin America, Economic Imperialism and the State* (1985); S. Haber (Ed.), *How Latin America Fell Behind* (1997).

Methods of Assessment: The best two of the three course papers count for 30% of the marks. The remaining 70% are determined by a three-hour paper in the Summer Term, in which candidates answer three questions.

EH422

Topics in Quantitative Economic History

Teachers Responsible: Professor Nicholas Crafts, Room C420 and Dr. Peter Howlett, Room S466.

Availability and Restrictions: For M.Sc. Economic History and M.Phil. Economic History; other graduate students may attend by permission. The course is particularly appropriate for those students who are considering following a quantitative economic history Ph.D. thesis in the future. Students enrolled for this course are expected to have completed the equivalent of undergraduate courses in econometrics and intermediate economic theory.

Course Content: The course will be 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 interwar years; 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 will be 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 will be able to investigate in detail the analysis contained in important journal articles using appropriate computer packages.

Teaching Arrangements: There will be a weekly two-hour seminar in the Michaelmas and Lent Terms.

Written Work: Three or four papers or presentations during the session.

Reading List: Y. S. Brenner, H. Kaelble & M. Thomas (Eds.), *Income Distribution in Historical Perspective* (1991); P. Dasgupta, *An Inquiry into Well-Being and Destitution* (1993); B. Eichengreen & T. Hatton (Eds.), *Interwar Unemployment in International Perspective* (1988); D. Galeason, *Markets in History: Economic Fluctuations of the Past* (1989); C. Goldin, *Understanding the Gender Gap* (1990); G. Litecap, *Contracting for Property Rights* (1989); J. Mokyr (Ed.), *The British Industrial Revolution: an Economic Perspective* (1993); D. C. Mowery & N. Rosenberg, *Technology and the Pursuit of Economic Growth* (1989); B. van Ark & N. Crafts (Eds.), *Quantitative Aspects of Postwar European Economic* (1996).

Method of Assessment: The final examination mark will be made up of two components: a 3,000 word assessed piece of work worth 30% and a three-hour written examination worth 70%.

EH425

British Labour History, 1815–1939

Teacher Responsible: Dr. E. H. Hunt, Room C315

Availability and Restrictions: For M.Sc. Economic History; M.Sc. Industrial Relations; M.A. in Later Modern British History. Other graduate students may attend by permission. Most students enrolled for this course will have taken at least one paper in British 19th and 20th century history in their first degree and it is helpful to have studied economics at some stage.

Core Syllabus: The course covers the main aspects of British labour history between 1815 and 1939.

Course Content: Rather than attempting a chronological survey of labour history as a whole in these years, the emphasis is upon particular issues and debates in labour history. The approach permits fairly detailed exploration of the historiography and methodology of historical analysis. The course content, therefore, is determined mainly by the participants who select particular topics for seminar presentation and discussion. The examination, however, may include questions on any aspect of British labour history between 1815 and 1939.

Teaching Arrangements: Students taking the course attend the seminar *British Labour History, 1815–1939* (EH425). Additionally, details of recommended undergraduate lectures will be made available at the seminar. The seminar meets weekly for two hours, in the Michaelmas and Lent Terms. The usual procedure is a paper by a student or teacher followed by a general discussion. Seminar programmes are available from Dr. Hunt. For times and location of seminar see the posted timetables.

Written Work: A minimum of three papers.

Reading List: The course reading list is in two parts (1815–1914 and 1914–1939) and is deposited in the Library. Copies are available from Dr. Hunt. As in most history courses, students are not expected to read deeply on every part of the syllabus, but to read selectively, concentrating upon topics appropriate to their academic and vocational interests. Thus there is no 'minimal reading list' although items that are likely to be found especially useful are indicated on the course reading list. These indicated items should be found in the Teaching Library as well as in the Main Library. Recommended general and introductory books, of interest to students who want to anticipate the course or to sample its content, include the following. There are also the books that students are most likely to want to buy, although not all are in print. E. H. Phelps Brown, *The Growth of British Industrial Relations* (1959); A. Bullock, *Life and Times of Ernest Bevin*, Vol. I (1960); H. A. Clegg, A. Fox & A. F. Thompson, *British Trade Unions since 1889* (1964); E. J. Hobsbawm, *Labouring Men* (1964); *Worlds of Labour* (1984); E. H. Hunt, *British Labour History, 1815–1914* (1981); F. C. Mather, *Chartism* (1965); A. E. Musson, *British Trade Unions, 1824–75* (1972); H. M. Pelling, *A History of British Trade Unionism* (1987); *A Short History of the Labour Party* (1990); B. C. Roberts, *The Trade Union Congress, 1868–1921* (1958); E. P. Thompson, *The Making of the English Working Class* (1963); K. D. Brown, *The English Labour*

Movement, 1700–1951 (1982); R. Gray, *The Aristocracy of Labour in Nineteenth Century Britain* (1981).

Methods of Assessment: A formal, three-hour, written paper.

EH430

The World Economic Crisis, 1919–1939

(Not available 1998–99)

Teacher Responsible: Mr. D. E. Baines, Room C414

Availability and Restrictions: For M.Sc. students in Economic History (Option A). Some knowledge of the political history of the period would also be desirable.

Core Syllabus: The course will examine the growth and breakdown of the international economy in the period. It will compare 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).

Course Content: The effects of the First World War and the world economy in the 1920s. The return to the Gold Standard and its effects. The problems of the primary producing countries. The relation between the American depression and that in other countries. The world financial crisis, 1929–31. The decline of international trade in the 1930s. Economic thought and government intervention. Case studies of Britain, France, Germany, Sweden, Hungary, U.S.A., Argentina, Canada, Australia and Japan.

Teaching Arrangements: 20 seminars of two hours each in the Michaelmas and Lent Terms. Written essays will be circulated in advance.

Written Work: All students will be expected to produce at least THREE presentations or essays.

Reading List: A detailed reading list and list of seminars will be handed out at the beginning of the course. Some important books are: League of Nations (R. Nurkse & W. A. Brown), *International Currency Experience* (1944); C. P. Kindleberger, *A Financial History of Western Europe* (1984); C. P. Kindleberger, *The World in Depression* (1973); P. Fearon, *War, Prosperity & Depression, the US Economy, 1917–1945* (1986); I. Svennilson, *Growth and Stagnation in the European Economy* (1954); B. Eichengreen & T. Hatton (Eds.), *Inter-war Unemployment in International Perspective* (1988); B. Eichengreen, *Golden Fetters. The Gold Standard and the Great Depression* (1993); P. Clarke, *The Keynesian Revolution in the Making* (1988).

Methods of Assessment: A three-hour written examination.

EH435

The Economic Analysis of North

American History

(Not available 1998–99)

Teacher Responsible: Dr Mary Morgan, Room C321

Availability and Restrictions: For M.Sc. Economic History – Option A students and interested M.Phil. and Ph.D. students. Other students may take this course as permitted by the regulations for their degrees and with the consent of Dr. Morgan. Students should have a first degree with some economics content. No previous study of economic history is assumed.

Core Syllabus: The course explores the ways in which economic ideas and methods have been used to help understand the history of North America.

Course Content: The course is organised on a topic basis, with subjects chosen from within the overall theme of the growth, development and institutions of the North American economy over the last 200 years. Apart from the usual economic questions of land, labour and capital, the course may also consider economic analysis of more general social and political questions: for example, slavery, and economic Darwinism.

Students will study a variety of approaches, ranging from those of economists contemporary with the events of the nineteenth century (mainly in the first term), to those of the institutionalist school of American economic thought and the modern cliometricians of the 20th century (mainly in the second term).

Teaching Arrangements: 20 Weekly seminars (EH435) of two hours.

Reading List: Recommended introductory surveys of the development of economic thought, and the economic history of the U.S. and Canada respectively, include: D. R. Fusfield, *The Age of the Economist* (1982); students who would like to sample the cliometrics literature prior to the course are directed to *A New Economic View of American History* by S. P. Lee and P. Passell

(c1979); R. Pomfret, *Economic Development of Canada* (1981). Detailed reading lists will be provided for each seminar.

Methods of Assessment: One three-hour formal examination.

EH440

African Economic Development in Historical Perspective

Teacher Responsible: Dr. Gareth Austin, Room C319

Availability and Restrictions: For M.Sc. Economic History (Option B); M.Sc. Development Studies. There are no formal pre-requisites but some knowledge of economics and of the history of economic development (not necessarily in the Third World) is needed. Prior knowledge of African history or affairs may be an advantage but is not essential.

Core Syllabus: This course attempts to illuminate the present problems of economic development in sub-Saharan Africa by setting them in the context of the economic and social history of the continent. Particular emphasis is given to consideration of which kinds of models are most useful for the analysis of specific economic and political-economic problems in particular periods and contexts in African economic history, and also to placing economic events and behaviour in their social, political, and intellectual context. Selected primary sources (documentary and statistical) are used to illuminate the substantive themes of the course and to introduce students to methodological and source problems.

Course Content: The coverage relates largely, but not exclusively, to twentieth-century events. Where possible, discussion of the latter is focused on themes which are considered for the colonial and post-colonial periods together, rather than having separate sections of the course devoted to each. This is intended to highlight the senses in which earlier events do indeed provide a useful perspective on recent ones, rather than belonging to a detachable (and therefore less clearly relevant) epoch.

Pre-colonial topics: The nature and dynamics of market mechanisms. Economic consequences of the external slave trades and of their abolition. The 'backwardness' or 'appropriateness' of African technology.

Twentieth-century topics: Modes of agricultural production; the economics and politics of 'peasant' and settler farming. The changing composition of rural labour forces, including from slavery to wage-labour and share-cropping. The formation and development of mines labour forces, and the nature of industrial conflict in the mines. Manufacturing in Africa: constraints and opportunities. The 'Mau Mau' revolt in Kenya. The 'capitalism and apartheid' debate in South Africa. The state and commercial agriculture. Food and famine. Trends in agricultural productivity; population pressure, technology transfer and indigenous change. Trends in poverty and inequality. The perspectives of gender and of the emergence of African capitalism. Case-study of the political economy of Ghana, c.1950–c.1990 (occupying about four weeks), based on (mostly) published primary sources.

Overview: theories and evidence of historical patterns of development and underdevelopment in Africa.

Teaching Arrangements: Weekly seminars (EH440) with papers distributed in advance.

Written Work: All students will be required to produce three papers. Two of these will be circulated to the seminar; at third will be submitted for formal assessment (see below).

Reading List: The following provide an introduction: J. Iliffe, *The Emergence of African Capitalism* (1983) and *Africans: The History of a Continent* (1995); R. Austen, *African Economic History* (1987); A. Hopkins, *An Economic History of West Africa* (1973); A. Zeleza, *A Modern Economic History of Africa, vol. 1, The Nineteenth Century* (1993); G. Arrighi, 'Labour Supplies in Historical Perspective: A Study of the Proletarianization of the African Peasantry in Rhodesia' in G. Arrighi & J. Saul, *Essays on the Political Economy of Africa* (1973); R. Bates, *Essays on the Political Economy of Rural Africa* (1983), chs. 3 & 5; P. Nyong'o, 'Import-substitution industrialization in Kenya' in P. Coughlin & G. Ikiara, *Industrialization in Kenya* (1988); P. Richards, *Indigenous Agricultural Revolution* (1985); and the novel by Ngugi Wa Thiong'o, *Petals of Blood* (1977).

Methods of Assessment: An assessed essay counts for 30% of the marks. It must be not more than 3,000 words (excluding references) and has to be submitted to room C422 by a date to be specified. The remaining 70% of the marks are accounted for by a three-hour paper, in which candidates answer three questions.

EH445

Japanese Economic Development since the Late 19th Century: National and International Perspectives

(Not available 1998–99)

Teacher Responsible: Dr. Janet Hunter, Room C313

Availability and Restrictions: For M.Sc. in Economic History. Other students may be allowed to take the course with special permission from the teacher concerned.

Core Syllabus: The course is concerned with analyzing major features of the economic history of Japan over the last century, paying particular attention to the political and social context of economic development and Japan's position in the international economy. The approach will be thematic rather than chronological.

Course Content: Themes explored in the course will include Japan's international economic involvement and commodity trading patterns, including the economic importance of the Japanese empire; the development of the agricultural sector, its contribution to industrial development and the importance of the agricultural population; government involvement in economic activity; the impact of war and military spending; developments in the labour market and the labour movement, and the evolution of labour relations; the evolution of the industrial structure and the role of enterprise groupings; gender issues as a factor in economic growth; debates and theories relevant to Japan's growth, and Japan as a 'model' of economic development.

Teaching Arrangements: Approximately 20 weekly seminars (EH445) of two hours during the Michaelmas and Lent Terms.

Written Work: Three written assignments are to be submitted during the course of the Michaelmas and Lent Terms, the third of which will be assessed. Students will also be expected to complete reading assignments and other preparation for the weekly seminars.

Preliminary Reading List: No single work covers the course adequately, but students will find the following provide a general introduction to all or part of the subject matter of the course; G. C. Allen, *The Japanese Economy* (London, 1981); P. Francks, *Japanese Economic Development in Theory and Practice* (London, 1991); J. E. Hunter, *The Emergence of Modern Japan, an Introductory History Since 1853* (London, 1989); T. Ito, *The Japanese Economy* (London, 1992); E. J. Lincoln, *Japan, Facing Economic Maturity* (Washington D.C., 1988); T. Nakamura, *The Postwar Japanese Economy* (Tokyo, 1981); T. Nakamura, *Economic Growth in Prewar Japan* (New Haven, 1971).

A more detailed bibliography will be provided at the commencement of the course.

Methods of Assessment: One 2–3,000 word assignment to be handed in by the end of the Lent Term will count for 30% of the final marks. A three-hour unseen examination will count for the remaining 70%.

EH446

Economic Development of East and Southeast Asia

Teacher Responsible: Dr. Kent G. Deng, Room C413

Availability and Restrictions: For M.Sc. in Economic History (Option B). There are no pre-requisites: knowledge of Asian history of the relevant period and region would be an advantage.

Core Syllabus: The course deals with conditions and paths of economic development in East and Southeast Asia (excluding Japan) since the first European penetration in that region. Two periods are examined with the divider of World War II. Does the lack of modern growth in this region during the first period suggest that the early Western input was not sufficient condition for such growth? Has the success of the Asian NICs in the postwar period been largely the consequence of creating conditions for the diffusion of industrial capitalism?

Course 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 Arrangements: 20 seminars of two hours each in the Michaelmas and Lent Terms. Written essays will be circulated in advance.

Written Assignments: Three written assignments are to be submitted, the third of which count as part of the final course assessment.

Reading List: A detailed reading list and topics for seminars will be distributed at the beginning of the course. Preliminary readings include: A. Booth, 'The Economic Development of Southeast Asia: 1870–1985' *Australian Economic History Review*, 31 (1); R.F. Doner, 'Approaches to the Politics of Economic Growth in Southeast Asia', *Journal of Asian Studies*, 50 (4); M. Falkus, 'Economic History and Environment in Southeast Asia', *Asian Studies Review*, 14 (1); E.L. Jones, 'A Framework for the History of Economic Growth in Southeast Asia', *Australian Economic History Review*, 31 (1); G. Snooks *et al*, *Exploring Southeast Asia's Economic Past* (1991); K. Yoshihara, *The Rise of Ersatz Capitalism in Southeast Asia* (1988); I. Brown *Economic Change in Southeast Asia* (1997); Immanuel Wallerstein, *The Modern World-System (I–III)* (1974–86); Joel Mokyr, *The Lever of Riches* (1990); Francesca Bray, *The Rice Economies, Technology and Development in Asian Societies* (1986); *Southeast Asia in the Age of Commerce, 1450–1690* (1993); Mark Elvin, *Pattern of the Chinese Past* (1973); T. G. Rawski & Lillian M. Li, *Chinese History in Economic Perspective* (1990).

Methods of Assessment: One 2–3,000 word assignment to be handed in by the end of the Lent Term will count for 30% of the final marks. A three-hour unseen examination will count for the remaining 70%.

EH450

The Economic History of The European Community

Teacher Responsible: Dr. Max Schulze, Room S468

Availability and Restrictions: For M.Sc. Economic History (Option A) and M.Sc. European Studies. Students taking other taught master's programmes may take the paper where appropriate. A basic knowledge of economics is needed and the ability to read in a West European language other than English, preferably French, German or Italian, would be an advantage.

Core Syllabus: The course examines the economic development of Western Europe and the process of European integration since 1945. One of its purposes is to test the extensive range of economic and political theory of integration by contrasting it with the historical evidence.

Course Content: A survey of the economic and political theory of integration. The effects of World War II on the European economy. The process of reconstruction in Western Europe and the origins and impact of the Marshall Plan. The Great Boom, 1945–1970. The search for economic stability since 1970. The origins and history of the European Coal, Iron and Steel Community. The history of agricultural protection, the origins and development of the Common Agricultural Policy. The history of international commerce and of national commercial policies after 1945. The origins and effects of the Treaty of Rome. International payments systems in Western Europe, the European Payments Union, the restoration of general currency convertibility. Britain's economic and political relationships with the emerging Community. Attempts at a common monetary policy.

Teaching Arrangements: Weekly seminars (EH450) with pre-circulated papers.

Written Work: Students will be expected to produce at least three essays.

Reading List: Complete reading guides and a list of seminars will be issued at the beginning of the course.

A. Graham & A. Seldon (Eds.), *Government and Economics in the Postwar World* (1991); A. Bolitho (Ed.), *The European Economy, Growth and Crisis* (1982); B. Eichengreen (Ed.), *Europe's Post-War Recovery* (1995); A. S. Milward, *The Reconstruction of Western Europe, 1945–52* (2nd edn., 1987); A. S. Milward, *The European Rescue of the Nation State* (1992); N. Crafts & G. Toniolo (Eds.), *Economic Growth in Europe since 1945* (1966); H. van der Wee, *Prosperity and Upheaval: The World Economy, 1945–1980* (1986); A. M. El-Agraa (Ed.), *Economics of the European Community* (1994).

Methods of Assessment: Three-hour written examination in the Summer Term.

EH455

Interpreting Modern Business: The USA, Europe and Japan

Teacher Responsible: Dr. Tim Leunig, Room C322

Availability and Restrictions: For M.Sc. students in Economic History (Option A). Other graduate students are welcome. A previous acquaintance with any of industrial economics, management, accountancy, industrial sociology, industrial relations, business history or related subjects will be an advantage.

Core Syllabus: The course analyses explanations and interpretations of the rise of the corporate economy since the late 19th century and developments in the business environment since 1945.

Course Content: Five introductory lectures explore the rise of the corporate economy since the late 19th century, introducing students to underlying analytical approaches. Five key themes will be explored: the role of technology in corporate strategies; relations between government and business, including regulation, planning and nationalisation and privatisation; the role of the financial sector in the development of the modern corporation; 'separation of ownership and control' the survival of entrepreneurship and management hierarchies; strategies for labour management and the significance of corporate structures for modern personnel management. An international comparative approach is adopted throughout.

Teaching Arrangements: Weekly seminars (EH455) of two hours each. Students are required to write three substantial papers and prepare class discussions after the first five weeks of lecture-style presentations.

Reading List: A. D. Chandler, *Scale and Scope*; T. McCraw, *Prophets of Regulation*; A. Shonfield, *Modern Capitalism*; C. Sabel & M. Piore, *The Second Industrial Divide*; M. Porter, *Competitive Advantage of Nations*; C. Johnson, *MIT and the Japanese Miracle*; C. Schmitz, *The Growth of Big Business in the United States and Western Europe*; J. A. Kay, *Foundations of Corporate Success*; M. Kirby & M. Rose, *Business Enterprise in Modern Britain*; M. Chick (Ed.), *Governments, Industries and Markets*; H. Gospel & C. Littler (Eds.), *Managerial Strategies and Industrial Relations*.

Methods of Assessment: Three-hour written examination.

EH462

Latin American Development in the Twentieth Century: from liberalism to neo-liberalism

Teacher Responsible: Dr. Colin Lewis, Room C320

Availability and Restrictions: For M.Sc. Economic History and related disciplines and M.A. Area Studies (Latin America).

Core Syllabus: The course considers the social welfare implications of development strategies applied since 1900. Namely, the liberal 'export model' of the early decades of the century, 'autarchic' developmentalist programmes of the mid-century period, neo-authoritarian adjustment policies of the 1970s, heterodox attempts at stabilisation in the 1980s and current neo-liberal reform projects.

Course 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 social 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, Cuba and Mexico.

Teaching Arrangements: Two-hour weekly seminars in the Michaelmas and Lent Terms.

Written Work: Three papers during the session.

Reading List: C. Abel & C. M. Lewis (Eds.), *Welfare, Poverty and Development in Latin America* (1993); V. Bulmer-Thomas, *Economic History of Latin America* (1994); J. L. Love & N. Jacobson, *Guiding the Invisible Hand: economic liberalism and the state in Latin American History*; A. Maddison, *The Political Economy of Poverty, Equity and Growth in Brazil and Mexico* (1992); J. M. Malloy & M. Seligson (Eds.), *Authoritarians and Democrats: regime transitions in Latin America* (1987); C. Mesa-Lago, *Social Security and Prospects for Equity in Latin America* (1991); K. Sikkink, *Ideas and Institutions: Developmentalism in Brazil and Argentina* (1991).

Method of Assessment: A three-hour written examination. Coursework will account for 30% of the marks (25% for MA students), the balance being allocated to the written examination.

EH470

Capital Markets and Economic Development in Britain, Germany and the United States since 1870

Teacher Responsible: Dr. W. P. Kennedy, Room C314

Availability and Restrictions: For M.Sc. in Economic History, Option A; interested M.Phil. and Ph.D. students are welcome. There are no formal pre-requisites but some knowledge of and interest in economic and financial analysis will be an advantage, as will, to a lesser degree, some familiarity with the German language.

Core Syllabus: The course will consider the ways in which publicly available financial data can be used to explore in historical perspective the evolving relationships among long-term economic performance, capital formation (broadly defined to include human capital), and the nature of financial intermediation in Britain, Germany and the United States from the later nineteenth century to the present.

Course Content: The course will examine the volume, structure and financing of capital formation, and its profitability, in each of the three countries from around 1870 to the late 1930s, with some reference to post-1945 developments. Particular attention will be focussed on shifts in the structure of investment among industries and between domestic and foreign activities and on the causes and consequences of particularly sharp fluctuations in investment and financial activities. Trends in physical capital formation will be linked to trends in human capital formation. The evolving means by which real capital formation has been financed will be considered and an attempt made to account for and evaluate the consequences of differences in the capital market structure observed among the three countries over time. Wherever possible, publicly available financial data will be employed to provide evidence and advance analysis.

Teaching Arrangements: Weekly seminars in the Michaelmas and Lent Terms. Each student will be responsible for at least one seminar presentation per term.

Written Work: Three essays, 10–12 pages in length, will be required in the Michaelmas and Lent Terms. Additionally, a fourth, assessed, essay of 5,000–8,000 words will be due at a date to be specified.

Reading List: A full reading list/course outline will be distributed at the beginning of the course. The following readings provide some indication of the scope and nature of the materials that will be used. Michael Edelstein, *Overseas Investment in the Age of High Imperialism: The United Kingdom, 1850–1913* (1982); William P. Kennedy, 'Portfolio Behavior and Economic Development in Late Nineteenth Century Great Britain and Germany', *Research in Economic History* (1991); Eugene N. White, 'Before the Glass-Steagall Act: An Analysis of the Investment Banking Activities of National Banks', *Explorations in Economic Activity*, Vol. 23, (January, 1986); Barry Eichengreen, *Golden Fetters: The Gold Standard and the Great Depression, 1919–1939* (1992); Theodore Balderston, 'The Beginning of the Depression in Germany, 1927–1930: Investment and the Capital Market', *Economic History Review*, Vol. 36, (August, 1983); Benjamin S. Bernanke, 'Nonmonetary Effects of the Financial Crisis in the Propagation of the Great Depression', *American Economic Review*, Vol. 73, (June, 1983); J. Peter Ferderer & David A. Zaleski, 'Uncertainty as a Propagating Force in the Great Depression', *Journal of Economic History*, Vol. 54, (December, 1994); William C. Brainard et al., 'The Financial Valuation of the Return to Capital', *Brookings Papers on Economic Activity* (1980:2).

Methods of Assessment: One essay of 5,000–8,000 words, to be submitted to the Departmental Office at a date to be specified, will count for 40% of the final assessment. The subject of this assessed essay will be chosen from a list of possible topics given to students in the Lent Term. A three-hour unseen examination will count for the remaining 60%.

EH471

The Origins of the World Economy, 1450–1750

Teacher Responsible: Dr. S. R. Epstein, Room S467

Availability and Restrictions: Optional course for students taking the M.Sc. in Economic History.

Core Syllabus: The course examines comparative economic and social development in Britain and Western Europe, Asia and Africa from the late Middle Ages to the mid-eighteenth century. Its purpose is to underline the historical links between contemporary industrialised and less developed economies, and to discuss comparatively the sources of economic development and growth in the past. The course is therefore of interest to students taking both Option A and Option B in the M.Sc. Syllabus.

Course Content: Introduction to theories and issues; the dynamics of economic development in western and eastern Europe, the Ottoman Empire and Tokugawa Japan: agriculture, population, state structures, trade; the growth of inter-continental

economic relations and their consequences: European expansion, Asian trade networks, slavery and the Atlantic economy; the emergence and role of a 'world economy'.

Teaching Arrangements: Two-hour lectures and seminars in the Michaelmas and Lent Terms.

Written Work: Students will be expected to write a number of essays based on background reading. A full list of lectures and seminar papers will be distributed at the beginning of the course.

Reading List: Detailed reading lists will be distributed at the beginning of the course. The following are useful general works: J. Anderson, *Explaining long-term economic change* (1991); E. Wolf, *Europe and the people without history* (1982); D. C. North & R. P. Thomas, *The rise of the western world* (1973); E. L. Jones, *Growth recurring, Economic change in world history* (1988); J. De Vries, *The Economy of Europe in an age of crisis, 1600–1750* (1976); H. A. Miskimin, *The Economy of later Renaissance Europe, 1460–1600* (1977).

Methods of Assessment: There will be a 3,000 word assessed essay (counting as 30% of the final mark), and a three-hour written examination (counting as 70% of the final mark).

EH490

MSc Workshop in Economic History

Teachers Responsible: Dr. W. P. Kennedy, Room C314, Dr. G. Austin, Room C319 and Dr. C. Lewis, Room C320.

Availability and Restrictions: For M.Sc. Economic History (Options A and B).

Teaching Arrangements: The principal objective of the course is to assist students in the preparation of their dissertations, supplementing work in EH400 *Historical Analysis of Economic Change*. There will be (in the Summer Term after written examinations) separate workshops for the Option A and B programmes, at which students will present and defend an outline of their 15,000 word MSc dissertation. Attendance is compulsory.

M.Sc. European Studies

Additional Entry Qualifications

Knowledge of at least one European language other than English is an advantage.

Duration of Course of Study

Full-time: One calendar year. Part-time: Two calendar years.

Examination

Paper Number	Paper Title	Course Guide Number
I	Three written papers as follows:	
1 & 2.	Two of the following:	
(a)	The Economic Organisation of the European Union	EC433
(b)	Europe since 1945	EU418
Either (c)	European Union: Government, Law and Policy	EU401
or	European Institutions III	IR413
3.	One of the following:	
(a)	A Paper from 1 & 2 not already taken	
(b)	In the 1st term	
Either	Government and Politics in Eastern Europe	GV439
or	Government and Politics in France	GV455
or	Government and Politics in Germany	GV458
or	Government and Politics in Italy	GV457
or	Government and Politics in Spain	GV429
and	In the 2nd term	
Either	Government and Politics in Scandinavia	GV463
or	Government and Politics in Ireland (not available 1997-98)	GV464
or	Public Policy in France	GV456
or	Public Policy in Germany (not available 1998/99)	GV459
or	European Multi-Party Systems (not available 1998/99)	GV454
or	National and Ethnic Conflict Regulation	GV436
or	Spain and Europe	EU403
or	Government and Business in Germany	EU402
(c)	European Social Policy	SA405
(d)	The Economic History of the European Community	EH450
(e)	The International Politics of Western Europe	IR416
(f)	Constitutional and Institutional Law of European Union	LL459
(g)	European Community Competition Law (not available 1998/99)	LL430
	(options (f) and (g) may only be taken by students with a Law degree and with permission of the course teacher)	
(h)	Europe: Unity and Disunity since the Renaissance	HY401
(i)	The Jean Monnet Module in European and Comparative Health Policy	SA406
(j)	European Economic Development Management (with permission of the course teacher)	MN406
(k)	European Integration in the Twentieth Century	HY411
(l)	Nationalism	EU405
(m)	Ethnicity, Nationalism and Racism in Europe	EU406
(n)	Liberalism and its Critics in Late Modern European Thought	EU407
(o)	Any other relevant graduate level paper (with permission of the M.Sc. Coordinator and the teacher of the paper)	

and
 II An essay of not more than 10,000 words on an approved topic. In preparation for this, all students on this course will be required to follow Europe: Contemporary Issues, EU450.

Dates of Examination

Written papers June
 Essay 1 September

Notes: Availability of course options under 3 is subject to timetabling constraints.

Students following the part-time course may, with the approval of the School, take the examination in two parts. The first part will normally consist of papers up to the value of two whole units, taken after completion of courses for those papers. The second part will consist of the remaining paper(s) and the dissertation (or as appropriate Essay/Report), and will be taken in the final year of the course. A candidate who does not at his/her first entry successfully complete the examination or part of the examination for which he/she has 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 until the examination in a subsequent year.

M.Sc. The Political Economy of Transition in Europe

Entry qualifications

Knowledge of at least one European language other than English would be an advantage.

Duration of Course of Study

Full-time: One calendar year. Part-time: Two calendar years.

Paper Number	Paper Title	Course Guide Number
I	Three papers as follows:	
1.	The Political Economy of Transition	EU400
2.	One of the following:	
(a)	Reform of Economic Systems (with permission of course teacher)	EC429
(b)	Labour Market Analysis	ID408
(c)	Health Economics	SA414
(d)	In the 1st term	
Either	Government and Politics in Eastern Europe	GV439
or	Introduction to Comparative Public Administration	GV480
and	In the 2nd term	
Either	Comparative Local Government	GV493
or	National and Ethnic Conflict Regulation	GV436
or	Government and Business in Germany	EU402
(e)	The EU: Government, Law and Policy	EU401
(f)	The Law and Politics of Utilities Regulation	GV489
(g)	Nationalism	EU405
3.	One of the following:	
(a)	A paper from 2 not already taken	
(b)	The Economic Organisation of the European Union	EC433
(c)	European Social Policy	SA405
(d)	Comparative Industrial Relations	ID401
(e)	Soviet and Post-Soviet Foreign Policy	IR425
(f)	European Economic Development Management (with the permission of the M.Sc. Coordinator)	MN406
(g)	Any other relevant graduate level paper (with the permission of the M.Sc. Coordinator and the teacher of the paper)	

and
 II An Essay of not more than 10,000 words on an approved topic. In preparation for this, all students on this course will be required to follow: Post-Communist Politics and Policies EU451.

Dates of Examination

Written papers June
 Essay 1 September.

Notes: Availability of course options under 2 and 3 is subject to timetabling constraints.

Students following the part-time course may, with the approval of the School, take the examination in two parts. The first part will normally consist of papers up to the value of two whole units, taken after completion of courses for those papers. The second part will consist of the remaining paper(s) and the dissertation (or as appropriate Essay/Report), and will be taken in the final year of the course. A candidate who does not at his/her first entry successfully complete the examination or part of the examination for which he/she has 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 until the examination in a subsequent year.

M.Sc. Russian and Post-Soviet Studies

Additional Entry qualifications

Knowledge of Russian is an advantage.

Duration of Course of Study

Full-time: One calendar year. Part-time: Two calendar years.

Examination

Paper Number	Paper Title	Course Guide Number
I	Three papers as follows:	
1.	Government and Politics in Russia	GV433
2 and 3	Two of the following:	
(a)	Soviet and Post-Soviet Foreign Policy	IR425
(b)	The Political Economy of Transition	EU400
(c)	Contemporary Russian Society: Key Issues and Developmental Trends	SO417
(d)	The Establishment of Communism in Central Europe	HY416
(e)	The Russian Revolution 1914-1921	HY419
(f)	In the 1st term	
Government and Politics in Eastern Europe	GV439	
and	In the 2nd term	
Contemporary Russia: The Politics of Transition (not available 1998/99)	GV428	
(g)	Any other relevant graduate level paper (with the permission of the M.Sc. Coordinator and the teacher of the paper)	

and
 II An Essay of not more than 10,000 words on an approved topic. In preparation for this, all students on this course will be required to follow: Post-Communist Politics and Policies EU451.

M.Sc. Russian and Post-Soviet Studies (continued)

Dates of Examination
Written papers June
Essay 1 September

Students following the part-time course may, with the approval of the School, take the examination in two parts. The first part will normally consist of papers up to the value of two whole units, taken after completion of courses for those papers. The second part will consist of the remaining paper(s) and the dissertation (or as appropriate Essay/Report), and will be taken in the final year of the course. A candidate who does not at his/her first entry successfully complete the examination or part of the examination for which he/she has 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 until the examination in a subsequent year.

Course Guides**EU400****The Political Economy of Transition**

Teachers Responsible: Dr. N. Barr, Room S578, Dr. A. Innes, European Institute.

Availability and Restrictions: ONLY for M.Sc. in The Political Economy of Transition in Europe and M.Sc. Russian and Post-Soviet Studies.

A background knowledge of the post-1945 history of Eastern Europe is desirable. An ability to read another European language besides English is an advantage.

Core Syllabus: An intensive, high-level, multi-disciplinary analysis of the economic, political and social dynamics of systemic transformation – the triple-role of the state in developing free market economies, building liberal, democratic political structures and constructing efficient and equitable public services. It draws widely on relevant theoretical debates and the experiences of transformation in Latin America and Southern Europe.

Course Content: Three core elements – economics, governmental institutions, and politics – are studied in parallel. The course also involves a number of interdisciplinary policy case studies. Economic analysis pays particular attention to the dividing line between the market and the state. Topics covered include: the inheritance (low (or negative) rates of growth; misallocation; inappropriate skills mix); theoretical discussion of arguments in favour of a market system (how markets bring about efficiency; the nature of economic efficiency; theories of market failure, and implications for state intervention); and theories of fiscal collapse (macroeconomic implications of declining output and the fiscal crisis, and the incentive effects of taxation). The institutional and political aspects of the course examine the rule of law in theory and practice, electoral systems and parliamentary legislative procedures, administrative structures, accountability and efficiency, party systems and political competition, nationalism, and the fate of ideological politics following the collapse of Communism. Policy case studies may include: macroeconomic stabilisation; privatisation (what should be privatised, and how?); the role of regulation in assisting the operation of private markets; education; health care; (areas in which it might be appropriate to have public funding and/or production or a partnership between the state and the private sector).

Teaching Arrangements: Lectures: **Basic Economic Concepts (EC433.1)** (first five weeks Michaelmas Term). **The Political Economy of Transition (EU400.1)** 37 (one or two per week, MLS);

Seminars: **The Political Economy of Transition (EU400.2)** 18 (MLS);

All students are expected to follow European Institute Public Lectures.

Essential Preliminary Reading: Julian Le Grand, Carol Propper & Ray Robinson, *The Economics of Social Problems*, 3rd edn., Macmillan, 1992; *World Development Report 1996: From Plan to Market*, New York and Oxford University Press, Oxford; B. Barry, *Sociologists, Economists, and Democracy*; C. Harlow, in McAuslan and McEldowney (Ed.), *Law, Legitimacy, and the Constitution*; David B. Bobrow and John S. Dryzek, *Policy analysis by design*, 1987.

Methods of Assessment: One three-hour written examination in June.

EU401**The EU: Government, Law and Policy**

Teachers Responsible: Mr. D. Chalmers, Room A361, Dr. S. Hix, Room L305, Dr. R. Leonardi, Dr. H. Machin, European Institute.

Availability and Restrictions: For Master's degree students. A background knowledge of the history of the European Union is desirable. An ability to read another European language besides English is an advantage.

Core Syllabus: A study of governmental and legal aspects of policy making in the EU, the impact of EU membership on politics, law and policy-making in member states.

Course Content:

Law: the Treaties and the normative structure of the EU; the role of the Court in the integration and policy processes.

Government and Policy making: theories of policy making applied to the EU: policy institutions; policy processes; case studies; policy standardisation across member states; political representation and electoral competition in the EU.

Teaching Arrangements:

Lectures: **The EU: Government, Law and Policy (EU401.1)** 22 (weekly)

Seminars: **The EU: Government, Law and Policy (EU401.2)** 21 (weekly)

All students also take European Union: Contemporary Issues (EU450), and follow European Institute Public Lectures.

Essential Preliminary Reading: D. Dinan, *Ever Closer Union?*, Macmillan, 1994; A. S. Milward, *The European Rescue of the Nation-State*, Routledge, 1992; A. Sbragia (Ed.), *Euro-Politics*, Brookings Inst., 1992; J. Shaw, *European Community Law*, Macmillan (2nd edn.), 1996; *EU Treaties* (1998 edn., including Maastricht).

Methods of Assessment: One three-hour, written examination in June. One question must be answered from the Law section and one from the Policy section.

EU402**Government and Business in Germany**

Teacher Responsible: TBA

Availability and Restrictions: Recommended for M.Sc. European Studies, M.Sc. The Political Economy of Transition in Europe and M.Sc. European Politics and Policy. Open to all other Masters' degrees. An ability to read German is an advantage.

Core Syllabus: A study of the development of economic policy making in Germany, including its wider European context. The course emphasises post-unification changes in German political economy.

Course Content: The course brings together a variety of approaches and disciplines in the study of government and business in Germany. The new political economy emerging in post-unification Germany is analysed through approaches in institutional economics, transition theory and new public choice rather than the traditional dichotomy between agency and structure.

Teaching Arrangements:

Lectures: **Government and Business in Germany (EU402.1)** 12 (weekly, LS);

Seminars: **Government and Business in Germany (EU402.2)** 12 (weekly, LS);

All students also take European Union: Contemporary Issues (EU450), and follow European Institute Public Lectures.

Essential Preliminary Reading: V. Berghahn, *German Big Business and Europe, 1918–1992*, Berg, 1994; J. Edwards & K. Fischer, *Banks, Finance and Investment in Germany*, CUP, 1994; D. Goodhart, *The Reshaping of the German Social Market*, London 1994; G. Herrigel, *Industrial Constructions: The Sources of German Industrial Power*; CUP, 1995; D. Marsh, *Germany and Europe. The Crisis of Unity*, Heinemann, 1994; M. Nolan, *Visions of Modernity. American Business and the Modernization of Germany*, OUP, 1994; E. Smith, *The German Economy*, Routledge, 1994.

Methods of Assessment: One two-hour, written examination in June.

EU403**Spain and Europe**

Teachers Responsible: Dr. S. Balfour, European Institute and Dr. A. Rodr'guez Pose, Room S487

Availability and Restrictions: For Master's degree students. An ability to read Spanish is an advantage.

Core Syllabus: The course examines the relations between Spain and Europe focusing in particular on 20th century history and the structural effects of Spain's integration into the EU and the issues of convergence and coherence. A detailed syllabus is fixed at the start of each term.

Course Content: The idea of Europe in Spain from the early nineteenth-century to the Second Republic; the Spanish Civil War and the European Powers; Spain and Europe between 1940 and 1976; the process of Spain's accession to the EC and Spanish foreign policy; the economic and sectoral impact of Spanish integration into the EU; Spain and the Europe of the regions; social change, education and the labour market in Spain and the EU; convergence and cohesion.

Teaching Arrangements:

Lectures: **Spain and Europe (EU403.1)** 12 (weekly, LS);

Seminars: **Spain and Europe (EU403.2)** 12 (weekly, LS);

All students also take European Union: Contemporary Issues (EU450), and follow European Institute Public Lectures.

Methods of Assessment: One two-hour, written examination in June.

EU405**Nationalism**

Teachers Responsible: Professor A. D. Smith, European Institute, Dr. E. Benner, Room D615 and Mr. G. Schopflin

Availability and Restrictions: For M.Sc. European Studies, M.Sc. The Political Economy of Transition in Europe, M.Sc. Sociology, M.Sc. International Relations.

Core Syllabus: An examination of the causes and role of ethnic identity and nationalist movements in the modern world, and of the relations between nations and states.

Course Content: Definitions of ethnicity and nationalism; theories of nations and nationalism; national and other identities; nationalism and international society; multinational states; separatism and irredentism; supranationalism and globalism.

Teaching Arrangements: 23 Seminars (including revision) MLS; EU405 Sessional. (Students must also attend course EU201 or, when EU201 is not given, additional lectures in Michaelmas Term. Revision classes in Summer Term.

Reading List: A. Cobban, *National Self-Determination*, Oxford University Press, 1945; E. Kedourie, *Nationalism*, Hutchinson, 1960; E. Gellner, *Nations and Nationalism*, Blackwell, 1983; H. Kohn, *The Idea of Nationalism*, Macmillan, 1967; H. Seton-Watson, *Nations and States*, Methuen, 1977; A. D. Smith, *Theories of Nationalism* (2nd edn.), Duckworth, 1983; B. Anderson, *Imagined Communities*, Verso Books, 1983; J. Mayall, *Nationalism and International Society*, Cambridge University Press, 1990; E. Hobsbawm, *Nationals and Nationalism since 1780*; Cambridge University Press, 1990; A. D. Smith, *National Identity*, Penguin, 1991; L. Greenfield, *Nationalism, Five Roads to Modernity*, Harvard University Press, 1992; Breuilley, *Nationalism and the State*, Manchester University Press, 2nd Edition, 1993; J. Hutchinson, *Modern Nationalism*, Fontana 1994; W. Connor, *Ethno-Nationalism: The Quest for Understanding*, Princeton University Press, 1994; J. Hutchinson & A. D. Smith (Eds.), *Nationalism*, Oxford University Press, 1994; J. Hutchinson & A. D. Smith (Eds.), *Ethnicity*, Oxford University Press, 1996; A. Hastings, *The Construction of Nationhood*, Cambridge University Press, 1997.

Supplementary Reading List: A more detailed reading list is available from Professor Smith and secretary and at the first two seminars.

Methods of Assessment: A three-hour examination in June with three questions to be answered.

EU406**Ethnicity, Nationalism and Racism in Europe**

Teachers Responsible: Professor A. D. Smith, Dr. A. Innes, Dr. J. Jackson Preece, European Institute.

Availability and Restrictions: M.Sc. European Studies, open to students on other "European" M.Sc. Courses.

Core Syllabus: Investigations into theories and problems of European nationalism and nation-state development, concentrating on ethnic minorities and multiculturalism in Europe, anti-Semitism and racism, and the revival of nationalism and ethnic conflict following the collapse of communism.

Course Content: The issues considered cover three main areas:
1. Theories of nationalism, ethnicity, racism and anti-Semitism, considering the relation of pre-modern ethnics to modern nations; the history and development of anti-Semitism and Nazism and analysis of the Jewish responses: the diaspora and political Zionism.

2. Nationalism and ethnic-minority relations, including analysis of European states system, ethnic cleansing and nation-state creation, comparative perspectives on multiculturalism and prospects for a multicultural Europe.

3. The development of nationalism in communist and post-communist Central and Eastern Europe, including the relations between communism and nationalism, nation-building and national-identity following the collapse of communism, analysis of separatism and the post-communist transformation.

Teaching Arrangements: Lectures 20 ML, Seminars 20 ML.

Reading List: J. Rex & D. Mason (Eds.), *Theories of Race and Ethnic Relations*, 1986; H. Fein, *Genocide, A Sociological Perspective*, 1993; T. Eriksen, *Ethnicity and Nationalism*, 1993; W. Connor, *Ethno-nationalism: The Quest for Understanding*, 1994; A. Kupchan (Ed.), *Nationalism and Nationalities in the New Europe*, 1995; W. Kymlicka, *Multicultural Citizenship*, OUP, 1995; J. Bugajski, *Nations in Turmoil: Conflict and Cooperation in Eastern Europe*, 2nd edn. 1995; D. Held (Ed.), *Populism in Eastern Europe: Racism, Nationalism and Society*, 1996.

Method of Assessment: One three-hour written examination in June.

EU407**Liberalism and Its Critics in Late Modern European Thought**

Teacher Responsible: Professor J. Gray, European Institute.

Availability and Restrictions: M.Sc. European Studies, open to students on other "European" M.Sc. Courses.

Core Syllabus: A critical examination of European liberal thought from the late nineteenth century to the present, with special reference to critiques of liberalism in European philosophy and social theory.

Course Content: The course will examine European liberal thinkers such as John Stuart Mill, Karl Popper, F.A. Hayek, and Isaiah Berlin, together with critics of liberalism such as Max Weber, Emile Durkheim, Friedrich Nietzsche and Michael Oakeshott, with the aim of assessing the central claims of liberal theory.

Teaching arrangements: Lectures 16 ML, Seminars 20 MLS.

Reading List: J. S. Mill, *On Liberty and Other Essays*, (Ed.) J. Gray; K. Popper, *The Open Society and Its Enemies and Conjectures and Refutations*; F. A. Hayek, *The Constitution of Liberty*; I. Berlin, *Four Essays on Liberty*; H. H. Gerth & C. W. Mills (Eds.), *From Max Weber*; E. Durkheim, *Selected Writings* (Ed.) A. Giddens; F. Nietzsche, *On the Genealogy of Morality*; M. Oakeshott, *Rationalism in Politics*. A further reading list is available from Professor Gray at the start of term.

Method of Assessment: One three-hour written examination in June.

EU418**Europe since 1945**

Teacher Responsible: Dr. J. Jackson Preece, European Institute.

Availability and Restrictions: For M.Sc. European Studies, M.A./M.Sc. History of International Relations. An interest and some background in contemporary European history or international relations is a pre-requisite.

Core Syllabus: This course examines the major events in European history since 1945. The aim is to help students develop a mature understanding of contemporary Europe both as a region and as a political, ideological and cultural concept.

Course Content: Topics covered will include: the post-war settlement; the Communist takeovers; the origins of the Cold War; integration in Western Europe; Sovietization in Eastern Europe; the rise and fall of detente; the great transformation of 1989; German reunification; and emerging patterns of conflict and cooperation after the Cold War. This narrative will be

analyzed in terms of competing and indeed often contradictory definitions of Europe: Divided Europe; Atlantic Europe; Central Europe; East versus West; Europe as a political process; Europe as a cultural experience; Europe and the wider world.

Teaching Arrangements: Lectures: 22 (weekly inc. revision); Seminars: 22 (weekly inc. revision).

Written Work: Students are required to write four essays.
Reading List: A. W. De Porte, *Europe Between The Super-Powers: The Enduring Balance*; J. P. D. Dunbabin, *The Cold War: The Great Powers And Their Allies*; D. W. Urwin, *A Political History of Western Europe Since 1945*; W. Wallace, *The Transformation of Western Europe*; J. Rothschild, *Return To Diversity: A Political History of East Central Europe Since World War II*; G. Schopflin, *Politics In Eastern Europe*; T. Garton Ash, *In Europe's Name: Germany And The Divided Continent*; H. Miall (Ed.), *Redefining Europe: New Patterns of Conflict and Cooperation*. A more detailed reading list is available from Dr. Jackson Preece or the European Institute secretariat.

Methods of Assessment: One three-hour examination in the Summer Term.

EU450

Europe: Contemporary Issues

Teachers Responsible: Dr. H. Machin, European Institute, and others

Availability and Restrictions: Part 1 for students of M.Sc. European Studies. Part 2 is open to all students on European M.Sc. courses.

Course Content: Major issues of politics, economics and public policy in the EU and its member states. Visiting speakers from all parts of the EU.

Core Syllabus: A detailed syllabus is fixed at the start of each term.

Teaching Arrangements: 21 seminars, EU450, (weekly, MLS).
Methods of Assessment: There is no examination for this course.

EU451

Post Communist Politics and Policies

Teachers Responsible: Professor D. Lieven, Room K208, Dr. J. Hughes, Room K310 (on leave 1998-99), Dr. M. Light, Room D411 and others.

Availability and Restrictions: Recommended to Master's degree students in the European Institute and students taking the M.Sc. option in Soviet and Post-Soviet Foreign Policy, IR425.

Course Content: The course, open to all graduates and staff interested in contemporary problems of the former Soviet bloc, draws on visiting speakers from Britain, Russia and elsewhere.

Core Syllabus: A detailed syllabus is fixed at the start of each term.

Teaching Arrangements: 20 seminars, EU451, (weekly, M,L).

Methods of Assessment: There is no examination for this course.

M.Sc. Gender

Duration of Course of Study

Full-time: Twelve months. *Part-time:* Twenty-four months.

Examination

The degree has two branches, (i) Gender Relations and (ii) Development Studies. It is now possible to take the MSc Social Research Methods with a specialism in Gender (for details please see Social Research Methods section). All students follow the core course Gender Theories and the Modern World: an interdisciplinary approach. Students are required to be examined as follows:

Paper Number	Paper Title	Course Guide Number
M.Sc. in Gender (Gender Relations)		
I	Three written papers as follows: <i>One or two of the following:</i>	
(a)	Gender Theories in the Modern World	GI400
plus or	Options to the value of two full units from the list below	
M.Sc. in Gender (Development Studies)		
	Three written papers as follows:	
(a)	Gender Theories in the Modern World	GI400
plus (b)	Development: Theory, History and Policy	DV400
	Options to the value of one full unit from the list below	
There is a relatively wide choice of options which reflect the varied backgrounds and career paths of the entrants of the course. Options include:		
	Gender: Epistemology and Research Methodology (half unit)	GI402
	Gender and the Media (half unit)	GI403
	Psychology of Gender (half unit)	PS413
	The Sociology of Gender (<i>not available 1998/99</i>)	SO411
	Feminist Political Theory: Approaches and Concepts (half unit) (<i>not available 1998/99</i>)	GV410
	Feminist Political Theory: Issues (half unit)	GV411
	Social Policies for Ageing Populations (half unit)	SA402
	Gender, Development and Social Planning	SA412
	Gender, Space and Society	GY414
	Women and International Relations	IR414
	Population Policies: Evolution and Impact (half unit)	SA491
	Population Programmes: Design, Implementation and Evaluation (half unit)	SA492
	Population Trends and Processes in the Developing World (half unit)	SA493
	(With the consent of the candidate's teachers, the agreement of the Department concerned and subject to timetabling constraints, any other papers offered at M.Sc. or M.A. level)	
and		
II	A Dissertation of not more than 10,000 words on a topic approved by the candidate's supervisor	

Students following the part-time course may, with the approval of the School, take the examination in two parts. The first part will normally consist of papers up to the value of two whole units, taken after completion of courses for those papers. The second part will consist of the remaining paper(s) and the dissertation (or as appropriate Essay/Report), and will be taken in the final year of the course. A candidate who does not at his/her first entry successfully complete the examination or part of the examination for which he/she has 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 until the examination in a subsequent year.

Dates of Examinations

Written papers	June, except for the paper <i>Social Policies for Ageing Populations</i> , which will be examined in January, and with the proviso that papers substituted from other courses will be taken at the same time as they are taken by other candidates
Dissertation	12 September

Course Guides

GI400

Gender Theories in the Modern World:

An Interdisciplinary Approach

Teachers Responsible: Dr. R. C. Gill, Room C801 and Ms. C. Martin, Room C807, and others

Availability and Restrictions: This is a compulsory course for students on the M.Sc. Gender and M.Sc. Social Research Methods (Gender).

Course Syllabus: The course aims to enable students to: consider theories of gender from a range of disciplinary perspectives; develop a critical appreciation of different theories of gender; use theories of gender relations to inform their appreciation of existing work in their own disciplines and in an interdisciplinary context; use the analysis of gender relations as a basis for research.

Course Content: Topics covered will include: history of feminist thought; explanatory frameworks of gender analysis; models of gender and their contextual adequacy; gender roles, stereotyping

and psychological constructions of gender; gender and the body; gender and health; gender and poststructuralist theory; citizenship; gender, violence and the law; gender and the media/popular culture; gender and work (domestic labour, economics, labour market); gender and race; methodology; postcolonial theory.

Teaching Arrangements: The course will be taught in 25 one-and-a-half-hour sessions (GI400). It will be divided into blocks of discipline-oriented lectures and linked seminars. In addition there will be 10 weekly student-led integrative seminars with specific themes in the Lent Term.

Reading List: No single book covers the whole course. The following are useful basic reading:

M. Barrett & A. Phillips, *Destabilising Theory*, Polity (1992); L. Brydon & S. H. Chant, *Women in the Third World: Gender Issues in Rural and Urban Areas* (1988 reprinted 1993); J. Evans, *Feminist Theory Today*, Routledge (1995); M. Evans, *Introducing Contemporary Feminist Thought*, Routledge (1997); N. Folbre, *Who Pays for the Kids? Gender and the Structures of Constraint*, Routledge (1994); E. Fox Keller & H. E. Longino, *Feminism and Science*, OUP, (1996); S. Jackson (Ed.), *Woman's Studies: A Reader*, Harvester Wheatsheaf (1993); N. Kabeer, *Reversed*

Realities: Gender Hierarchies in Development Thought, Verso (1994); M. Marchand & J. Parpart (Eds.), *Feminism/Postmodernism/Development*, Routledge (1995); M. Maynard & J. Purvis (Eds.), *Researching Women's Lives from a Feminist Perspective*, Taylor and Francis (1995); H. L. Moore, *Feminism and Anthropology*, Polity (1988); H. L. Moore *A Passion For Difference*, Polity (1994); I. Whelehan *Modern Feminist Thought: From the Second Wave to Post-Feminism*, Edinburgh UP (1995).
Methods of Assessment: One three hour written examination (60%) and two essays, each of not more than 3,000 words (40%).

GI402

Gender: Epistemology and Research Methodology (Half unit course)

Teacher Responsible: Ms. C. Martin, Room C807

Availability and Restrictions: It is a compulsory component for M.Sc. Gender, M.Sc. Social Research Methods (Gender), Gender M.Phil./Ph.D. students in the first year of registration but also available to other suitably qualified students.

Course Syllabus: The course aims to enable students:

To explore key questions of epistemology and methodology in relation to the analysis of gender relations.

To explore the key questions in differing social science disciplines.

To examine the scope and analytical purchase of the concept of gender in the social sciences.

To explore some of the ethical issues inherent in research undertaken from a gendered perspective, and particularly those of positionality and location.

To link this short course with some of the issues which will arise for students when researching and writing their dissertations and other pieces of research work.

Course Content: The course will be in three sections: **Epistemological Issues:** Philosophical debates about knowledge and truth; Ethics and the validity of feminist knowledge; Political action and the Academe. **Methodology:** Methodological Debates and Methods; Action oriented research; Participatory research (PAR): An analysis of research and **Approaches to Sociology, Psychology and Anthropology: issues and experiences.**

Teaching Arrangements: 10 x two hour introductory lectures and student-led seminars in Michaelmas Term. Students are expected to carry out directed readings for seminars and to make a seminar presentation.

Reading List: L. Alcoff & E. Potter (Eds.), *Feminist Epistemologies*, Routledge (1993); S. Burt & L. Code (Eds.), *Changing Methods. Feminists transforming practice*, Broadview Press (1995); M. Fonow & J. Cook (Eds.), *Beyond Methodology. Feminist scholarship as lived research*, Indiana University Press (1991); E. Fox Keller & H. Longino, *Feminism and Science*, Open University Press (1996); R. Frankenburg, *White Woman: Race Matters*, Routledge (1993); H. Gottfried (Ed.), *Feminism and Social Change. Bridging Theory and Practice*, University Illinois Press (1996); M. Hammersley, *Social Research. Philosophy, Politics and Practice*, Open University Press (1986); S. Harding, *The Science Question in Feminism*, Open University Press (1986); S. Harding (Ed.), *Feminism and Methodology*, Open University Press (1987); H. Hinds, A. Phoenix & J. Stacey (Eds.), *Working Out. New directions for women's studies*, Falmer Press; K. de Koning & M. Martin (Eds.), *Participatory Research in Health. Issues and Experience*, Zed Press; K. Lennon & M. Whitford (Eds.), *Knowing the Difference. Feminist perspectives*

in epistemology, Routledge (1994); M. Maynard & J. Purvis (Eds.), *Researching Women's Lives from a Feminist Perspective*, Taylor and Francis (1994); J. M. Nielsen (Ed.), *Feminist Research Methods. exemplary readings in the social sciences*, Westview (1990); A. Oakley, *Social Support and Motherhood. The Natural History of a Research Project*, Blackwell (1992); *Psychology of Women Quarterly*, Special Issue 13 (1989); S. Reinharz, *Feminist Methods in Social Research*, OUP (1992); H. Roberts (Ed.), *Doing Feminist Research*, Routledge and Kegan Paul (1981); D. Smith, *The Everyday World as Problematic, a feminist sociology*, Open University Press (1987); L. Stanley (Ed.), *Feminist Praxis. Research, theory and epistemology in feminist sociology*, Routledge (1990); L. Stanley & S. Wise, *Breaking Out Again. Feminist ontology and epistemology*, 2nd edn., Routledge (1993); S. Wilkinson & C. Kitzinger, *Representing the Other. A Feminist and Psychology Reader*, Sage (1996); D. Wolf (Ed.), *Feminist Dilemmas in Fieldwork*, Westview (1996).

Methods of Assessment: One assessed essay to be submitted at the end of the Michaelmas Term, and one two-hour unseen examination in June.

GI403

Gender and the Media

Teacher Responsible: Dr. R. C. Gill, Room C801

Availability and Restrictions: This course is a half unit, which is available to all suitably qualified students. It is especially recommended to those students on M.Sc. Gender.

Course Syllabus:

This course aims to enable students:

- To apply a range of theoretical and methodological approaches to the study of the media
- To think critically about representations of gender in a range of different media
- To examine changing representations of gender in the context of wider social changes
- To think critically about questions concerning the interpretation and use of different media and their products

Course Content: The course is divided into three broad sections. Section 1 examines different approaches to the study of media representations; Section 2 discussed psychoanalytic theory about gender and spectatorship and contrasting sociological research on social audiences; the final section examines questions about postmodernism, feminism and the media.

Teaching Arrangements: 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: M. MacDonald, *Representing Women: Myths of Femininity in Popular Culture*, Edward Arnold (1995); L. Van Zoonen, *Feminist Media Studies*, Sage (1994); H. Baehr & A. Gray (Eds.), *Turning It On: A Reader in Women and Media*, Edward Arnold (1996); L. Gamman & M. Marshmen (Eds.), *The Female Gaze: Women as Viewers of Popular Culture*, The Women's Press (1987); Screen, *The Sexual Subject: A Screen Reader in Sexuality*, Routledge (1992); A. Kuhn, *Women's Pictures: Feminism and Cinema*, Verso (1982/ second edn. 1994); S. Cohan & I. R. Hark, *Screening the Male: Exploring Masculinities in Hollywood Cinema*, Routledge (1993); J. Rutherford & R. Chapman, *Male Order: Unwrapping Masculinity*, Lawrence & Wishart (1988).

Methods of Assessment: One assessed essay of not more than 3,000 words, and one two-hour unseen examination in June.

Department of Geography and Environment

M.Sc. Geography

Duration of Course of Study

Full-time: One calendar year. Part-time: Two calendar years.

Examination

Students are required to be examined on elements from the four sections to the value of four units as detailed below. Precise examination arrangements are listed under each course guide.

Paper Number	Paper Title	Course Guide Number
1.	Elements to the value of two and a half units (including one full unit course) from the following list. Courses must be chosen in consultation with the course tutor.	
(a)	Gender and Development: Geographical Perspectives (half unit)	GY421
(b)	European Gender Systems (half unit)	GY422
(c)	Managing Economic Development	MN405
(d)	European Economic Development Management	MN406
(e)	Hazard and Risk Management (not available 1998/99)	GY416
(f)	Environmental Regulation: Implementing Policy	GY420
(g)	Third World Urbanisation	GY411
(h)	Aspects of Managing Economic Development (half unit) (not to be taken in conjunction with (c))	MN407
(i)	Aspects of European Economic Development Management (half unit) (not to be taken in conjunction with (d))	MN408
(j)	A subject offered for an M.Sc. in a related discipline to the value of 1 course unit with the approval of the course tutor and the teachers concerned	
2. (a)	Research Methods I (half unit)	GY402
and (b)	A Report of not more than 10,000 words on a topic approved by the course tutor	GY496

Students following the part-time course may, with the approval of the School, take the examination in two parts. The first part will normally consist of papers up to the value of two whole units, taken after completion of courses for those papers. The second part will consist of the remaining paper(s) and the dissertation (GY496), and will be taken in the final year of the course. A candidate who does not at his/her first entry successfully complete the examination or part of the examination for which he/she has 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 until the examination in a subsequent year.

Dates of Examination

Written papers June
Report September

M.Sc. Environmental Assessment and Evaluation

Duration of Course of Study

Full-time: One calendar year. Part-time: Two calendar years.

Examination

Paper Number	Paper Title	Course Guide Number
I	Three written papers as follows:	
1.	Environmental Regulation: Implementing Policy	GY420
2.	Environmental Impact and Risk Assessment	GY424
3.	Environmental Evaluation of Economic Development	GY423
II	An essay or applied project of not more than 10,000 words arising from: Environmental Project: Synthesis and Application	GY429

Students following the part-time course may, with the approval of the School, take the examination in two parts. The first part will normally consist of papers up to the value of two whole units, taken after completion of courses for those papers. The second part will consist of the remaining paper(s) and the dissertation (GY429), and will be taken in the final year of the course. A candidate who does not at his/her first entry successfully complete the examination or part of the examination for which he/she has 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 until the examination in a subsequent year.

Dates of Examination

Written papers June
Essay September

M.Sc. Local Economic Development**Duration of Course of Study**

Full-time: One calendar year. Part-time: Two calendar years.

Examination

Students are required to be examined on elements from the five sections to the value of four units as detailed below. Precise examination arrangements are listed under each course guide.

Paper Number	Paper Title	Course Guide Number
1.	Seminar in Local Economic Development (half unit)	GY404
2.	(a) Managing Economic Development	MN405
or	(b) European Economic Development Management	MN406
3.	Elements to the value of 1 unit from the following list subject to the approval of the course tutor	
	(a) All students will normally choose a further course from those listed under Paper 2 or any of the related half unit courses (MN407, MN408, MN417, MN418)	
	(b) Geographical Aspects of Regional and Urban Planning (half unit)	GY453
	(c) European Gender Systems (half unit)	GY422
	(d) Environmental Regulation: Implementing Policy	GY420
	(e) A subject(s) to the value of one full or one half unit – as appropriate – offered for an M.Sc. in a topic approved by the Course Tutor and the teachers concerned	
4.	One of the following half unit Research Methods courses:	
	(a) Quantitative Analysis in Social Research I (half unit)	MI411
or	(b) Quantitative Analysis in Social Research II (half unit)	MI412
or	(c) Research Methods I	GY402
or	(d) Any other M.Sc. level research methods course with the approval of the course tutor and the teacher concerned	
5.	A Report of not more than 10,000 words on a topic approved by the course tutor	GY498

Students following the part-time course may, with the approval of the School, take the examination in two parts. The first part will normally consist of papers up to the value of two whole units, taken after completion of courses from Papers 2 and 3. The second part will consist of the remaining paper(s) and the dissertation (or as appropriate Essay/Report), and will be taken in the final year of the course. A candidate who does not at his/her first entry successfully complete the examination or part of the examination for which he/she has 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 until the examination in a subsequent year.

Dates of ExaminationWritten papers June
Report 7 September**M.Sc. Human Geography Research****Duration of Course of Study**

Full-time: One calendar year. Part-time: Two calendar years.

Examination

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 Number	Paper Title	Course Guide Number
Part I: Research Core		
1.	Contemporary Debates in Human Geography Seminar (half unit)	GY403
2.	Research Methods II	GY503
3.	Either Quantitative Analysis in Social Research I (half unit)	MI411
or	Concepts and Methods of Social Inquiry (half unit)	MI420
Part II: Substantive Specialism		
4.	Local Economic Development Specialism:	
	(a) Managing Economic Development	MN405
	and	
	(b) Economic Development: Institutions, Networks and Evaluation (half unit)	MN417
or		
5.	Gender and Development Specialism:	
	(a) Third World Urbanisation	GY411
	and	
	(b) Gender and Development: Geographical Perspectives (half unit)	GY421
or		
6.	Environmental Regulation Specialism:	
	(a) Environmental Regulation: Implementing Policy	GY420
	and	
	(b) Economic Aspects of Project Appraisal (half unit)	GY455
Part III		
7.	A Report of not more than 10,000 words on a topic approved by the course tutor	GY497

Students following the part-time course may, with the approval of the School, take the examination in two parts. The first part will normally consist of papers up to the value of two whole units, taken after completion of courses from Paper 3. The second part will consist of the remaining paper(s) and the dissertation (GY497), and will be taken in the final year of the course. A candidate who does not at his/her first entry successfully complete the examination or part of the examination for which he/she has 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 until the examination in a subsequent year.

Dates of ExaminationWritten papers June
Report 7 September**M.Sc. Cities, Space and Society****Duration of Course of Study**

Full-time: One Calendar year. Part-time: Two Calendar years.

The programme consists of (I) two core courses and optional courses to the value of one and a half units, and (II) a 10,000 word dissertation. Precise examination arrangements are listed under each course guide.

Paper Number	Paper Title	Course Guide Number
I		
1.	Contemporary Urbanism	GY430
2.	Research Methods I (half unit)	GY402
3.	Courses to the value of one and a half units from the following	
	(a) Third World Urbanisation	GY411
or	Cities, People and Poverty in the South (half unit)	GY431
or	Cities, Culture and Politics in the South (half unit)	GY432
	(b) Gender Space and Society	GY414
or	Gender and Development: Geographical Perspectives (half unit)	GY421
or	European Gender Systems (half unit)	GY422
	(c) Managing Economic Development	MN405
or	Aspects of Managing Economic Development (half unit)	MN407
or	Economic Development: Project Development and Evaluation (half unit)	MN417
	(d) Planning for Sustainable Cities (half unit)	GY433
	(e) Economic Aspects of Project Appraisal (half unit)	GY455
	(f) Other courses as approved by course directors	
II	A report of not more than 10,000 words on a topic approved by the course director.	

Part-time students may, with the approval of the School, take the examination in two parts. The first part will consist of up to three papers, taken after completion of courses for those papers. The second part will consist of the remaining papers and the essay and will be taken in the final year of the course. A candidate who does not at his/her first entry successfully complete the examination or part of the examination for which he/she has 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 until the examination in a subsequent year.

Dates of ExaminationWritten papers June
Dissertation September**M.Sc. Real Estate Economics and Real Estate Finance****Duration of Course of Study**

Full-time: One Calendar year. Part-time: Two Calendar years.

Paper Number	Paper Title	Course Guide Number
I		
1.	Applied Urban and Regional Economics	GY457
2.	Corporate Finance and Asset Markets	AC430
3.	Real Property Market Practice (half unit)	GY458
4.	A relevant half unit course offered at Master's level with the approval of the programme manager.	
II		
	An essay of not more than 10,000 words on an approved topic	

Part-time students may, with the approval of the School, take the examination in two parts. The first part will consist of up to three papers, taken after completion of courses for those papers. The second part will consist of the remaining papers and the essay and will be taken in the final year of the course. A candidate who does not at his/her first entry successfully complete the examination or part of the examination for which he/she has 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 until the examination in a subsequent year.

Dates of ExaminationWritten papers June
Dissertation September

Course Guides

GY401

Geographical Research Seminar

Teacher Responsible: Director of Graduate Studies, Geography

Availability and Restrictions: For all M.Sc. and M.Phil./Ph.D. students registered in the Department of Geography and Environment.

Core Syllabus: Presentations by speakers normally from outside the Department on aspects of their own research in the fields of Geography, Local Economic Development, Urban and Regional Planning and Environmental Issues.

Teaching Arrangements: 10 two-hour seminars (GY401) in the Michaelmas and Lent Terms.

Methods of Assessment: This course is not intended as preparation for any particular examination. But, students will find it useful in increasing their awareness of current research and the application of research methods across the discipline. Attendance is strongly recommended.

GY402

Research Methods I

(Half unit course)

Teacher Responsible: Dr. J. Robinson, Room S515

Availability and Restrictions: For M.Sc. Regional and Urban Planning; M.Sc. Environmental Assessment and Evaluation; M.Sc. Cities, Space and Society; M.Sc. Local Economic Development and other M.Sc. students in Geography and Environment.

Core Syllabus: An introduction to, and exploration of research design and practice and geographical information management.

Course Content: The nature of social scientific research. Choosing a topic, writing and keeping track of sources, time management. Theory building and use: the example of micro-macro questions in geographical research. Data handling: tools and research areas. Data: issues and problems. Information collection; techniques and ethical considerations. Quantitative and qualitative information: the (mis)use and (il-)legitimacy of samples and case studies. Evaluation and geographical research: the policy question.

Teaching Arrangements: Michaelmas and Lent Terms (alternate weeks). Students are expected to carry out directed reading in preparation for seminars. The course is composed of lectures, seminars, workshops and individual meetings with tutors. Detailed timetable arrangements will be made available at the beginning of the academic year. Students on different MSc courses will have different attendance and assessment requirements. Information is available from course directors.

Reading List: R. Johnston, D. Gregory & D. Smith (Eds.), *Dictionary of Human Geography* (3rd edn.), Blackwell, 1993; A. Sayer, *Method in Social Science: A Realist Approach* (2nd edn.), Routledge, 1993; J. Pickles (Ed.), *Ground Truth: The Social Implications of GIS*; T. May, *Social Research: Issues, Methods and Process*, 1993; A. Wilson & R. Bennet, *Mathematical Methods in Human Geography and Planning*, 1985; J. Creswell, *Research Design: Qualitative and Quantitative Approaches*, 1994; S. Kvale, *Interviews: An Introduction to Qualitative Research Interviewing*, 1996.

Methods of Assessment: An unseen examination of two hours (two from five) 75%, and one essay of 3,000 words (25%). Examinations take place in June.

GY403

Contemporary Debates in Human Geography

(Half unit course)

Teachers Responsible: Dr. A. C. Pratt, Room S506b and Dr. J. Robinson, Room S515

Availability and Restrictions: M.Sc. Human Geography Research and nominated M.Phil./Ph.D. 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.

Course 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 Arrangements: (GY403) 10 x two hour introductory lectures and student-led seminars in Michaelmas and Lent Terms. 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*, Page, 1992; R. Chorley & P. Haggett (Eds.), *Models in Geography*, Methuen, 1967; P. Cloke, C. Philo & D. Sadler, *Approaching Human Geography*, PLP, 1991; D. Gregory & T. Urry, *Social Relations and Spatial Structures*, Macmillan, 1985; D. Harvey, *The Condition of Postmodernity*, Blackwell, 1989; R. Johnston, D. Gregory & D. Smith, *The Dictionary of Human Geography* (3rd edn.), Blackwell, 1994; B. Macmillan (Ed.), *Remodelling Geography*, Blackwell, 1989; D. Massey, *Spatial Divisions of Labour* (2nd edn.), Macmillan, 1994; *Progress in Human Geography*; G. Rose, *Feminism and Geography*, Polity, 1993; D. Sayer, *Method in Social Science* (2nd edn.), Routledge, 1992; D. Livingstone, *The Geographical Tradition*, 1992; L. Johnson, *A Morally Deep World*, 1991; P. Krugman, *Geography and Trade*, 1991; A. Escobar, *Encountering Development*, 1994.

Methods of 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

Seminar in Local Economic Development

(Half unit course)

Teacher Responsible: Dr. A. Rodríguez-Pose, Room S408

Availability and Restrictions: For M.Sc. Local Economic Development and nominated M.Phil./Ph.D. Geography students in their first year of registration, but also available to other suitably qualified students.

Core Syllabus: Review of the theoretical underpinnings of local economic development; different institutional contexts; range of strategies; and, problems of implementation of local economic development in advanced economies.

Course Content: Orientation and overview. Vertical disintegration, new industrial spaces and global change. Tensions between economic and social development. Bottom-up and top-down strategies. Spatial and sectoral strategies. Networks and institutions in LED. The political economy of local anti-growth / pro-growth coalitions. Local and regional government and LED. Selling the city: a strategy for LED. Environmental goals in LED. The impact of democratic choice on territorial organisation.

Teaching Arrangements: (GY404) 10 x 2 hour lecture/seminar in alternate weeks of Michaelmas and Lent Terms. Students will be expected to make presentations and prepare two page summaries for each seminar.

Reading List: *Local Economy: Regional Studies*; Audit Commission, *Urban Regeneration and Economic Development*, HMSO, 1989; 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; T. Bovard, *Review Essays on Local Economic Development in Urban Studies*, 1992, 1993, 1994; R. Camagni (Ed.), *Innovation Networks: Spatial Perspectives*, Belhaven, 1991; M. Geddes & J. Benington (Eds.), *Restructuring the Local Economy*, Longman, 1993; G. Kearns & C. Philo (Eds.), *Selling Places*, Pergamon, 1993; A. Lipietz, *Mirages and Miracles: The Crisis of Global Fordism*, Venu, 1987; R. Murray, *Local Space: Europe and the New Regionalism*, CLES/SEEDS, 1991; M. Piore & C. Sabel, *The Second Industrial Divide: Possibilities for Prosperity*, Basic Books, 1984; F. Pyke, G. Becattini & W. Sengenberger (Eds.), *Industrial Districts and Inter-Firm Cooperation in Italy*, ILO, 1990; F. Pyke & W. Sengenberger (Eds.), *Industrial Districts and Local Economic Regeneration*, ILO, 1992; W. Stöhr (Ed.), *Global Challenge and Local Response*, Mansell, 1990; M. Storper & A. Scott (Eds.), *Pathways to Industrialisation*, Routledge, 1993; O. Williamson, *The Economic Institutions of Capitalism*, FRG Press, 1985.

Methods of Assessment: Unseen examination (75%) and one extended essay of 2,500 words to be handed in at a specified date in the Summer Term (25%).

GY411

Third World Urbanisation

Teachers Responsible: Dr. S. H. Chant, Room S506a and Dr. J. Robinson, Room S515

Availability and Restrictions: For students taking: M.Sc. Cities, Space and Society; M.Sc. Human Geography Research; M.Sc. Urban and Regional Planning; M.Sc. Social Policy and Planning in Developing Countries and M.Sc. Development Studies. Other suitably qualified and interested graduate students may take or audit the course with the permission of the teacher responsible. An elementary knowledge of Third World development issues would be an advantage. Not to be taken with half units GY431 Cities, People and Poverty in the South or GY432 Cities, Culture and Politics in the South.

Core Syllabus: The course focuses on the social and economic consequences of urbanisation in Third World countries paying particular attention to problems of urban poverty, especially in the fields of shelter, work and welfare. The course attempts to combine a spectrum of macro- and micro-level perspectives on urban privation by examining both the responses of the state and low-income households to scarce resources. The course also aims to provide theoretically informed perspectives on social and political aspects of Third World cities. Social, political and economic aspects of urban policy and development are considered but the course also offers an opportunity to reflect on these urban places in a way which does not reduce them to arenas for technical, policy-driven planning. At the same time as considering the history and present condition of urbanism, urban experience and urban politics in Third World cities, the course also raises questions about the conceptual approach which labels the urban as different in these contexts and seeks to understand the nature of the complex links between Western and Third World cities.

Course Content: Population growth and distribution. Urban Development. Migration and migrant adaptation. Shelter. Employment and income. Household structure and household survival strategies. Nutrition, health and education. Urban social planning: 'top-down' and 'bottom-up' initiatives. Urban economic planning. Urban environmental issues. Politics of urban development. Decentralisation and urban government. Conceptualising Third World cities. Imperialism and globalisation. Post-colonialism, post-developmentalism, democratisation.

Teaching Arrangements: Two-hour seminars (GY411) Michaelmas and Lent Terms (weekly commencing Week 2 of the Michaelmas Term). Attendance at selected lectures (GY202) Michaelmas and first half of Lent Term would help those with a weaker background in Third World Development, however, they are strictly optional.

Written Work: One essay per term (ML) and seminar presentations.

Reading List: No single book or small group of books covers the material adequately. Separate reading lists will be provided for each lecture/seminar. Nevertheless, basic reading material includes: B. Aldrich & R. Sandhu (Eds.), *Housing the Urban Poor: Policy and Practice in Developing Countries*, 1995; J. Beall (Ed.), *A City for All*, 1997; A. Badshah, *Our Urban Future: New Paradigms for Equity and Sustainability*, 1996; R. Burgess et al. (Eds.), *The Challenge of Sustainable Cities*, 1997; S. Chant (Ed.), *Gender and Migration in Developing Countries*, 1992; S. Chant (for UNDP), *Gender, Urban Development and Housing*, 1996; S. & L. Deshpande, *Problems of Urbanisation and Growth of Large Cities in Developing Countries*, 1991; N. Devas & C. Rakodi (Eds.), *Managing Fast Growing Cities*, 1993; A. Gilbert & J. Gugler, *Cities, Poverty and Development*, 1992; J. Gugler (Ed.), *Cities in the Developing World*, 1997; N. Harris (Ed.), *Cities in the 1990s: The Challenge for Developing Countries*, 1992; J. Jacobs, *Edge of Empire: Postcolonialism and the City*, 1996; A. King, *Urbanism, Colonialism and the World Economy*, 1990; A. King, *Culture, Globalisation and the World System*, 1991; R. Potter, *Urbanisation in the Third World*, 1992; B. Roberts, *The Making of Citizens: Cities of Peasants Revisited*, 1995; G. Rodgers (Ed.), *Urban Poverty and the Labour Market*, 1989; G. Standing & V. Tokman (Eds.), *Towards Social Adjustment: Labour Market Issues in Structural Adjustment*, 1991; UNCHS (HABITAT), *An Urbanising World: Global Report on Human Settlements*, 1996.

Methods of Assessment: One extended essay (3,000 words) to be handed in at beginning of Summer Term; three-hour examination paper in Summer Terms (three questions out of nine). Course essay (30%); examination (70%).

GY414

Gender, Space and Society

Teachers Responsible: Dr. S. Chant, Room S506a and Dr. D. Perrons, Room S510

Availability and Restrictions: Optional for M.Sc. (Geography), M.Sc. Development Studies and M.Sc. Gender. May not be taken with GY421 or GY422.

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.

Course Content:

Michaelmas Term:

Gender inequalities and 'Third World' development. Production and reproduction. Households, families and fertility. Housing, health and urban services. Segregation, segmentation and the formal sector of urban employment. The 'informal sector'; gender and migration: gender and development policy.

Lent Term:

Perspectives on gender and geography in advanced countries. Theorising the diversity of gender inequality in Europe: regulatory frameworks, gendered welfare regimes, gender contracts and arrangements, forms and degrees of patriarchy. Global cities: polarisation, casualisation and feminisation. Gendered space: communities, work and gender. Designing cities: sexuality and violence. Male control of women's place, the safe city.

Teaching Arrangements:

Seminars: 10 x 1 hour sessions (GY414) in Michaelmas Term and Lent Term (alternate weeks starting week 1), and additional/extended sessions by arrangement with course teachers. Lectures from GY303 (weekly Michaelmas and Lent Term) on a strictly optional basis. Individual essay meetings Michaelmas Term and Lent Term.

Written Work: Students will be expected to produce one essay per term and also make seminar presentations.

Reading List: No single book covers the whole course. The following are useful basic reading:

Michaelmas Term: S. Chant, *Women-Headed Households: Diversity and Dynamics in the Developing World*, 1997; D. Elson (Ed.), *Male Bias in the Development Process* (2nd edn.), 1995; N. Kabeer, *Reversed Realities: Gender Hierarchies in Development Thought*, 1994; M. Marchand & J. Parpart (Eds.), *Feminism/Postmodernism/Development*, 1995; H. Moore, *Feminism and Anthropology*, 1988; C. Moser, *Gender Planning and Development*, 1993; L. Østergaard (Ed.), *Gender and Development: A Practical Guide*, 1992; R. Pearson & C. Jackson (Eds.), *Divided We Stand: Gender Analysis and Development Issues*, 1998; H. Pietilä & J. Vickers, *Making Women Matter: The Role of the UN*, 1994.

Lent Term: J. Darke & S. Yeandle (Eds.), *Changing Places: Women's Lives in the City*, 1996; M. Garcia-Ramon & J. Monk (Eds.), *Women of the European Union*, 1996; N. Gregson & M. Lowe, *Servicing the Middle Classes*, 1994; J. Lewis (Ed.), *Women and Social Policies in Europe*, 1992; J. Lewis (Ed.), *Lone Mothers in European Welfare Regimes*, 1997; J. Shaw & D. Perrons, *Making Gender Work*, 1995; D. Sainsbury, *Gendering Welfare Regimes*, 1994; D. Bell & G. Valentine, *Mapping Desire*, 1995; S. Walby, *Theorising Patriarchy*, 1990; S. Walby, *Gender Transformations*, 1997.

Methods of Assessment: One essay, 4,000 words (50% marks) to be submitted at beginning of Summer Term. One three-hour unseen examination paper, three questions out of nine (50% marks).

GY416

Hazard and Risk Management

(Not available 1998-99)

Teacher Responsible: Professor D. K. C. Jones, Room S405

Availability and Restrictions: For M.Sc. Geography students.

Core Syllabus: An examination of the varied dimensions of hazard and risk with particular, but not exclusive, emphasis on environmental hazards, focussing especially on contemporary debates regarding significance, underlying causes and optimal management approaches.

Course Content: The nature of hazard, risk and disaster. The risk archipelago. Available adjustments to risk. Risk perception and risk communication. Prognostication, Emergency Action, relief, rehabilitation and reconstruction. The Deterministic, Behavioural and Structural paradigms. Risk Benefit Analysis. Risk Management objectives and debates.

Teaching Arrangements: 15 x one-and-a-half-hour seminars (GY416). Students may be expected to audit the lectures from GY320.

Reading List: E. A. Bryant, *Natural Hazards*, 1991; F. C. Cuny, *Disasters and Development*, 1983; M. Douglas & A. Wildavsky,

Risk and Culture, 1982; H. D. Foster, *Disaster Planning*, 1979; J. Handmer & E. C. Penning-Rowsell, *Hazards and the Communication of Risk*, 1990; K. Hewitt, *Regions of Risk*, 1997; A. Kirby, *Nothing to Fear*, 1990; R. Palm, *Natural Hazards: An Integrative Framework for Research and Planning*, 1990; *Royal Society, Risk: Analysis, Perception and Management*, 1992; K. Smith, *Environmental Hazards*, 1996; P. Blaikie et al., *At Risk - Natural Hazards, People's Vulnerability and Disasters*, 1994; J. Adams, *Risk*, 1995; C. Hood & D.K.C. Jones, *Accident and Design: Contemporary Debates in Risk Management*, 1996.

Methods of Assessment: There will be a three-hour formal unseen examination requiring three answers from a choice of nine (75%) together with a course work essay of no more than 3000 words (25%).

GY420

Environmental Regulation: Implementing Policy

Teacher Responsible: Dr. Y. Rydin, Room S413

Availability and Restrictions: For students taking M.Sc. Environmental Assessment and Evaluation, M.Sc. Regulation and M.Sc. Development Studies. Other suitably qualified and interested graduate students may take or audit the course with the permission of the teacher responsible. A knowledge of elementary economic and political theory would be an advantage but is not essential.

Core Syllabus: Analysis of the policy process and policy instruments of environmental management together with examination of environmental management practice in relation to selected policy issues.

Course Content: The course has two major components: (a) analysis of the main policy instruments available in environmental management and of the policy process, from a theoretical viewpoint: the nature and loci of environmental policy; public interest/private interest approaches to policy formulation; styles of government; discretion, implementation and enforcement; agency type, scale and professionalism; tools of regulation I; tools of regulation II; compliance and counterproductive regulation; explaining regulatory outcomes; (b) consideration of issues in environmental management in practice and in an international context: a representative list of topics would be: common property; equity issues; the role of NGOs; technology policy; integrated environmental planning; supranational agencies; the precautionary principle.

Teaching Arrangements: nine (two hour) lectures in Michaelmas Term and 10 (two hour) seminars in the Lent Term.

Written Work: Students are expected to prepare one/two seminar papers.

Reading List: No single book or even a small group of books covers the material adequately. Reading lists are provided for the lecture course and for each seminar topic. Basic reading material includes: G. Bennett, *Dilemmas*, 1992; D. Pearce et al., *Blueprints I, II & III*, 1991 & 1994; WCED, *Our Common Future*, 1987; J. McCormick, *British Politics and the Environment*, 1991; Y. Rydin, *The British Planning System*, 1993; M. Jacobs, *The Green Economy*, 1991; J. Rees, *Natural Resources*, 1990. Students with no experience of environmental economics are recommended to read: R. K. Turner et al., *Environmental Economics*, 1994.

Methods of Assessment: There is a three-hour formal examination paper. In addition, there is a course essay of 3,000 words maximum, on a topic to be set by the teacher. The course essay will account for 25% of the final marks, the formal examination for 75%.

GY421

Gender and Development: Geographical Perspectives (Half unit course)

Teacher Responsible: Dr. S. Chant, Room S506a

Availability and Restrictions: For students on M.Sc. Geography, also M.Sc. Development Studies, M.Sc. Gender and M.Sc. Human Geography Research.

Core Syllabus: An analysis of gender roles and relations in developing world regions, with particular emphasis on the variability of these in different geographical contexts, and their outcomes for low-income groups, especially in urban areas.

Course Content: Incorporation of gender into development analysis and practice. Regional parameters of gender roles and relations with reference to culture, religion, economic development, political systems. Households, families and kinship. Fertility and family planning. Health and health care.

Reproductive labour. Employment. Female labour force participation. Migration. Gender and development policies.

Teaching Arrangements: (GY421) five x one-and-a-half-hour seminars in alternate weeks in Michaelmas Term and optional weekly lectures from GY303 during Michaelmas Term.

Written Work: Students will be expected to produce one essay during the course (one term)

Reading List: H. Afshar (Ed.), *Women, Development and Survival in the Third World*, 1991; S. Chant, *Women-Headed Households: Diversity and Dynamics in the Developing World*, 1997; D. Elson (Ed.), *Male Bias in the Development Process* (2nd edn.), 1995; N. Kabear, *Reversed Realities: Gender Hierarchies in Development Thought*, 1994; M. Marchand & J. Parpart (Eds.), *Feminism/Postmodernism/Development*, 1995; C. Moser, *Gender Planning and Development*, 1993; L. Østergaard, *Gender and Development: A Practical Guide*, 1992; R. Pearson & C. Jackson (Eds.), *Divided We Stand: Gender Analysis and Development Issues*, 1998; UNDP, *Human Development Report 1995*, 1995; N. Visvanathan et al., *The Women, Gender and Development Reader*, 1997; T. Wallace with C. March (Eds.), *Changing Perceptions: Writings on Gender and Development*, 1991.

Methods of Assessment: One essay of 3,000 words to be submitted at beginning of Lent Term (25%); One two-hour unseen examination, two questions out of five in Summer Term (75%).

GY422

European Gender Systems (Half unit course)

Teacher Responsible: Dr. D. Perrons, Room S510

Availability and Restrictions: For students on M.Sc. Geography, M.Sc. Human Geography Research, M.Sc. Local Economic Development, M.Sc. Development Studies and M.Sc. Gender. This course may be combined with GY421 above as a full-unit course. The course focuses on identifying and explaining differentiated gender roles and gender relations in Europe and on the differentiated gendering of space in European cities and regions.

Course Content: Gender inequalities in Europe: Forms and degrees of gender inequality; divisions of labour in paid and unpaid work. Theorising gender inequality: welfare regimes, gendered welfare regimes, gender contracts and arrangements and differentiated degrees of patriarchy. Mainstreaming of equal opportunities policies in Europe. **Gendered space:** Relationships between the spatial organisation of cities and the organisation of a division of labour within households. The construction of differentiated spaces within cities on the basis of sexual identities, how gender is imbued in the landscape and how safer, more women, children friendly cities might be designed.

Teaching Arrangements: Seminars: (GY422) 10 x 1 hour sessions and five x 1 hour seminars (alternate weeks) in Lent Term.

Written Work: Students will be expected to produce one essay and also make seminar presentations.

Reading List: M. Garcia-Ramon & J. Monk (Eds.), *Women of the European Union*, 1996; J. Gardiner *Care and Economics*, 1997; N. Gregson & M. Lowe, *Servicing the Middle Classes*, 1994; J. Lewis (Ed.), *Women and Social Policies in Europe*, 1992; D. Sainsbury, *Gendering Welfare Regimes*, 1994; J. Lewis (Ed.), *Lone Mothers in European Welfare Regimes*, 1997; J. Darke & S. Yeandle (Eds.), *Changing Places: Women's Lives in the City*, 1996.

Methods of Assessment: One essay (3,000 words) (25%). One two-hour unseen paper, two questions out of five (75%).

GY423

Environmental Evaluation of Economic Development

Teacher Responsible: Mr. A. Gouldson, Room S414

Availability and Restrictions: This course will form a core course for the M.Sc. in Environmental Assessment & Evaluation. It may be taken as an option by other M.Sc. students where regulations allow. Students should have completed a course in first year undergraduate level Economics or audit EC100 Economics A.

Core Syllabus: This course will combine a number of theoretical and practical perspectives on the relations between economy and environment. The course will consider this relationship from two complementary perspectives: the first will offer an economic analysis of environmental protection based on an examination of environmental and ecological economics; the second will offer an environmental assessment of economic development drawing on

theories of ecological modernisation. The course will therefore analyse the relationship between economic development and environmental protection from the micro to the macro from various perspectives in differing developmental contexts.

Course Content:

Michaelmas Term:

Environmental and Ecological Economics: the principles and school of environmental economics; the neoclassical model of economy and environment; ecological economics; the political economy of the environment; cost benefit analysis and environmental valuation; sustainability and economic development; the nature of progress.

Lent Term:

Environmental Appraisal of Economic Development: an environmental assessment of economic development; strategic environmental policy planning; integrating environment into local economic development policies and plans; environmental management and business strategy integrating environment into industrial development (process and product management); from micro-economic strategies to macro-economic structures; structural change and the environment; ecological modernisation and sustainable development.

Teaching Arrangements: The course will be taught through a combination of 20 lectures and 10 seminars. Teaching responsibilities will be undertaken by Mr. Andrew Gouldson, and Dr. Stephen Glaister (Room S410)

Reading List: D. Pearce & K. Turner, *The Economics of Natural Resources and the Environment*, 1990; M. Jacobs, *The Green Economy*, Pluto Press, 1991; DRI, *Potential Benefits of Integration of Environmental and Economic Policies*, Graham and Trotman, 1994; A. Gouldson & P. Roberts (Eds.), *Integrating Economic Development and Environmental Management*, Routledge, 1998; D. Bromley, *Environment and Economy*, Blackwell, 1991.

Methods of Assessment: One three-hour written examination (75%) and one 3,000 word extended essay (25%).

GY424

Environmental Impact and Risk Assessment

Teacher Responsible: Dr. Yvonne Rydin, Room S413

Availability and Restrictions: For students taking the M.Sc. Environmental Assessment and Evaluation only.

Core Syllabus: The course seeks to develop a critical appreciation of the nature of the policies and processes of environmental impact assessment (EIA) for development projects and strategic environmental assessment (SEA) for development policies, plans and programmes. The course also considers approaches to the monitoring and measurement of environmental change and the assessment and evaluation of environmental risks. In order to provide both theoretical and practical perspectives, the week includes a week-long field trip and presentations from a range of invited speakers.

Course Content:

- EIA and SEA: methods, context, history, evolution, policies, institutions and actors, practice and performance.
- Field trip, case studies and practitioner presentations.
- The nature of environmental data: environmental monitoring and measurement, variability of data, the nature of uncertainty.
- Environmental risk assessment: hazard assessment and hazard management, approaches to environmental risk management.

Teaching Arrangements: Weekly two-hour lectures/seminars, nine in the Michaelmas Term plus a one week field trip, and 10 in the Lent Term.

Reading List: Detailed reading lists will be available for each part of the course. Basic texts include: (a) Environmental Impact Assessment: A. Gilpin, *Environmental Impact Assessment (EIA): Cutting Edge for the Twenty-First Century*, 1995; P. Morris & R. Thérivel (Eds.), *Methods of Environmental Impact Assessment*, 1994; R. Thérivel et al., *Strategic Environmental Assessment*, 1992; R. Thérivel & M. Partidário, *The Practice of Strategic Environmental Assessment*, 1996; W. Sheate, *Making an Impact: A Guide to EIA Law and Policy*, Cameron May, 1994; P. Wathern (Ed.), *Environmental Impact Assessment: Theory & Practice*, Allen & Unwin, 1988. (b) The Nature of Environmental Data: C. N. Hewitt (Ed.), *Methods of Environmental Data Analysis*, Chapman & Hall, 1992; I. Spellerberg, *Monitoring Ecological Change*, 1993. (c) Environmental Risk Assessment: Royal Society, *Risk: Analysis, Perception and Management*, 1992; A. V. T. Whyte & I. Burton (Eds.), *Environmental Risk Assessment*, John Wiley, 1980. (d) Project Appraisal: D. W. Pearce & C. A. Nash, *The Social Appraisal of Projects*, 1981.

Methods of Assessment: One three-hour written examination in June (75%) and a written report based on the field trip to be submitted by the last Friday of the Michaelmas Term (25%).

GY429

Environmental Project: Synthesis and Application

Teacher Responsible: Mr. A. Gouldson, Room S414

Availability and Restrictions: For students taking M.Sc. Environmental Assessment and Evaluation only.

Core Syllabus: This course aims to allow students to develop and apply the concepts and approaches learnt elsewhere in the M.Sc. in Environmental Assessment and Evaluation through the preparation of a 10,000 word dissertation. This will enable students to develop their own particular interests through an independent research project. The course provides basic training on research methods, report writing and presentation techniques. The course also provides additional training in data collection and manipulation and the application of Geographical Information Systems (GIS).

Course Content: (a) project identification, research methods, report writing, presentation techniques; (b) introduction to GIS, use of GIS for environmental assessment and evaluation.

Teaching Arrangements: Four two-hour lecture classes in the Michaelmas Term; four one-hour lectures and four two-hour GIS practicals in the Lent Term.

Reading List: (a) Presentation skills and project preparation:

E. Balian, *The graduate research guidebook: a practical approach to doctoral/masters research*, 1994; J. Bell, *Doing your research project - A guide for first-time researchers in education and social science*, 1993; A. Jay, *Effective presentation*, 1993; R. Jay, *How to write proposals and reports that get results*, 1994. (b) *Geographical Information Systems*: P. Burrough & R. McDonnell, *Principles of GIS*, 1998; M. Goodchild, M. L. Steyaert & B. Parks, *GIS and Environmental Modeling: progress and research issues*, 1996; W. Mitchener, J. Brunt & S. Staff (Eds.), *Environmental Information Management and Analysis*, 1994.

Methods of Assessment: A long essay or applied project report of not more than 10,000 words on an approved topic and presented to a panel of examiners - with 90% of the marks based on the written content and 10% of the mark based on the presentation. The dissertation is due in the beginning of September and the oral presentation will take place also in September after the dissertation is due.

GY430

Contemporary Urbanism

Teachers Responsible: Dr. J. Robinson, Room S515 and Dr. A. C. Pratt, Room S506b

Availability and Restrictions: Students registered on M.Sc. Cities programme; other graduate students are welcome but should seek the permission of the course director.

Core Syllabus: Theoretical perspectives on contemporary cities, with a specific focus on the global nature of urban social and cultural change and development. A primary intention of the course is to challenge western-centric views of the city, exploring the mutual shapings of 'Western' and 'Third World' urban experiences in a wide range of areas. The course will equip students interested in urban change and development to understand and consider appropriate responses to social and cultural aspects of cities. As crucibles of social transformation, successful interventions in contemporary cities around the globe require awareness of and sensitivity to social and cultural dynamics. A practical component of the course will use London as a laboratory for the examination of social and cultural aspects of contemporary urbanism and urban change in comparison with case studies of selected other cities from around the world. It will highlight the fractured and fragmented nature of the 'urban experience' as well as the global determinants of the contemporary city.

Course Content: The emergence and history of the notion of the urban - the urban imaginary in global perspective: Modernism and urbanism in post-colonial contexts: migration, tradition and the development of 'different' urbanisms; Gender and sexuality in the making of the urban; Immigration, race and empire in urban form: imperial and colonial cities; Regulating cities: the origins of modern urban management and colonial translations; Globalisation, economic change and the rise of cultural industries; Urban movements: from the western city to the third world - a new internationalism or a cultural politics of difference.

Each topic will be covered by two 2-hour seminars. Two topics from the above list will be chosen each year for further investigation through detailed case studies and site visits in London and comparisons with other cities.

Teaching Arrangements: (GY430) 10 x two-hour meetings in Michaelmas Term, 10 x two-hour meetings in Lent Term.

Reading List: M. Cross & M. Keith (Eds.), *Racism, the city and the state*, 1993; I. Chambers, *Migrancy, Identity, Culture*, 1994; M. Davis, *City of Quartz*, 1991; J. Eade (Ed.), *Living the Global City*, 1997; A. Escobar & S. Alvarez (Eds.), *The Making of Social Movements in Latin America: Identity, Strategy and Democracy*; J. Jacobs, *Edge of Empire: Postcolonialism and the City*, 1996; A. King (Ed.), *Re-Presenting the City: Ethnicity, Capital and Culture in the Twenty-First Century Metropolis*, 1996; A. King, *Urbanism, Colonialism and the World Economy*, 1990; P. Rabinow, *French Modern: Norms and Forms of the Urban Environment*, 1989; S. Sassen, *The global city: London, Tokyo, New York*, 1991; D. Simon, *Cities, Capital and Development: African cities in the world economy*, 1992; S. Watson & K. Gibson (Eds.), *Postmodern Cities and Spaces*, 1995; E. Wilson, *The Sphinx and the City*, 1991; S. Zukin, *The Cultures of Cities*, 1995.

Methods of Assessment: 75% unseen three-hour examination; 25% course work (essays and project reports).

GY431

Cities, People and Poverty in the South (Half unit course)

Teacher Responsible: Dr. S. Chant, Room S506a

Availability and Restrictions: For students taking M.Sc. Cities, Space and Society; M.Sc. Human Geography Research; also M.Sc. Development Studies, M.Sc. Gender, M.Sc. Population and Development, M.Sc. Regional and Urban Planning Studies, M.Sc. Social Policy and Planning in Developing Countries. Other suitably qualified and interested graduate students may take or audit the course with the permission of the teacher responsible. Experience and/or knowledge of development and urbanisation in the South would be a distinct advantage. **NOT** to be taken with GY411.

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.

Course 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 Arrangements: Weekly seminars (GY431) of nine x two-hours in Michaelmas Term, starting Week 2 of session.

Reading List: B. Aldrich & R. Sandhu (Eds.), *Housing the Urban Poor: Policy and Practice in Developing Countries*, 1995; J. Beall (Ed.), *A City for All*, 1997; J. Boyden with P. Holden, *Children of the Cities*, 1991; R. Burgess et al. (Eds.), *The Challenge of Sustainable Cities*, 1997; S. Chant, *Gender, Urban Development and Housing*, 1996; S. Chant, *Women-headed Households: Diversity and Dynamics in the Developing World*, 1997; N. Devas & C. Rakodi (Eds.), *Managing Fast Growing Cities*, 1993; A. Gilbert & J. Gugler, *Cities, Poverty and Development* (2nd edn.), 1992; J. Gugler (Ed.), *Cities in the Developing World*, 1997; J. Hardoy, S. Cairncross & D. Satterthwaite, *The Poor Die Young: Housing and Health in Third World Cities*, 1990; J. Hardoy & D. Satterthwaite, *Squatter Citizen*, 1989; B. Roberts, *The Making of Citizen: Cities of Peasants Revisited*, 1995; UNCHS (Habitat), *An Urbanising World: Global Report on Human Settlements*, 1996. **Key journals/reports:** *Environment and Urbanisation*, *Third World Planning Review*, *Human Development Report* (UNDP).

Methods of Assessment: One extended essay (2,500 words) (25%) to be submitted at the beginning of the Lent Term. One two-hour unseen examination in Summer Term (75%); two questions out of five.

GY432

Cities, Culture and Politics in the South (Half unit course)

Teacher Responsible: Dr. J. Robinson, Room S515

Availability and Restrictions: For students taking M.Sc. Cities, Space and Society; M.Sc. Human Geography Research and M.Sc. 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.

Core Syllabus: This course aims to provide theoretically informed perspectives on social and political aspects of Third World cities. Social, political and economic aspects of urban policy and development are considered but the course also offers an opportunity to reflect on these urban places in a way which does not reduce them to arenas for technical, policy-driven planning. At the same time as considering the history and present condition of urbanism, urban experience and urban politics in Third World cities, the course also raises questions about the conceptual approach which labels the urban as different in these contexts and seeks to understand the nature of the complex links between Western and Third World cities.

Course Content: Globalising cities: modernism and urban development in the Third World; colonial management and urban design; post-colonialism and urban change; globalisation and the Third World city; convergence of urban types?; urban movements, migration, identity and different urbanisms; the politics of local economic development in Third World contexts; decentralisation, local government and urban growth; sustainable urban development; poverty and protectionism.

Teaching Arrangements: 10 two-hour seminars (GY432) in the Lent Term.

Written Work: One essay and seminar presentations.

Reading List: No single book or small group of books covers the material adequately. Separate reading lists will be provided for each lecture/seminar. Nevertheless, basic reading material includes: N. Devas & C. Rakodi, *Managing fast growing cities: new approaches to urban planning and management in the developing world*, 1993; A. Escobar & S. Alvarez, *The Making of Social Movements in Latin America. Identity, Strategy and Democracy*, 1992; J. Hardoy, D. Mitlin & D. Satterthwaite, *Environmental problems in Third World cities*, 1992; N. Harris, *Cities and Structural Adjustment*, 1996; A. King, *Urbanisation, Colonialism and the World Economy*, 1990; A. King, *Culture, Globalisation and the World System*, 1992; M. Mamdani, *Citizen and Subject: Contemporary Africa and the Legacy of Late Colonialism*, 1995; T. Mitchell, *Colonising Egypt*, 1988; S. Watson & K. Gibson (Eds.), *Postmodern Cities and Spaces*, 1995; G. Wright, *The politics of design in French colonial urbanism*, 1991.

Methods of Assessment: One extended essay (3,000 words) (25%) to be handed in at beginning of Summer Term; two-hour examination paper at end of academic year (two questions out of five) (75%).

GY433

Planning for Sustainable Cities

Teacher Responsible: Dr. Y. Rydin, Room S413

Availability and Restrictions: Course principally intended for M.Sc. Cities, Space and Society; other M.Sc. Students may attend with the permission of their tutor and the teacher.

Core Syllabus: A critical examination of the issues involved in planning for sustainable development at the urban level together with a review of policies and practice; the course will focus largely on the problems facing issues in developed countries.

Course Content: The course comprises five lectures on the following themes; sustainability, sustainable development and the urban level; sustainability and normative models of the policy process; the applicability of policy tools for sustainability at the local level; environmental limits, carrying capacity and ecological footprints; the debate on sustainable urban form; together with seminars which explore the principles of sustainability planning and case studies of practice drawn from: transport, waste management, local biodiversity, air quality management, urban energy efficiency, water management, minerals exploitation, urban forestry.

Teaching Arrangements: Lectures: five x one hour in Weeks 1-5 of Michaelmas Term (joint with GY453); Seminars: five x one-and-a-half-hours in Weeks 6-10 of Michaelmas Term (joint with GY453); five x one-and-a-half-hours in Weeks 5-9 in Michaelmas Term (GY433 only). Teaching is normally undertaken by Dr. Y. Rydin.

Reading List: Detailed reading on specific policy areas will be provided. The basic principles are covered in: M. Breheny (Ed.), *Sustainable Development and Urban Form*, 1992; J. Agyeman &

B. Evans (Eds.), *Local Environmental Policies and Strategies*, 1994; A. Blowers & B. Evans (Eds.), *Town Planning in the 21st Century*, 1997; S. Buckingham-Hatfield & B. Evans (Eds.), *Environmental Planning and Sustainability*, 1996; G. Haughton & C. Hunter, *Sustainable Cities*, 1994; A. Blowers (Ed.), *Planning for a Sustainable Environment*, 1993; P. Selman, *Local Sustainability*, 1996; R. Gilbert et al, *Making Cities Work*, 1996.

Methods of Assessment: A formal two-hour unseen examination (two questions from six); students are expected to prepare a seminar paper but this does not contribute to the formal assessment.

GY453

Geographical Aspects of Regional and Urban Planning (Half unit course)

See entry in the M.Sc. Regional and Urban Planning Studies section under Interdepartmental Degrees.

GY454

Urban Policy and Planning (Half unit course)

See entry in the M.Sc. Regional and Urban Planning Studies section under Interdepartmental Degrees.

GY455

Economic Aspects of Project Appraisal (Half unit course)

See entry in the M.Sc. Regional and Urban Planning Studies section under Interdepartmental Degrees.

GY456

Issues in Environmental Regulation (Half unit course)

See entry in the M.Sc. Regional and Urban Planning Studies section under Interdepartmental Degrees.

GY457

Applied Urban and Regional Economics

Teachers Responsible: Professor P.C. Cheshire, Room S506, Dr. G. Duranton, Room S412, Professor R. Jackman, Room S376 and others

Availability and Restrictions: This course is intended primarily for students on the M.Sc. in Real Estate Economics and Real Estate Finance. The course assumes that students already have a knowledge of economics equivalent to a good first degree in the subject. It is available as an option to students who can show that they are suitably qualified.

Core Syllabus: This course aims to provide students with a theoretical and empirical understanding of urban economic processes and price determination in land and real property markets within an institutional context.

Course Content: Topics covered include: the function of cities and the urban system; the determinants of urban structure; patterns of urban land use; the determinants of urban and regional growth - theory and evidence; land and real property markets, the economics of urban transport and the impact of land market regulation including the economic impact of land use planning; urban labour markets; measuring the quality of life; local public finance. The institutional frame of reference within which the course is taught relates mainly to Western Europe.

Teaching Arrangements: (GY457) 30 hours of lectures and 12 x one-and-a-half-hour seminars Michaelmas and Lent Terms. Students will be expected to prepare presentations and written essays for seminars.

Reading List: Detailed reading list will be given out at the beginning of the course. Much of the reading will be journal articles. However, some important items are: D. DiPaquale & W. Wheaton, *Urban Economics* (5th edn.), 1994; E. S. Mills, *Handbook of Regional and Urban Economics* (Vol.II), *Urban Economics*, 1987; P.C. Cheshire & E.S. Mills, *Handbook of Regional and Urban Economics* (Vol.III), *Applied Urban Economics*, 1998; P. C. Cheshire & A. W. Evans, *Urban & Regional Economics*, 1991; M. Fujita, *Urban Economic Theory*, 1988; W. Fischel, *The Economics of Zoning Laws*, 1985.

Methods of Assessment: Three hour written examination in June (75%) and two x 2,000 word essays based on seminar presentations (25%).

GY458

Real Property Market Practice

Teachers Responsible: Dr. Y. Rydin, Room S413

Availability and Restrictions: This course is intended primarily

for students on the M.Sc. in Applied Urban Land Economics and Real Estate Finance. It is available as an option to other students who can show that they are suitably qualified.

Core Syllabus: An examination of how urban and regional economic analysis operate in practice and of the techniques and data available to practitioners.

Core Content: The availability and structure of data sets. Problems of: price/secondary property; user/investment categories; proxy variables. Creating and manipulating datasets. Ethical issues of client relationships. Specific sector case studies: industrial, retail, commercial, residential. Briefing on course essay. Defining research objectives and methodology in practice.

Teaching Arrangements: (GY458) 10 x one-and-a-half-hour seminars Michaelmas Term. The seminars will combine lectures and discussion, outside presentations and group work.

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*; J. Bell, *Doing Your Research Project*, 1993; R. Massey & R. Meegan (Eds.), *Politics and Methods*.

Methods of Assessment: A 3,000 word essay tackling a research problem on a specific issues (e.g. 'The market for and the demand for food outlets') which will require the student to investigate data sources, suggest techniques of data analysis and provide conclusions on the problem set.

GY495

Research Methods in Planning

See entry in the M.Sc. Regional and Urban Planning Studies section under Interdepartmental Degrees.

GY497

Long Essay

Teacher Responsible: Dr. J. Robinson, Room S515

Availability and Restrictions: For students taking M.Sc. Human Geography Research.

Core Syllabus: The essay may be on any topic within the field of Human Geography. Approval of the topic must be obtained from the Course Director.

Arrangements for supervision: The essay should reflect the candidates' own views. The essay may take the form of a pilot study and include limited original fieldwork. Even where the topic is substantively a literature or policy review exercise candidates are expected to offer original reasoned argument and interpretation and show evidence of competence in research methods. Guidance on topic selection and methods will be provided by the Course Director and via GY402 **Research Methods in Human Geography** and GY403 **Contemporary Debates in Human Geography**. The long essay is primarily a reflection of the candidates' own work; hence, course tutor will not comment on drafts of the essay.

Methods of Assessment: Essays must be submitted by September 6th 1999. They must not exceed 10,000 words and must be word processed and be fully referenced using a recognized citation system.

GY498

Long Essay

Teacher Responsible: Dr. A. Rodríguez-Pose, Room S408

Availability and Restrictions: For students taking M.Sc. Local Economic Development.

Core Syllabus: The essay may be on any topic within the field of Local Economic Development. Approval of the topic must be obtained from the Course Director.

Arrangements for supervision: The essay should reflect the candidates' own views. The essay may take the form of a pilot study and include limited original fieldwork. Even where the topic is substantively a literature or policy review exercise candidates are expected to offer original reasoned argument and interpretation. Guidance on topic selection and methods will be provided by the Course Director and via GY404 **Seminar in Local Economic Development**, and the research methods courses chosen by the student of the programme. The long essay is primarily a reflection of the candidates' own work; hence, course tutor will not comment on drafts of the essay.

Methods of Assessment: Essays must be submitted by September 6th 1999. They must not exceed 10,000 words and must be word processed and be fully referenced using a recognized citation system.

Department of Government

M.Sc. Comparative Politics

Duration of Course of Study

Full-time: One Calendar year. Part-time: Two Calendar years.

The programme consists of (I) five taught courses, each 12 weeks long, leading to a two-hour unseen written examination* taken in June; (II) a Skills course, which is taken by all students; and (III) a 10,000 word dissertation, submitted by 1 September.

* course (c) has an assessed essay counting 25% of final mark.

Paper Number	Paper Title	Course Guide Number
I	Taught Courses	
1. & 2.	At least two of the following, one of which must be (a) 1st Term	
	(a) States, Democracy and Democratization	GV430
	(b) Nations and Nationalism	GV431
	(c) Public Choice and Public Policy I: Introduction	GV481
	2nd Term	
	(d) Politics and Policy in Developing Countries	GV435
3., 4. & 5.	Two or three of the following	
	(e) One or two papers from 1 & 2 not already taken	
	1st Term	
	(f) Government and Politics in the USA (not available 1998/99)	GV484
	(g) Government and Politics in Russia	GV433
	(h) Government and Politics in Eastern Europe	GV439
	(i) The Politics of South-East Asian Development	DV402
	(j) The State and Political Institutions in Latin America	GV443
	(k) Government and Politics in China	GV432
	(l) Politics and Economic Policy in Spanish America	GV437
	2nd Term	
	(m) National and Ethnic Conflict Regulation	GV436
	(n) Religion and Politics	GV438
	(o) One or two (and not more than two) of the following courses available in the M.Sc. European Politics and Policy	
	(1) Government and Politics in Britain	GV460
	(2) Government and Politics in France	GV455
	(3) Government and Politics in Germany	GV458
	(4) Government and Politics in Ireland	GV464
	(5) Government and Politics in Scandinavia	GV463
	(6) Government and Politics in Italy	GV457
	(7) Political Change in Modern Britain	GV461
	Constitutional Issues in Britain	GV462
	(students must take (o) 1 with either of these courses) (not available 1998/99)	
	(8) Public Policy in France (students must take (o) 2 with this course)	GV456
	(9) Public Policy in Germany (students must take (o) 3 with this course) (not available 1998/99)	GV459
	In its place students may take the following	
	Government and Business in Germany	EU402
	European Multi-Party Systems	GV454
	(p) US Public Policy (not available 1998/99)	GV485
	(q) Public Choice and Public Policy II: Advanced Topics (students must take (c) with this course)	GV482
	(r) Comparative Local Government and Urban Politics (not available 1998/99)	GV492
	(s) Democracy and Development in Latin America	GV444
	(t) Democracy and Democratization in East and South Asia	GV427
	(u) Contemporary Russia: The Politics of Transition (not available 1998/99)	GV428
	(v) An approved half unit course taught either in the Government Department or another Department	
II	Skills Course	GV400
	Every student will take the Skills Course	
III	Dissertation	
	All students must submit a 10,000 word dissertation on an approved topic by 1 September	

Any student on a full unit course programme wishing to take a half unit course as an outside option should normally be required to take two half unit courses – one taught in Michaelmas the other in Lent – as equivalent to one full unit. Exceptionally, and subject to the approval of the student's programme director and the Dean of the Graduate School, the student may substitute one half unit course by a 5,000 word essay to be submitted by 1 July.

Part-time students may, with the approval of the School, take the examination in two parts. The first part will consist of up to three papers, taken after completion of courses for those papers. The second part will consist of the remaining papers and the essay and will be taken in the final year of the course. A candidate who does not at his/her first entry successfully complete the examination or part of the examination for which he/she has 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 until the examination in a subsequent year.

Dates of Examination

Written papers June
Dissertation 1 September

M.Sc. European Politics and Policy

Duration of Course of Study

Full-time: One Calendar year. Part-time: Two Calendar years.

The programme consists of (I) five taught courses, each 12 weeks long, leading to a two-hour unseen written examination taken in June; (II) a Skills course, which is taken by all students; and (III) a 10,000 word dissertation, submitted by 1 September.

Examination

Paper Number	Paper Title	Course Guide Number
I	Taught Courses	
	Courses 1 & 2 (Comparative element)	
	Two of the following:	
	Michaelmas Term	
	Obligatory core course I:	
	(a) European Politics: Comparative Analysis	GV450
	(b) Government and Politics in Eastern Europe	GV439
	Lent Term	
	(c) European Union: Politics and Policy	GV452
	(d) European Policy: Comparative Analysis	GV451
	(e) Comparative Local Government and Urban Politics (not available 1998/99)	GV492
	(f) European Multi-Party Systems	GV454
	(g) Government and Politics in Scandinavia	GV463
	(h) Socio-economic Cohesion Policies in the EU	GV453
	(i) Institutional Politics in the European Union-A Rational Choice Approach	GV471
	Courses 3 & 4 (Country element)	
	Two of the following:	
	Michaelmas Term	
	Obligatory core course II:	
	(j) Government and Politics in Britain	GV460
or	Government and Politics in France	GV455
or	Government and Politics in Germany	GV458
or	Government and Politics in Italy	GV457
	Government and Politics in Spain	GV429
	Lent Term	
	(j) Government and Business in Germany	EU402
	(k) Government and Politics in Ireland	GV464
Either (l)	Political Change in Modern Britain	GV461
Or	Constitutional Issues in Britain (not available 1998/99)	GV462
	(m) Public Policy in France	GV456
	(n) Public Policy in Germany (not available 1998/99)	GV459
	In its place students may take the following	
	Government and Business in Germany	EU402
	Spain and Europe	EU403
	Course 5 (Complementary themes)	
	One of the following, in Michaelmas or Lent Term:	
	Michaelmas Term	
	(p) Introduction to Comparative Public Administration	GV480
	(q) Another course from 1, 2, 3 or 4	
	(r) An approved half unit course taught either in the Government Department or another Department or Institute	
or	Lent Term	
	(s) National and Ethnic Conflict Regulation	GV436
	(t) Religion and Politics	GV438
	(u) Another course from 1, 2, 3 or 4	
	(v) An approved half unit course taught either in the Government Department or another Department or Institute	
	Course 6	
	Obligatory core course III:	
	Skills Course	GV400

Every student must submit a 10,000 word dissertation on an approved topic by 1 September.

Notes: Part-time students may, with the approval of the School, take the examination in two parts. The first part will consist of up to three papers, taken after completion of courses for those papers, and the skills course. The second part will consist of the remaining papers and the essay and will be taken in the final year of the course. A candidate who does not at his/her first entry successfully complete the examination or part of the examination for which he/she has 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 until the examination in a subsequent year.

Any student on a full unit course programme wishing to take a half unit course as an outside option should normally be required to take two half unit courses – one taught in Michaelmas the other in Lent – as equivalent to one full unit.

Exceptionally, and subject to the approval of the student's programme director and the Dean of the Graduate School, the student may substitute one half unit course by a 5,000 word essay to be submitted by 1 July.

Dates of Examination

Written papers June
Skill course Course exercises to be completed by March
Dissertation 1 September

M.Sc. Political Theory**Duration of Course of Study**

Full-time: One Calendar year. Part-time: Two Calendar years.

The programme consists of (I) five taught courses, each 12 weeks long, leading to a two-hour unseen written examination taken in June; (II) a seminar in the Methods in Political Theory which will be evaluated on a pass/fail basis and to which all students are required to attend and contribute; and (III) a 10,000 word dissertation, submitted by 1 September. No more than three courses may be taken in any one term.

Examination

Paper Number	Paper Title	Course Guide Number
I	Taught Courses	
	Five half unit courses chosen from the following (no more than three in any one term)	
(a)	Greek Political Theory: Thought and Action in Plato's Political Theory (<i>not available 1998/99</i>)	GV414
(b)	Methods and Controversies in the History of Political Thought: the Continental Tradition	GV412
(c)	The Theory of Positive Freedom	GV406
(d)	Feminist Political Theory: Approaches and Concepts (<i>not available 1998/99</i>)	GV410
(e)	Contemporary Disputes about Justice	GV408
(f)	Principal Themes in Modern British Political Thought (<i>not available 1998/99</i>)	GV417
(g)	Legitimation and Government	GV425
(h)	Radical Political Theory	GV419
(i)	Greek Political Theory: Thought and Action in Aristotle's Political Theory	GV415
(j)	Methods and Controversies in the History of Political Thought: the Anglo-American Tradition (Pb) (<i>not available 1998/99</i>)	GV413
(k)	The Ethical Status of the States and Other Associations	GV407
(l)	Feminist Political Theory: Issues	GV411
(m)	Political Philosophy and the Future (<i>not available 1998/99</i>)	GV409
(n)	Political Thinking in Britain at the end of the Twentieth Century	GV418
(o)	Multiculturalism, Nationalism and Citizenship	GV498
(p)	The Political Theory of British Utilitarianism	GV497
(q)	Liberalism and its Critics in Late Modern European Thought	EU407
(r)	An approved half unit course taught in the Government Department or in another Department or Institute	
II	Methods in Political Theory – Seminar	GV405
III	Dissertation	
	All students must submit a 10,000 word dissertation (counting as one quarter of the final mark) on an approved topic by 1 September	

Note: (P) signifies that the course is only open to students who have already taken the specified pre-requisite.

Candidates may, with the approval of their supervisor, take a relevant one half unit course offered by any other M.Sc., M.A. or LL.M. in the School as a substitute for a one half unit course offered on the Political Theory M.Sc.

Any student on a full-unit course programme wishing to take a half unit course as an outside option should normally be required to take two half unit courses – one taught in Michaelmas the other in Lent – as equivalent to one full unit. Exceptionally, and subject to the approval of the student's programme director and the Dean of the Graduate School, the student may substitute one half unit course by a 5,000 word essay to be submitted by 1 July.

Part-time students may, with the approval of the School, take the examination in two parts. The first part will consist of up to three papers, taken after completion of courses for those papers. The second part will consist of the remaining papers and the essay and will be taken in the final year of the course. A candidate who does not at his/her first entry successfully complete the examination or part of the examination for which he/she has 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 until the examination in a subsequent year.

Dates of Examination

Written papers June
Dissertation 1 September

M.Sc. Politics of Development (Latin America)**Duration of Course of Study**

Full-time: One Calendar year. Part-time: Two Calendar years.

The programme consists of (I) five taught courses, each 12 weeks long, leading to a two-hour unseen written examination taken in June; (II) a Skills course, which is taken by all students; and (III) a 10,000 word dissertation, submitted by 1 September.

Paper Number	Paper Title	Course Guide Number
I	Taught Courses	
	1, 2, & 3.	
	Michaelmas Term	
(a)	The State and Political Institutions in Latin America	GV443
(b)	Politics and Economic Policy in Spanish America	GV437
	Lent Term	
(c)	Democracy and Development in Latin America	GV444

M.Sc. Politics of Development (Latin America) (continued)

Paper Number	Paper Title	Course Guide Number
4.	One of the following	
(d)	Politics and Policy in Developing Countries	GV435
(e)	Government and Administration in New and Emergent States	GV496
or (f)	An approved half unit course taught either in the Government Department or another Department	
II Either	Skills Course	GV400
or	Methods in Political Theory	GV405
III	Dissertation	
	All students must submit a 10,000 word dissertation on an approved topic by 1 September	

Any student on a full unit course programme wishing to take a half unit course as an outside option should normally be required to take two half unit courses – one taught in Michaelmas the other in Lent – as equivalent to one full unit. Exceptionally, and subject to the approval of the student's programme director and the Dean of the Graduate School, the student may substitute one half unit course by a 5,000 word essay to be submitted by 1 July.

Part-time students may, with the approval of the School, take the examination in two parts. The first part will consist of up to three papers, taken after completion of courses for those papers. The second part will consist of the remaining papers and the essay and will be taken in the final year of the course. A candidate who does not at his/her first entry successfully complete the examination or part of the examination for which he/she has 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 until the examination in a subsequent year.

Dates of Examination

Written papers June
Dissertation 1 September

M.Sc. The Politics of Empire and Post-Imperialism**Duration of Course of Study**

Full-time: One calendar year. Part-time: Two calendar years.

Examination

The programme consists of (i) one full-year compulsory core courses; (ii) either two full-year courses or one full-year course and two half unit courses; and (iii) a 10,000 word dissertation, submitted by 1 September.

Paper Number	Paper Title	Course Guide Number
1.	Core Course: The Politics of Empire and Post Imperialism	GV446
2.	Full-year courses:	
(a)	Government and Politics of Russia	GV433
(b)	Foreign Policy Analysis III	IR411
(c)	European Institutions III	IR413
(d)	International Politics: Asia and the Pacific	IR418
(e)	The International Relations of the Middle East	IR419
(f)	Soviet and Post-Soviet Foreign Policy	IR425
(g)	Modernity and International Relations	IR426
(h)	The Politics of International Trade	IR457
(i)	The Suez Crisis: Origins and Impact 1945–1962 (<i>not available 1998/99</i>)	IR428
(j)	International Politics: Africa	IR427
3.	half unit courses:	
(k)	Nations and Nationalism	GV431
(l)	Politics and Economic Policy in Spanish America	GV437
(m)	National and Ethnic Conflict Regulation	GV436
(n)	Government and Politics of Ireland	GV464
(o)	European Union: Politics and Policy	GV452
4.	Any one-year or one half unit course (with the agreement of the student's supervisor and the course's proprietor).	
5.	A dissertation of 10,000 words on a theme relevant to the core course.	

Students electing to take any of the optional courses listed under 2 and 3 must seek the approval of the course's proprietor. Some courses may impose a quota on the number of students admitted.

Dates of Examination

Written papers June
Dissertation 1 September

M.Sc. Public Administration and Public Policy**Duration of Course of Study**

Full-time: One calendar year. Part-time: Two calendar years.

The programme consists of (I) five taught courses, each one 12 weeks long, leading to a two-hour unseen written examination* taken in June; (II) a Skills course, which is taken by all students; and (III) a 10,000 word dissertation, submitted by 1 September.

*some courses include an assessed essay counting 25% of final mark.

Paper Number	Paper Title	Course Guide Number
I	Taught Courses	
	Students will be examined in five courses as follows, by means of a two-hour paper in each course, except for Paper 4 and 5(c) and (f), which will count as two courses and will be examined by means of a three-hour paper.	
1,2&3	Three of the following:	
(a)	Introduction to Comparative Public Administration	GV480
(b)	Public Choice and Public Policy I – Introduction*	GV481
(c)	Public Management Theory and Doctrine*	GV483
(d)	Public Choice and Public Policy II – Advanced Topics*	GV482
4&5	Two of the following:	
(a)	A course from 1, 2 and 3 above not already taken	
(b)	Comparative Local Government and Urban Politics* (not available 1998/99)	GV492
(c)	Law and Politics of Utilities Regulation* (counts as two courses)	GV489
(d)	Politics of Regional and Urban Planning*	GV491
(e)	European Social Policy (counts as two courses)	SA405
(f)	Government and Politics in the USA (not available 1998/99)	GV484
(g)	US Public Policy (not available 1998/99)	GV485
(h)	Socio-Economic Cohesion Policies in the European Union (please note that the European Union: Politics and Policy 4 & 5(i) below) is a pre-requisite for admission to this course)	GV453
(i)	The European Union: Politics and Policy	GV452
(j)	Contested Issues in Public Management	GV494
(k)	The Politics of Southeast Asian Development	DV402
(l)	Development Management	DV406
(m)	Institutional Politics in the European Union-A Rational Choice Approach	GV471
II	Skills Course	GV400
	Every student will take the Skills Course. As a candidate for admission to the degree, students who do not have an adequate background in quantitative analysis will be required to take Quantitative Analysis I within GV400 (to be assessed by an in-class examination and a take-home examination).	
III	Dissertation	
	A dissertation of not more than 10,000 words written on an approved topic submitted by 1 September.	

Any student on a full unit course programme wishing to take a half unit course as an outside option should normally be required to take two half unit courses – one taught in Michaelmas the other in Lent – as equivalent to one full unit. Exceptionally, and subject to the approval of the student's programme director and the Dean of the Graduate School, the student may substitute one semester course by a 5,000 word essay to be submitted by 1 July.

Candidates may, subject to the approval of their supervisor, substitute for up to two of the written papers listed under 4 and 5 above any other paper which is offered for the M.Sc., LL.M. or M.A., which involves at least 20 weeks of an integrated teaching programme and which counts as one quarter (or one full unit) of the complete M.Sc. degree 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 or she may be allowed, subject to the supervisor's approval, to substitute for one of the papers under 1, 2 and 3 above a paper from 4 and 5, or from the M.Sc. 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.

The results of the examination in each year are considered and published as a whole, on completion of the examinations for that year.

Part-time students may, with the approval of the School, take the examination in two parts. The first part will consist of up to four papers, taken after completion of courses for those papers. The second part will consist of the remaining paper(s) and the essay will be taken in the final year of the course. A candidate who does not at his/her first entry successfully complete the examination or part of the examination for which she/he has 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 until the examination in a subsequent year.

Dates of Examination

Written Papers:	June
Compulsory Skills	
programme exercises	to be completed by March
Dissertation	1 September

Course Guides**GV400****Skills Programme**

Teacher Responsible: Dr. M. Mulford, Room B802

Other staff participants: Dr. G. Gaskell, Room B811, Dr. K. Dowding, Room K206

Availability and Restrictions: For M.Sc. Comparative Politics, M.Sc. Public Administration and Public Policy, M.Sc. European Politics and Policy and new Research Students in Government. All students not already familiar with IBM PCs should register on the IT induction course early in the Michaelmas Term and complete the session on 'Introduction to PCs' and 'Introduction to Windows95'.

Core Syllabus: This course provides a grounding in the skills needed for modern policy making and analysis, or for undertaking political science research at doctoral level.

Course Content: The course is designed to equip students to be able to find all the resources they need to undertake their dissertation; to give students a good introduction to quantitative methods; and to acquaint them with the strengths and limits of different qualitative methods. The course has three main components:

1. **Research Skills.** The opening weeks introduce students to skills needed in their particular M.Sc. course, and then to a range of library and research tools, such as databases and bibliographic systems. Also covered are presentational and writing skills. At the end of these weeks, students move on to:

2. **Quantitative Methods.** Students who have no previous experience of statistics and data analysis should take course **MI411: Quantitative Analysis in Social Research I** taught in the Methodology Institute (see course description in the section on 'M.Phil./Ph.D. Programmes of Study'). This course covers the basic theory and concepts associated with quantitative social research: logic of sampling, descriptive statistics, hypothesis testing and bivariate data analysis. Students will use SYSTAT (statistical package) to explore and manipulate data. Students who have already studied statistics and data analysis to a good level should take **MI412: Quantitative Analysis in Social Research II** also taught in the Methodology Institute (see course description in the 'MPhil/PhD Programmes of Study'). This course covers various multivariate techniques, including multiple regression and loglinear modelling. Again students must complete exercises and project work at a more advanced level, including multiple regression and loglinear modelling. All students must take one or other of these quantitative courses. Which one would be most appropriate for you should be discussed with your supervisor and Dr. Mulford.

3. **Qualitative Methods.** Students attend the first part of the Methodology Institute seminars **MI420: Concepts and Methods in Social Inquiry** which discusses the principles and assumptions, the applications and analysis and the strengths and weaknesses of qualitative methodologies in the social sciences.

Teaching Arrangements: Core teaching for this paper is run in shorter modules, details of which can be obtained from Dr. Mulford at the start of the year.

Reading List: J. F. Healey, *Statistics: A Tool for Social Research*, 4th edn.; L. Champney, *Introduction to Quantitative Political Science*; D. Knoke & G. W. Bohrnstedt, *Statistics for Social Data Analysis*, 3rd edn.

Methods of Assessment: For students of M.Sc. Comparative Politics, M.Sc. Public Administration and Public Policy and M.Sc. European Politics and Policy, satisfactory completion of a two-part examination (in-class and take-home) covering quantitative methods is required as part of the M.Sc. degree.

GV405**Methods in Political Theory – Seminar (Half unit course)**

Teachers Responsible: Dr. D. Bubeck, Room K301, Professor J. Charvet, Room K207, Dr. K. Dowding, Room K206 and Dr. P. Kelly, Room L100

Availability and Restrictions: Compulsory for all M.Sc. Political Theory students, available to other Politics M.Sc. students with the consent of the M.Sc. Political Theory course director.

Core Syllabus: The nature of political theorizing.

Course Content: Controversies in the study of the history of political thought; conceptual analysis and formalization in political theory; the presuppositions and practice of normative political theorizing; the critical reading of texts.

Teaching Arrangements: The course meets for 12 two hour seminars in the Michaelmas, Lent and Summer Terms.

Methods of Assessment: One two-hour written unseen examination in June.

GV406**The Theory of Positive Freedom****(Half unit course)**

Teacher Responsible: Professor J. Charvet, Room K207

Availability and Restrictions: For M.Sc. Political Theory.

Core Syllabus: A study of the idea of freedom as self-determination

Course Content: The course will begin with contemporary discussions of freedom and autonomy and will then turn to a study of the classic theorists of positive freedom – Kant and Hegel – before culminating with a consideration of the reflection of these themes in Habermas' thought.

Teaching Arrangements: 10 seminars in the Michaelmas Term and two seminars in the first and second weeks of the Summer Term.

Reading List: Sir I. Berlin, *Two Concepts of Liberty*; J. Christman (Ed.), *The Inner Citadel*; I. Kant, *The Groundwork of the Metaphysics of Morals*; G. W. F. Hegel, *The Philosophy of Right*.

Methods of Assessment: Two-hour unseen written examination in June.

GV407**The Ethical Status of the States and Other Associations (Half unit course)**

Teacher Responsible: Professor J. Charvet, Room K207

Availability and Restrictions: For M.Sc. Political Theory.

Core Syllabus: A study of the nature of states and other associations from an ethical point of view.

Course Content: The course will cover the following themes: political obligation, the nature of the state and other associations, the idea of the sovereignty of the state, the nature of political authority, the status of the state and other associations in international society.

Teaching Arrangements: 10 seminars in the Lent Term and two seminars in the third and fourth weeks of the Summer Term.

Reading List: A. J. Simmons, *Moral Principles and Political Obligation*; H. Bull, *The Anarchical Society*; A. Passerin D'Entrèves, *The Notion of the State*.

Methods of Assessment: Two-hour unseen written examination in June.

GV408**Contemporary Disputes about Justice (Half unit course)**

Teacher Responsible: Dr. P. Kelly, Room L100

Availability and Restrictions: For M.Sc. Political Theory.

Course Content: A critical analysis of the debates about justice following the publication of John Rawls's *A Theory of Justice* in 1971.

Teaching Arrangements: 10 seminars in the Michaelmas Term and two seminars in the first and second weeks of the Summer Term.

Reading List: John Rawls, *A Theory of Justice*; S. Mulhall & A. Swift, *Liberals and Communitarians*; M. Sandel, *Liberalism and the Limits of Justice*; M. Walzer, *Spheres of Justice*; A. MacIntyre, *Whose Justice? Which Rationality?*

Methods of Assessment: Two-hour unseen written examination in June.

GV409**Political Philosophy and the Future (Half unit course)**

(Not available 1998–99)

Teacher Responsible: TBA

Availability and Restrictions: Primarily for M.Sc. Political Theory; other graduate students may attend by permission.

Core Syllabus: Choices made by human beings currently alive affect the future state of the planet. What criteria should guide those choices? The object of the course is to ask what intellectual resources contemporary political philosophy can bring to bear upon that question.

Course Content: The course is organised around three main topics. The first is the size and composition of the future population. Problems to be discussed include the 'mere addition paradox' and the possibility of damaging the prospects of future generations without harming anyone. The second topic is distributive justice across generations. Special attention is given to the proposal that the appropriate criterion that of 'sustainable development'. The problem of equitable distribution of the burdens of reducing global pollution and resource depletion will also be discussed. The third topic is the relation between human beings and nature, and the implications of alternative views for public policy. For example: does biodiversity have intrinsic value or is its value derived from its contribution to human interests? What difference in practical terms does it make what answer is given?

Teaching Arrangements: 10 seminars in the Michaelmas Term and two seminars in the first and second weeks of the Summer Term.

Written Work: Students will write two short essays, one of which may be based on their class presentation.

Reading List: D. Parfit, *Reasons and Persons*; D. Heyd, *Genethics*; P. Dasgupta, *An Inquiry into Well-Being and Destitution*; M. Sagoff, *The Economy of the Earth*; T. Hayward (Ed.), *Ecological Thought*; A. Dobson, *Green Political Thought*; R. E. Goodin, *Green Political Theory*; A. de-Shalit, *Why Posterity Matters*; B. G. Norton, *Why Preserve Natural Variety?*

Method of Assessment: Assessment takes two forms. Candidates are examined by a two-hour unseen written paper in June. In addition, candidates must submit one essay not more than three thousand words long on a topic agreed in advance with the course proprietor. This assessed essay may be a development of one of the two short essays referred to under 'Written Work'. It must be handed in at the Government department office not later than 4pm on the Friday of the sixth week of the Summer Term. In the overall assessment of the course, the unseen written examination counts as 75% of the total mark and the essay as 25%.

GV410

Feminist Political Theory: Approaches and Concepts (Half unit course)

(Not available 1998-99)

Teacher Responsible: Dr. D. Bubeck, Room K301

Availability and Restrictions: For M.Sc. Political Theory and M.Sc. Gender. Other graduate students may attend by permission.

Core Syllabus: This course will discuss approaches and concepts in feminist political theory.

Course Content: May vary slightly from year to year. Topics likely to be addressed include the following:

- varieties of feminism
- feminist method in political theory
- gender in political theory: analysis of central concepts with regard to their gender bias, such as the concepts of liberty, equality, justice, rights, state, citizenship, democracy, public/private dichotomy.

Teaching Arrangements: 10 seminars in the Michaelmas Term and two seminars in the first and second weeks of the Summer Term.

Reading List: A detailed list will be handed out at the beginning of the course. The following may serve as an introduction and indication of concerns; R. Tong, *Feminist Thought*; J. Grimshaw, *Feminist Philosophers*; C. Mackinnon, *Toward a Feminist Theory of the State*; C. Pateman, *The Disorder of Women*; S. M. Okin, *Justice, Gender and the Family*; N. Hirschmann & C. DiStefano (Eds.), *Revisioning the Political*; V. Held (Ed.), *Justice and Care*.

Methods of Assessment: Two-hour unseen written examination in June.

GV411

Feminist Political Theory: Issues (Half unit course)

Teacher Responsible: Dr. D. Bubeck, Room K301

Availability and Restrictions: For M.Sc. Political Theory and M.Sc. Gender. Other graduate students may attend by permission.

Core Syllabus: This course will discuss selected issues in feminist political theory.

Course Content: May vary slightly from year to year. Issues likely to be addressed include the following:

- contracts
- reproductive issues: abortion; surrogacy; reproductive technologies
- pornography and censorship
- ecofeminism
- women and peace
- violence, victimisation and agency
- theories of the body
- feminist utopias

Teaching Arrangements: 10 seminars in the Michaelmas Term.

Reading List: A detailed list will be handed out at the beginning of the course. The following may serve as an introduction and indication of concerns: C. Mackinnon, *Feminism Unmodified*; C. Overall, *Ethics and Human Reproduction*; C. Pateman, *The Sexual Contract*; J. B. Elshtain, *Women, Militarism and War*; S. Ruddick, *Maternal Thinking: Towards a Politics of Peace*; J. Plant, *Healing the Wounds: The Promise of Ecofeminism*; M. Piercy, *Woman on the Edge of Time*; C. Itzin (Ed.), *Pornography: Women, Violence and Civil Liberation*.

Methods of Assessment: Two-hour unseen written examination in June.

GV412

Methods and Controversies in the History of Political Thought: the Continental Tradition (Half unit course)

Teacher Responsible: Professor J. Coleman, Room L204

Availability and Restrictions: For M.Sc. Political Theory, although other graduate students may attend with permission. It will be found especially useful for those students working on any thesis in intellectual history.

Core Syllabus: This seminar is concerned with the methods and presuppositions in studying the history of political thought, especially as developed by French, German, Italian and other continental philosophers and historians.

Course 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 Arrangements: 10 seminars in the Lent Term and two seminars in the third and fourth weeks of the Summer Term.

Written Work: Students are expected to write two essays.

Reading List: The texts discussed vary from year to year but will include works by Hegel, Marx, Dilthey, M. Weber, Mannheim, Meinecke, Herder, Kant, Nietzsche, M. Bloch, Comte, Condorcet, Braudel, Foucault, Huizinga, P. Geyl, Burckhardt, Croce, Gramsci etc. A reading list of primary texts to be discussed and critical commentaries will be handed out at the beginning of the course.

Methods of Assessment: The examination will take place in June and will consist of a formal and unseen two-hour paper.

GV413

Methods and Controversies in the History of Political Thought: the Anglo-American Tradition (Half unit course)

(Not available 1998-99)

Teacher Responsible: Professor J. Coleman, Room L204

Availability and Restrictions: For M.Sc. Political Theory, although other graduate students may attend with permission. It will be found especially useful for those students working on any thesis in intellectual history. Students should have completed GV412.

Core Syllabus: This seminar is concerned with the methods and presuppositions in studying the history of political thought, especially as developed by British and American philosophers and historians.

Course 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 Arrangements: 10 seminars in the Lent Term and two seminars in the third and fourth weeks of the Summer Term.

Written Work: Students are expected to write two essays.

Reading List: The texts discussed vary from year to year but will 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.

Methods of Assessment: The examination will take place in June and will consist of a formal and unseen two-hour paper.

GV414

Greek Political Theory: Thought and Action in Plato's Political Theory (Half unit course)

(Not available 1998-99)

Teacher Responsible: Professor J. Coleman, Room L204

Availability and Restrictions: For M.Sc. Political Theory and other intercollegiate M.Sc. students, with permission.

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.

Course 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 Arrangements: 10 seminars in the Lent Term and two seminars in the third and fourth weeks of the Summer Term.

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.

Methods of Assessment: The examination will take place in June and will consist of a formal and unseen two-hour paper.

GV415

Greek Political Theory: Thought and Action in Aristotle's Political Theory (Half unit course)

Teacher Responsible: Professor J. Coleman, Room L204

Availability and Restrictions: For M.Sc. Political Theory and other intercollegiate M.Sc. students, with permission. Also available to Ph.D. 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.

Course 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 Arrangements: 10 seminars in the Lent Term and two seminars in the first two weeks of the Summer Term.

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.

Methods of Assessment: The examination will take place in June and will consist of a formal and unseen two-hour paper.

GV417

Principal Themes in Modern British Political Thought (Half unit course)

(Not available 1998-99)

Teacher Responsible: Dr. R. Barker, Room K100

Availability and Restrictions: For M.Sc. Political Theory and other M.Sc. students, by permission.

Core Syllabus: Politics, political ideas and the relations between them. The principal original themes in modern British political thought: socialism, conservatism, liberalism & feminism.

Course Content: The course will deal with the principal themes in modern British political thought up until the last quarter of the twentieth century.

Teaching Arrangements: 10 seminars in the Michaelmas Term and two seminars in the first and second weeks of the Summer Term.

Written Work: Students will write two papers.

Reading List: R. Barker, *Political Ideas in Modern Britain In and After the Twentieth Century*; R. Barker, *Politics, Peoples and Government*; R. Williams, *Culture and Society*; W. H. Greenleaf, *The British Political Tradition: vol 2 The Ideological Heritage*.

Methods of Assessment: Two-hour unseen written examination in Summer Term.

GV418

Political Thinking in Britain at the End of the Twentieth Century (Half unit course)

Teacher Responsible: Dr. R. Barker, Room K100

Availability and Restrictions: For M.Sc. Political Theory and other M.Sc. students, by permission. Students should have completed GV417.

Core Syllabus: Realignment: markets, property, nationalism and citizenship.

Course Content: The realignments within and between the principal themes in British political thought, paying particular attention to markets, property and citizenship.

Teaching Arrangements: 10 seminars in the Lent Term and two seminars in the third and fourth weeks of the Summer Term.

Written Work: Students will write two papers.

Reading List: R. Barker, *Political Ideas in Modern Britain in and after the Twentieth Century*; D. Miller, *Market, State and Community*; G. Andrews (Ed.), *Citizenship*; R. Barker, *Politics, Peoples and Government*.

Methods of Assessment: Two-hour unseen written examination in June.

GV419

Radical Political Theory (Half unit course)

Teacher Responsible: Dr. D. Bubeck, Room K301

Availability and Restrictions: For M.Sc. Political Theory. Other graduate students may attend by permission. Acquaintance with some history of political thought is desirable, but not absolutely necessary.

Core Syllabus: A study of important texts by radical political and social philosophers of the nineteenth and twentieth century. 'Radical' in this context refers either to the political implications and/or location of these philosophical approaches, to the radicality of their critique of mainstream political philosophy, or to their distance from the basic assumptions and conceptualisations of more traditional contemporary approaches.

Course Content: Three or four of the following authors will be selected in any one course: Marx, Nietzsche, Freud, Frankfurt School, Foucault, Habermas, Lyotard, Rorty, Connolly.

Teaching Arrangements: 10 seminars in the Michaelmas Term.

Reading List: R. Tucker, *The Marx-Engels Reader* (2nd edn.); Nietzsche, *Genealogy of Morality*; Foucault, *Discipline and Punish*, *History of Sexuality*, vol 1; Arato and Gebhardt, *The Essential Frankfurt School Reader*; Lyotard, *The Postmodern Condition*; Rorty, *Contingency, Irony and Solidarity*.

Methods of Assessment: Two-hour unseen written examination in June.

GV425

Legitimation and Government (Half unit course)

Teacher Responsible: Dr. R. Barker, Room K100

Availability and Restrictions: For M.Sc. Political Theory. Other graduate students may follow this course with permission.

Core Syllabus: An introduction to theories of the legitimation of government, and to legitimation as an activity engaged in, and contested, by rulers, subjects, and rebels. Such a theory of legitimation is distinguished from the normative evaluation of regimes. The relation between legitimation and identification

Course 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: nationalists on the inside. Elites and government. Subjects and citizens, democracy and legitimation. Bandits and rebels: nationalists on the outside.

Teaching Arrangements: 12 seminars, ten in the Michaelmas or Lent Terms, two in the Summer Term

Reading List: Rodney Barker, *Political Legitimacy and the State* (Clarendon, 1990); Brian Barry, *Sociologists, Economists, and Democracy* (1970); David Beetham, *The Legitimation of Power* (Macmillan, 1991); William Connolly (Ed.), *Legitimacy & the State* (Blackwell, 1984); Guiseppe Di Palma, *To Craft Democracies* (University of California Press, 1990); Thomas M Franck, *The Power of Legitimacy Among Nations* (Oxford University Press, New York, 1990); Jan Kubik, *The Power of Symbols and the Symbols of Power: The Rise of Solidarity and the Fall of State Socialism in Poland* (Pennsylvania State Press, 1994); Tom Nairn, *The Enchanted Glass: Britain and its Monarchy* (Routledge, 1988); T. H. Rigby, & Ference Feher (Eds.), *Political Legitimation in Communist States* (Macmillan, 1982); Michael Saward, *Co-Optive Politics and State Legitimacy* (Dartmouth, 1992); Charles Taylor & Amy Gutman (Ed.), *Multiculturalism: Examining The Politics of Recognition*, 2nd edn., (Princeton University Press, 1994); Lawrence J. Vale, *Architecture, Power and National Identity* (Yale University Press, 1992).

Method of Assessment: Two-hour unseen written examination in the Summer Term.

GV427

Democracy and Democratisation in East and South Asia (Half unit course)

Teachers Responsible: Dr. C. Lin, Room L202 and Dr. S. Karmel, Room L300

Availability and Restrictions: For M.Sc. Comparative Politics. Students from other M.Sc. programmes are welcome to take the course with the permission of the teachers responsible.

Core Syllabus: Recent political developments in East and South Asia: how the idea of democracy has evolved in the region and in some cases oriented the processes of social and regime transformation.

Course Content: The historical and international background of democracy and democratisation in the region. Modernization and democratisation as non-parallel developments; alternative and diverse Asian paths to democracy and modernity. Comparing democracies, mainly Japan and India. Democratisation processes in the Asian NICs, including debate over "Asian values" and authoritarianism. Transformation of Communism in China, Vietnam, and North Korea. Ethnic nationalism, religions and socialist ideologies. Two special case comparisons: India and China in the context of development versus democracy; political citizenship and women's participation in Japan and China. New regional order in world politics.

Teaching Arrangements: 10 seminars in the Lent Term and two seminars in the third and fourth weeks of the Summer Term.

Reading List: D. Allen (Ed.), *Religion and Political Conflict in South Asia* (1992); D. A. Bell et al., *Towards Illiberal Democracy in Pacific Asia* (1995); L. Diamond et al. (Eds.), *Democracy in Developing Countries: Asia* (1989); E. Friedman (Ed.), *The Politics of Democratization* (1994); M. Blecher, *China Against the Tides* (1997); S. N. Eisenstadt (Ed.), *Democracy and Modernity* (1992); T. Ishida & F. Krauss (Eds.), *Democracy in Japan* (1989); A. Kohli, *Democracy and Discontent* (1990); L. Pye, *Asian Power and Politics* (1985); T. Robinson (Ed.), *Democracy and Development in East Asia* (1991).

Methods of Assessment: Two-hour unseen written examination in June.

GV428

Contemporary Russia: The Politics of Transition (Half unit course)

(Not available 1998-99)

Teacher Responsible: Dr. J. Hughes, Room K310

Availability and Restrictions: For M.Sc. Comparative Politics. A background knowledge of politics, history or international relations is desirable.

Core Syllabus: To provide a theoretically informed and advanced analysis of the problems of the transition to and consolidation of democracy in Russia from 1991 to the present, with a focus on the development of new political institutions.

Course Content: Transition theories and problems with democratic institution building. The conflict between presidential power and the new parliamentary structures. Elections, voting behaviour and electoral geography. Parties, electoral blocs and

cleavages. The new local government structure: the role of governors, mayors and local assemblies. Russia's 'asymmetric' federalism and centre-regional relations. Ethnic nationalisms. Elites, interests, public opinion and the transition.

Teaching Arrangements: 10 seminars in the Lent Term and two seminars in the third and fourth weeks of the Summer Term. Students must also attend lectures for GV217 Russia/the CIS: Institutions and Politics.

Reading List: R. Sakwa, *Russian Politics and Society*; T. J. Colton & R. C. Tucker (Eds.), *Patterns in Post-Soviet Leadership*; G. Lapidus & E. Walker (Eds.), *The New Russia: Troubled Transformation*; T. Friedgut & J. W. Hahn, *Local Power and Post-Soviet Politics*; R. Szporluk (Ed.), *National Identity and Ethnicity in Russia and the New States of Eurasia*; A. Przeworski, *Democracy and the Market: Political and Economic Reforms in Eastern Europe and Latin America*; J. Linz & A. Valenzuela (Eds.), *The Failure of Presidential Democracy: Comparative Perspectives*.

Methods of Assessment: Consists of two parts: (i) a one two-hour unseen written examination in June, accounting for 75% of the marks; (ii) one essay of not more than 2,500 words, accounting for 25% of the marks to be handed in not later than 28th April 1998.

GV429

Government and Politics in Spain (Half unit course)

Teacher Responsible: Dr. S. Balfour, Room H677

Availability and Restrictions: For M.Sc. European Politics and Policy.

Core Syllabus: This course will provide a critical introduction to the process of the transition to democracy in Spain and the subsequent organisation and functioning of the new polity and state.

Course Content: The fall of the Franco regime and the transition to democracy. The Constitutional Settlement of 1978. Key features of the organisation of the democratic state. Centre-periphery relations, the regional question and the structure of local government. The political and economic transformation of Spain since the 1980s and the impact of European integration. The decline of Socialist hegemony in the 1990s and the balance of political power in contemporary Spain.

Teaching Arrangements: 10 lectures (GV429.1) and 10 seminars (GV429.2) in the Michaelmas Term and two seminars in the first and second weeks of the Summer Term.

Introductory Reading List Includes: R. Carr & J. P. Fusi, *Spain: Dictatorship to Democracy*; D. Gilmour, *The Transformation of Spain*; P. Heywood, *The Government and Politics of Spain*; J. Hooper, *The New Spaniards* (revised edn.); S. Payne, *The Franco Regime, 1936-75*; V. Pérez-Díaz, *The Return of Civil Society*; P. Preston, *The Triumph of Democracy in Spain*.

Methods of Assessment: Two-hour unseen written examination in June.

GV430

States, Democracy and Democratisation (Half unit course)

Teachers Responsible: Dr. S. Karmel, Room L300 and others

Availability and Restrictions: For M.Sc. in Comparative Politics. Other students may take this course only if places are available. Enquiries to Dr. Karmel's Secretary in the first week of the Michaelmas Term.

Core Syllabus: This course examines explanatory theories and evidence about the democratisation of states, how liberal democratic states operate, and what contributes to their stabilisation or breakdown. It combines historical sociology and comparative political science to evaluate the validity of theories about states and democratisation.

Course Content: The concept of democracy and its rival interpretations. The concept of the state and its rival interpretations. Pluralist, New Right, Elite, Marxist and Neo-Pluralist theories of the liberal democratic state. Democratisation; comparing cross-national studies with comparative historical investigations. Democratic culture and democratic institutions.

Teaching Arrangements: 10 lectures and 10 seminars in the Michaelmas Term and two seminars in the first and second weeks of the Summer Term.

Written Work: Students must make one-sheet and word-processed presentations at seminars, and write two short essays during the course.

Reading List: R. Dahl, *Democracy and its Critics*; P. Dunleavy &

B. O'Leary, *Theories of the State: The Politics of Liberal Democracy*; B. Moore, *The Social Origins of Dictatorship and Democracy*; T. Vanhanen, *The Process of Democratisation*.

Methods of Assessment: Two-hour unseen written examination in June.

GV431

Nations and Nationalism (Half unit course)

Teacher Responsible: Dr. E. Ringmar, Room K309

Availability and Restrictions: Students who wish to take this course, and who are not registered for the M.Sc. in Comparative Politics, must sign up to request to do this course with Dr. Ringmar's secretary in the first week of the Michaelmas Term. They must state the date and time of their application, the M.Sc. course they are taking, their reasons for wishing to take the course, and must leave their address (preferably e-mail). They will be informed quickly whether or not places are available.

Core Syllabus: This course examines explanatory accounts of (and evidence about) the development of nationalism and the political consequences of nationalism and the ideal of the nation-state. It combines political philosophy, historical sociology and comparative political science to examine the validity of doctrines and theories about nationalism.

Course Content: The concept of nationalism and the nation-state and their rival interpretations. Nationalist thinkers, doctrines and philosophies. Nation-building. Typologies of nations and nationalism. Primordialist, modernist, materialist and idealist explanations of nationalism. Nationalism and democratisation. Nationalism and civil society.

Teaching Arrangements: 10 seminars in the Michaelmas Term and two seminars in the first and second weeks of the Summer Term.

Written Work: Students must make word-processed presentations at seminars, and write two short essays during the course.

Reading List: E. Gellner, *Nations and Nationalism*; E. Kedourie, *Nationalism*; P. Alter, *Nationalism*; J. Mayall, *Nationalism and International Society*; A. Buchanan, *Secession*; H. Seton-Watson, *Nations and States*; A. Smith, *Theories of Nationalism*.

Methods of Assessment: Two-hour unseen written examination in June.

GV432

Government and Politics in China (Half unit course)

Teachers Responsible: Dr. C. Lin, Room L202 and Dr. S. Karmel, Room L300

Availability and Restrictions: For M.Sc. Comparative Politics. Students from other M.Sc. programmes are welcome to take the course with the permission of the teachers responsible.

Core Syllabus: The nature of the current economic, social and political transformation of Communist China and the significance of rival theoretical explanations of such a transformation for political science; the politics of Hong Kong and Taiwan, also of other societies of S.E. Asia with a large Chinese diaspora.

Course Content: Often in comparison with other former Communist states and other developing countries, discussions of China will cover the following topics: Historical and international background such as geographical and demographical contexts; regime and government, allocation of central and local power; bureaucracy as tradition and as invention; social hierarchy and organization, class structure and beyond; citizenship with its gender dimension, mobilization and participation; ideology, political culture, and the question of democracy; Tibet and other minority regions; "one country, two systems"; political economy, planning and the market; the meaning of global integration for China. Other Chinese societies will also be discussed in relation to nationalism, Communism, authoritarianism, democratisation and regional politics.

Teaching Arrangements: 10 lectures and 10 seminars in the Michaelmas Term and two seminars in the first and second weeks of the Summer Term.

Reading List: P. Ferdinand, *Communist Regimes in Comparative Perspective* (1991); R. MacFarquhar (Ed.), *The Politics of China* (1997); B. McCormick & J. Unger (Eds.), *China After Socialism* (1995); M. Meisner, *The Deng Xiaoping Era* (1996); P. Nolan, *China's Rise, Russia's Fall* (1995); C. Riskin, *China's Political Economy* (1987); J. Spence, *In Search of Modern China* (1990); S. Schram (Ed.), *Foundations and Limits of State Power in China* (1987); S. Shirk, *The Political Logic of Economic Reform in China* (1993); M. Yahuda, *Hong Kong: A Challenge to China* (1996).

Methods of Assessment: Two-hour unseen written examination in June.

GV433

Government and Politics of Russia

Teachers Responsible: Professor D. Lieven, Room K208, Dr. J. Hughes, Room K310 (on leave 1998-99) and Dr. C. Binns, Room L102

Availability and Restrictions: For M.Sc. Russian and Post-Soviet Studies, (students not taking this M.Sc. will be accepted at the discretion of the teachers responsible).

Core Syllabus: This course provides a critical analysis of the development of Russian politics from the later Tsarist period, through the Soviet period and into the post-Soviet period, bringing out repeated patterns and common constraints as well as the unique features of each period and its political system, with a focus on the impact of modernisation, nationalism and the emergence of democratic politics.

Course Content: Autocracy and Modernisation; Leninism, the Russian revolution and the construction of the Soviet state; Stalinist state and society; Soviet federalism in theory and practice; reform and reaction under Khrushchev and Brezhnev; Gorbachevism; nationalism and the disintegration of the Soviet Union; nationalism and democratisation in Russia and the new states of Eurasia; the new Russian federalism; types of post-communist state-building.

Teaching Arrangements: 20 weekly two-and-a-half-hour seminars in the Michaelmas and Lent Terms.

Reading List: D. Lieven, *Nicholas II*; R. Pipes, *The Russian Revolution*; R. Pipes, *Russia under the Bolshevik Regime*; R. Tucker, *Stalin in Power*; S. Bialer, *Stalin's Successors: leadership, stability and change in the Soviet Union*; A. Dallin & G. Lapidus (Eds.), *The Soviet System in Crisis*; I. Bremmer & R. Taras (Eds.), *Nations and Politics in the Soviet Successor States*; R. Szporluk, *National Identity and Ethnicity in Russia and the New States of Eurasia*; R. Sakwa, *Russian Politics and Society*; J. Lowenhardt, *The Reincarnation of Russia*.

Methods of Assessment: Three essays, two of which will be used for assessment and a three-hour unseen written examination in June.

GV435

Politics and Policy in Developing Countries (Half unit course)

Teachers Responsible: Dr. G. Philip, Room K205 (on leave 1998-99), Dr. C. Lin, Room L202, Dr. S. Karmel, Room L300 and Dr. F. Panizza, Room L201

Availability and Restrictions: For M.Sc. Comparative Politics. Also available to M.Sc. Public Administration and Public Policy students.

Core Syllabus: Democracy, economic policymaking and development issues in historical context with particular reference to Mexico and China.

Course Content: This course has three essential themes. It is concerned with the political and policymaking implications of certain development strategies and doctrines, such as economic liberalism in Mexico and the industrialising strategies pursued in China. It is also interested in contributions to the politics of development, including but not limited to the Modernisation, Dependency and developmental state perspectives. Finally it looks at some special problems and prospects involving democratisation.

Teaching Arrangements: 10 seminars in the Lent Term and two seminars in the third and fourth weeks of the Summer Term.

Reading List: D. Barkin, *Distorted Development*; L. Sklair, *Sociology of the Global System*; P. Aspe & P. Sigmund, *Economy of Income Distribution in Mexico*; G. Philip, *The Presidency in Mexican Politics*; D. North, Institutions, *Institutional Change and Economic Performance*; S. Haggard, *Pathways from the Periphery*; G. White, *Riding the Tiger*; B. Naughton, *Growing Out of the Plan* (1995); R. Wade, *Governing the Market* (1990); G. Gereffi & D. Wyman, *Manufacturing Miracles* (1990).

Methods of Assessment: Two-hour unseen written examination in June.

GV436

National and Ethnic Conflict Regulation (Half unit course)

Teachers Responsible: Professor B. O'Leary, Room K204 and Tutorial Fellow in Government, Room, TBA

Availability and Restrictions: Students who wish to take this course, and who are not registered for the M.Sc. in Comparative Politics, must sign up to request to do this course with Professor

O'Leary's secretary in the first five weeks of the Michaelmas Term. They must state the date and time of their application, the M.Sc. course they are taking, their reasons for wishing to take the course, and must leave their address (preferably e-mail). They will be informed quickly of the teachers' decisions. Preference will be given to students who have taken GV431.

Core Syllabus: This course examines the strategies available to states and politicians seeking to regulate national and ethnic conflict; when particular strategies are employed; and the conditions under which they 'succeed'. The literature drawn upon includes political philosophy, policy analysis, international relations and political sociology.

Course Content: Defining national and ethnic conflict. Strategies for eliminating national and ethnic differences (genocide, mass-population transfers, partition-secession, integration-assimilation) and strategies for managing national and ethnic conflict (hegemonic control, third-party intervention (including arbitration), federalism-autonomy, and consociation). Case-studies of countries with protracted national and ethnic conflict. Negotiating ethnic peace accords. Affirmative action and multiculturalism and their critics.

Teaching Arrangements: 10 seminars in the Lent Term and two seminars in the third and fourth weeks of the Summer Term.

Written Work: Students must make one-sheet and word-processed presentations at seminars, and write two short essays during the course.

Reading List: J. McGarry & B. O'Leary, *The Politics of Ethnic Conflict Regulation: Case Studies of Protracted Ethnic Conflicts*; A. Lijphart, *Democracy in Plural Societies*; D. Horowitz, *Ethnic Groups in Conflict*; J. Montville, *Conflict and Peacemaking in Multiethnic Societies*; C. Taylor, *Multiculturalism and the Politics of Recognition*.

Methods of Assessment: Two-hour unseen written examination in June.

GV437

Politics and Economic Policy in Latin America (Half unit course)

Teachers Responsible: Dr. F. Panizza, Room L201 and Dr. G. Philip, Room K205 (on leave 1998–99)

Availability and Restrictions: For M.Sc. Comparative Politics, M.Sc. Politics of Development (Latin America) and M.Sc. Development Studies.

Core Syllabus: The relationship between history politics and the making of economic policy in Spanish America.

Course Content: The course considers the political dimension of economic policy making in five countries. These are Argentina, Chile, Peru, Brazil 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 Arrangements: 10 seminars in the Michaelmas Term and two seminars in the first and second weeks of the Summer Term.

Reading List: D. S. Palmer, *Shining Path of Peru*; G. Di Tella & R. Dornbush, *The Political Economy of Argentina*; G. Philip, *The Presidency in Mexican Politics*; R. Camp, *Politics in Mexico*; M. D'Alva Kinzo & V. Bulmer-Thomas, *Growth and Development in Brazil: Carlos's Real Challenge*.

Methods of Assessment: One two-hour unseen written examination in June.

GV438

Religion and Politics (Half unit course)

Teacher Responsible: Mr. J. Madeley, Room K304

Availability and Restrictions: For M.Sc. Comparative Politics, M.Sc. European Politics and Policy.

Core Syllabus: A survey of the relationship between the fields of religion and politics as analysed by political sociologists and political scientists.

Course Content: Definitional issues. The interdisciplinary background and approaches. Leading hypotheses: Marxian, functionalist and phenomenological. The world religions in comparative perspective over time. Religion and the European origins of the modern state. Religion, revolution and reform in modern Europe. The politics of secularisation: the religious factor in liberal democratic politics – a) clericalism, anticlericalism and confessional politics to 1945, b) Christian Democracy and its varieties. Religion and the 'new politics'.

Teaching Arrangements: 10 seminars in the Lent Term and two seminars in the third and fourth weeks of the Summer Term. Optional attendance at undergraduate course lectures (GV229).

Reading List: D. E. Smith, *Religion and Political Development*; D. Martin, *A General Theory of Secularisation*; J. Hadden & A. Shupe (Eds.), *Religion and the Political Order* (three vols: 1986, 1988, 1989); G. Lewy, *Religion and Revolution*; S. Berger (Ed.), *Religion in West European Politics*; G. Moyser (Ed.), *Religion and Politics in the Modern World*; D. Hanley (Ed.), *The Christian Democratic Parties*.

Methods of Assessment: Two-hour unseen written examination in June.

GV439

Government and Politics in Eastern Europe (Half unit course)

Teacher Responsible: Dr. V. Dimitrov, Room L303

Availability and Restrictions: For M.Sc. Comparative Politics, M.Sc. Russian and Post-Soviet Studies, M.Sc. European Politics and Policy, M.Sc. The Political Economy of Transition in Europe and related disciplines.

Core Syllabus: A critical introduction to Eastern Europe after 1944, focusing on the rise and fall of communist systems, and the problems of democratisation in post-communist conditions.

Course Content: The political culture of Eastern Europe. Communist revolutions and attempts to legitimate communist rule. Stalinism, de-stalinisation and the collapse of communism. Nation-states and nationalism in Eastern Europe. The establishment of democratic regimes.

Teaching Arrangements: 10 seminars in the Michaelmas Term and two seminars in the first and second weeks of the Summer Term, optional attendance at the undergraduate lectures (GV246). Students are advised to familiarise themselves with both the BLPEs and the library of the School of Slavonic and East European Studies.

Written Work: Students are required to produce two word-processed essays. Teaching aids are distributed.

Reading List: F. Fejto, *A History of the People's Democracies*; R. Tucker, *Stalinism: Essays in Historical Interpretation*; J. Rothschild, *Return to Diversity*; S. White et al. (Eds.), *Development in East European Politics*; S. Whitefield, *The New Institutional Architecture of Eastern Europe*; A. Przeworski, *Democracy and the Market*.

Methods of Assessment: Two-hour unseen written examination in June.

GV443

The State and Political Institutions in Latin America (Half unit course)

Teachers Responsible: Dr. G. Philip, Room K205 (on leave 1998–99) and Dr. F. Panizza, Room L201

Availability and Restrictions: Only for M.Sc. students in the Politics of Development (Latin America), Comparative Politics and Development Studies.

Core Syllabus: The principal institutions influencing politics and economic policy-making in a Latin American context.

Course Content: Thematic study of political institutions in Latin America including the presidency, congress and political parties, the military, public sector reform, the private sector, international financial institutions and policy making, non governmental organisations and labour, religious movements, accountability and human rights.

Teaching Arrangements: 10 lectures (GV443.1) and 10 seminars (GV443.2) in the Michaelmas Term and two seminars in the first and second weeks of the Summer Term.

Reading List: J. Linz & A. Valenzuela, *The Failure of Presidential Democracy*; G. Philip, *The Presidency in Latin American Politics*; M. Coppedge, *Strong Parties and Lame Ducks*; E. Epstein, *Labour Autonomy and the State in Latin America*; S. Mainwaring, G. O'Donnell & S. Valenzuela, *Issues in Democratic Consolidation: The New South American Democracies in Comparative Perspective*; S. Mainwaring & T. Scully, *Building Democratic Institutions: Party Systems in Latin America*; D. Close, *Legislatures and New Democracies in Latin America*; E. J. Bartelli & L. A. Payn, *Business and Democracy in Latin America*; I. P. Stotzky, *Transition to Democracy in Latin America: The Role of the Judiciary*; R. Seider, *Impunity in Latin America*; G. Cook, *The New Face of the Church in Latin America: Between Tradition and Change*.

Methods of Assessment: Two-hour unseen written examination in June. 20% of the marks will be awarded via a 3,000 word essay to be handed in by 15 January 1998.

GV444

Democracy and Development in Latin America (Half unit course)

Teachers Responsible: Dr. F. Panizza, Room L201 and Dr. G. Philip, Room K205 (on leave 1998–99)

Availability and Restrictions: M.Sc. students.

Course Syllabus: To study the relationship between political and economic change in Latin America.

Course Content: The sequence between democracy and economic reform; the crisis of the 'old model' and the politics of economic adjustment; the external dimensions of democracy and development; trading blocks and regional integration; poverty and inequality; the informal sector; the political economy of the drugs trade; democratic politics and economic development in the late 1990s; the politics of new-populism.

Teaching Arrangements: 10 lectures (GV444.1) and (GV444.2) 10 seminars in the Lent Term and two seminars in the third and fourth weeks of the Summer Term.

Reading List: D. Rueschemeyer, E. Stephens & J. Stephens, *Capitalist Development and Democracy*; S. Haggard & R. Kaufman, *The Politics of Economic Adjustment*; E. Dornbusch & S. Edwards, *The Macroeconomics of Populism in Latin America*; L. Gustafson, *Economic Development under Democratic Regimes: Neo-Liberalism in Latin America*; W. Smith, *Democracy, Markets and Structural Reform in Contemporary Latin America*; A. Lowenthal (Ed.), *Exporting Democracy. The United States and Latin America*; F. Stewart, *Adjustment and Poverty: Options and Choice*; J. De Soto, *The Other Path: The Invisible Revolution in the Third World*; S. Macdonald, *Dancing on a Volcano: The Latin American Drugs Trade*; S. Edwards, *Crisis and Reform in Latin America: From Despair to Hope*.

Methods of Assessment: Two-hour unseen written examination in June.

GV446

The Politics of Empire and Post Imperialism

Teachers Responsible: Professor D. Lieven, Room K208 and Dr. C. Binns, Room L102

Availability and Restrictions: For students of the M.Sc. The Politics of Empire and Post-Imperialism. Other M.Sc. or M.A. students may take this course if permitted by their programme regulations and with the agreement of the teachers responsible for this course. A background in history, international relations or political science will be useful.

Course Content: Combines approaches from international relations, political science and comparative history to analyse the expansion, operation and decline of historical empires, the impact of their disintegration on the modern world order, and modern forms of 'informal' economic and cultural hegemony. The first part of the course analyses the dynamics of selected case-studies of empire (Rome, Ottomans, China, Habsburgs, British, Russia and USSR); the second part builds on these cases to examine comparative and theoretical questions: theories about the rise and fall of empires; the impact of the loss of empire on the metropole; treatment of minority nationalism and impact of nationalism on disintegration of empires; the process of decolonisation; the impact of modernisation on metropole and periphery; ideologies of empire; neo-colonialism and informal empire; post-imperial 'commonwealths' and regional hegemony; neo-imperialism in the global world order.

Teaching Arrangements: 20 lectures (GV446.1) and 20 seminars (GV446.2) in the Michaelmas and Lent Terms.

Written Work: Four papers in the course of the year.

Reading List: A. Watson, *The Evolution of International Society*, 1992; M. W. Doyle, *Empires*, 1986; P. Kennedy, *The Rise and Fall of the Great Powers*, 1987; A. W. Crosby, *Ecological Imperialism, The Biological Expansion of Europe 900–1900*, 1986; K. Dawisha & B. Parrott (Eds.), *The End of Empire? The Transformation of the USSR in Comparative Perspective*, 1997; M. E. Yapp, *The Making of the Modern Near East 1792–1923*, 1987; S. Naquin & E. S. Rawski, *Chinese Society in the Eighteenth Century*, 1987; D. K. Fieldhouse, *The Colonial Empires*, 1965; G. Lundestad (Ed.), *The Fall of Great Powers. Peace, Stability and Legitimacy*, 1994, OUP, NYC; E. Owen & R. Sutcliffe (Eds.), *Studies in the Theory of Imperialism*, Longman, 1972; P. Dibb, *The Soviet Union: The Incomplete Superpower*, 1986.

Methods of Assessment: One three-hour unseen written examination in June.

GV450

European Politics: Comparative Analysis (Half unit course)

Teachers Responsible: Dr. K. Goetz, Room L304, Dr. S. Balfour, Room H677, Mr. A. J. L. Barnes, Room K308, Mr. A. J. Beattie, Room L107, Mr. J. T. S. Madeley, Room K304, Dr. V. Dimitrov, Room L303

Availability and Restrictions: For M.Sc. European Politics and Policy.

Core Syllabus: The course is structured around the central theme of stability in European liberal democracy. It analyses the social, economic and political preconditions for the rise and consolidation of liberal democracy; the nature of liberal societies and state-society relations; the institutional architecture of the liberal democratic state. The course takes a historical-thematic approach and places particular emphasis on the diverse experiences of liberal democracy in individual European countries. The latter include both the established democracies of Western Europe, and, where appropriate, the democratising Central European states. The purpose of such an approach is to examine (i) the defining social and institutional parameters of liberal democratic regimes; (ii) the adaptability of liberal democracy over time; (iii) the degree of national variation in the social and political constitution of liberal democracy; and (iv) the contemporary challenges to the liberal democratic order.

Course Content: The main seminar themes addressed are: I. The evolution of European liberal democracy: 1. Nation-building and state formation; 2. Liberalism and democratisation; 3. Constitutionalism as a precondition of liberal democracy; II. The constitution of liberal society: 4. Social cleavages, party systems and voter alignment; 5. Political currents in liberal democracy; Social Democracy and Christian Democracy; 6. Segmented pluralism and consociationalism; 7. Neo-corporatism, networks and civil society. III. The institutional architecture of the liberal democratic state: 8. Presidentialism, parliamentarism and democratic consolidation; 9. Territorial politics and sub-state nationalism; 10. Supranationalism and institutionalism adaptation.

Teaching Arrangements: 10 lectures and 10 seminars in the Michaelmas Term and two seminars in the first two weeks of the Summer Term.

Reading List: Introductory texts include: M. Gallagher et al., *Representative Government in Europe*, 2nd edn.; J. Hayward & E. C. Page, *Governing the New Europe*; J-E. Lane & S. O. Ersson, *Politics and Society in Western Europe*, 3rd edn.; A. Lijphart, *Democracies*; Y. Mény, *Government and Politics in Western Europe*, 2nd edn.; M. Rhodes et al., *Developments in West European Politics*; G. Smith, *Politics in Western Europe*, 5th edn.

Methods of Assessment: Two-hour unseen written examination in June.

GV451

European Policy: Comparative Analysis (Half unit course)

Teachers Responsible: Dr. V. Dimitrov, Room L303 and Mr. A. J. L. Barnes, Room K308

Availability and Restrictions: For M.Sc. European Politics and Policy.

Core Syllabus: The course provides a theoretically informed analysis of policymaking in contemporary Europe on a comparative basis.

Course Content: The course focuses on four main aspects of public policy making: stages in the policy process, with a particular emphasis on agenda setting; the role of different actors, including political parties, the bureaucracy and the judiciary; economic policy making including privatisation and industrial policy; and the welfare state. Throughout the course, reference is made to the major theoretical debates and to overarching themes such as the impact of European integration.

Teaching Arrangements: 10 seminars in the Lent Term and two seminars in the third and fourth weeks of the Summer Term.

Reading List: W. Parsons, *Public Policy: An Introduction to the Theory and Practice of Policy Analysis*; A. Heidenheimer et al., *Comparative Public Policy: The Politics of Social Choice in America, Europe and Japan*; M. Gallagher et al., *Representative Government in Modern Europe*; E. Page, *Political Authority and Bureaucratic Power*; M. Volcansek, *Judicial Politics and Policy-Making in Europe*; C. Graham & T. Prosser, *Privatising Public Enterprises: Constitutions, the State and Regulation in*

Comparative Perspective; G. Esping-Andersen, *The Three Worlds of Welfare Capitalism*.

Methods of Assessment: Two-hour unseen written examination in June.

GV452

European Union: Politics and Policy (Half unit course)

Teachers Responsible: Dr. R. Leonardi, Room H660 and Dr. S. Hix, Room L305

Availability and Restrictions: For M.Sc. European Politics and Policy, M.Sc. Politics of Empire and Post-Imperialism.

Course Content: Part 1: Politics – the institutional framework of political competition and representation; institution building in the Union; the restructuring of the nation-state; the emergence of regional and territorial units as relevant actors in the Union level; the impact of the single market on political and interest group mobilization; parties and party system analysis; alternative models for Union reform; integration theory and models of institutionalization applied to the EU; networking as a political and policy making process.

Part 2: Policy – the policy framework; agenda setting in European institutions; policy standardisation across member states; institutional effects of EC membership on policy structures of member states; the Union policy-making and administrative structure; theoretical models of policy-making applied to the EU; prioritization of Union intervention. Specific policy areas: agriculture, basic research and technological development, transportation, telematics, environment etc.

Teaching Arrangements: 10 seminars in the Lent Term and two seminars in the third and fourth weeks of the Summer Term. Students must also attend the lectures for EU401.1 Part 2, during Lent and first two weeks of Summer Term.

Reading List: J. Richardson (Ed.), *European Union: Power and Policy-making*; H. Wallace & W. Wallace (Eds.), *Policy-Making in the European Union*; G. Majone, *Regulating Europe*; S. Stavridis, E. Mossialos, R. Morgan & H. Machin (Eds.), *New Challenges to the European Union: Policies and Policy-Making*; G. Marks, F. W. Scharpf, P. C. Schmitter & W. Streek, *Governance in the European Union*; S. Leibfried & P. Pierson (Eds.), *European Social Policy: Between Fragmentation and Integration*; L. Tsoukalis, *The New European Economy Revisited*.

Methods of Assessment: Two-hour unseen written examination in June.

GV453

Socio-economic Cohesion Policies in the EU (Half unit course)

Teacher Responsible: Dr. R. Leonardi, Room H660

Availability and Restrictions: For M.Sc. European Politics and Policy.

Course Content: The discussion of economic and political integration theories; economic equilibrium and disequilibrium theories; political neofunctionalism and federalist theories; the empirical reality of economic and social convergence in Europe since 1950; EC-US comparisons of rates of cohesion; the role of ECSC, EEC, and EU institutions in formulating economic and social policies; Single European Act and Maastricht Treaty on cohesion; the emergence of regional government; governmental performance at the sub-national level; the connection between governmental performance and socioeconomic growth; networks as instruments for cohesion.

Teaching Arrangements: 10 seminars in the Lent Term and two seminars in the third and fourth weeks of the Summer Term.

Reading List: R. Leonardi, *Convergence, Cohesion and Integration in the European Union*; J. Mortensen, *Improving Economic and Social Convergence in the European Community*; C. Harvie, *The Rise of Regional Europe*; R. Hudson & J. Lewis (Eds.), *Uneven Development in Southern Europe*; R. Leonardi, *Regions and the European Community: The Regional Response to 1992 in the Underdeveloped Areas*; W. T. M. Molle, B. van Holst & H. Smit, *Regional Disparity and Economic Development in the European Community*; Lloyd Rodwin & Hidehiko Sazanami, *Industrial Change and Regional Economic Transformation: the Experience of Western Europe*; L. Tsoukalis, *The New European Community: The Politics and Economics of Integration*.

Methods of Assessment: Two-hour unseen written examination in June.

GV454

European Multi-Party Systems (Half unit course)

Teacher Responsible: Dr. M. Donovan, Room TBA

Availability and Restrictions: For M.Sc. European Politics and Policy, M.Sc. Comparative Politics and M.Sc. European Studies.

Course Content: The course provides a comparative analysis of party systems in Europe. It includes a study of individual countries of both East and West, combining that with the application of relevant theories of party formation and development electoral behaviour, party representation, coalition formation, maintenance and break-up. The course includes the classification of party systems, the concepts of 'Left' and 'Right', and multi-dimensional alternatives to the Left-Right Axis, including the 'New Politics'.

Teaching Arrangements: 10 seminars in the Lent Term and two seminars in the third and fourth weeks of the Summer Term.

Reading List: K. von Beyme, *Political Parties in Western Democracies*; I. Budge & H. Keman, *Parties and Democracy*; M. Laver & N. Schofield, *Multiparty Government*; P. Mair (Ed.), *The West European Party System*; P. Mair & G. Smith (Eds.), *Understanding Party System Change in Western Europe*; G. Sartori, *Parties and Party Systems*; A. Ware, *Political Parties and Party Systems*; S. Wolinetz (Ed.), *Parties and Party Systems in Liberal Democracies*.

Methods of Assessment: Two-hour unseen written examination in June.

GV455

Government and Politics in France (Half unit course)

Teacher Responsible: Dr. A. Guyomarch, Room H669

Availability and Restrictions: For M.Sc. European Politics and Policy, M.Sc. Comparative Politics, M.Sc. European Studies, M.Sc. European Social Policy and M.Sc. International Relations.

Core Syllabus: This course provides a theoretically-informed examination of the main structural and procedural features of French politics and government during the Fifth Republic.

Course Content: The historical context, application and adaptation of the 1958 Constitution are analysed. The course then considers the changing social bases of politics, interest group structures and methods, the media and politics, and the societal roots of the political parties. A number of themes are central to this analysis of governmental and political behaviour - presidentialism, executive reinforcement, parliamentary decline, constitutional review, the referendum and electoral system, party competition and the restructuring of the party system, the Europeanisation of politics. The effect of recent reforms of the machinery of central government and local government are also analysed.

Teaching Arrangements: 10 lectures and 10 seminars in the Michaelmas Term and two seminars in the first and second weeks of the Summer Term.

Reading List: R. Elgie, *Electing the French President*; P. Hall, J. Hayward & H. Machin, *Developments in French Politics*; V. Wright, *The Government & Politics of France*; A. Stevens, *The Government and Politics of France*.

Methods of Assessment: Two-hour unseen written examination in June.

GV456

Public Policy in France (Half unit course)

Teacher Responsible: Dr. A. Guyomarch, Room H669

Availability and Restrictions: For M.Sc. European Politics and Policy, M.Sc. Comparative Politics, M.Sc. European Studies, M.Sc. European Social Policy, M.Sc. International Relations. Students must have taken GV455 or equivalent.

Core Syllabus: This course provides a theoretically-informed examination of the main structural and procedural features of policy-making in France today.

Course Content: Topics covered include: decision-making within the executive, political control of the administration, public sector structure and management, civil service recruitment, training and structures, local and regional policy-making, the Europeanisation of policy-making, judicial review and citizens' protection. Case studies of policy sectors from amongst: foreign affairs, defence, education, economic planning, agriculture, culture, social security and health.

Teaching Arrangements: 10 lectures and 10 seminars in the Lent Term and two seminars in the third and fourth weeks of the Summer Term.

Reading List: P. Hall, J. Hayward & H. Machin, *Developments in French Politics*; H. Machin & V. Wright, *Economic Policy and Policy-making under the Mitterrand Presidency*; J. Hayward, *Governing France*; V. Wright, *The Government & Politics of France*.

Methods of Assessment: Two-hour unseen written examination in June.

GV457

Government and Politics in Italy (Half unit course)

Teacher Responsible: Dr. R. Leonardi, Room H660

Availability and Restrictions: For M.Sc. European Politics and Policy.

Course Content: Part I: Politics – the institutional framework of politics; nation-building and its impact; political representation and electoral competition; parties and party system analysis; coalition theory and coalition building; social structures and cleavages; local, regional, and national politics.

Part 2: Policy – theoretical models of the state and policy making applied to Italy; the growth of the state; agenda setting; policy implementation; case studies from amongst: economic (monetary, fiscal), industry, agriculture, transport, defence, education; regional redistribution and convergence; institutional effects of EU membership.

Teaching Arrangements: 10 seminars in the Michaelmas Term and two seminars in the first and second weeks of the Summer Term.

Reading List: D. Sassoon, *Contemporary Italy*; F. Spotts & T. Wiesner, *Italy: A Difficult Democracy*; R. Leonardi & R. Nanetti, *Italian Politics: A Review, New Series* (vol 1); P. Ginsborg, *A History of Contemporary Italy*; J. La Palombara, *Democracy Italian Style*; R. Leonardi & D. Wertman, *Italian Christian Democracy*; S. M. Di Scala, *Renewing Italian Socialism*; S. Hellman, *Italian Communism in Transition*; D. Forgacs, *Italian Culture in the Industrial Era 1880–1980*; R. Y. Nanetti, *Growth and Territorial Politics*.

Methods of Assessment: Two-hour unseen written examination in June.

GV458

Government and Politics in Germany (Half unit course)

Teacher Responsible: Dr. K. Goetz, Room L304

Availability and Restrictions: For M.Sc. European Politics and Policy, M.Sc. Comparative Politics, and M.Sc. European Studies. Students from other M.Sc. programmes are also welcome to attend the course, but will need to have their choice approved by the relevant M.Sc. coordinator. A reading knowledge of German, whilst obviously welcome, is not required, since there is a rich literature on the subject available in English.

Core Syllabus: This course provides an advanced-level analysis of the legal, institutional and socio-cultural context and framework of politics, government and administration in the Federal Republic of Germany and studies the behaviour of major actors in the system. One of the chief aims is to explore the links between institutional characteristics of the German state and the political system, on the one hand, and systemic performance, on the other. Although the course is not explicitly comparative, one of its other main objectives is to highlight both specificities of the German polity and commonalities with other major European liberal democracies.

Course Content: Topics include the concept of political culture and its usefulness for analysing the German polity; the Basic Law and the role of the Federal Constitutional Court in the political process; the structures and working principles of the Federal executive (here, particular attention is paid to the concept of 'Chancellor democracy' and the connection between the executive and political parties); federalism and intergovernmental relations; the social bases of party competition, political parties, the party system, and electoral behaviour. Throughout, particular emphasis is placed on the impact of unification and Europeanisation on defining characteristics of the German polity.

Teaching Arrangements: 10 lectures (GV241) and 10 seminars (GV458) in the Michaelmas Term and two seminars in the first and second weeks of the Summer Term.

Written Work: A minimum of two essays is required from each student. Essays are returned with comments and are marked to give the student a guide to his/her performance.

Reading List: A reading list accompanying the lecture series and a further detailed list of sources for each seminar are made

available at the start of term. Introductory reading includes: D. Berg-Schlosser & R. Rytlewski, *Political Culture in Germany*; R. Dalton, *Germany Divided*; K. H. Goetz, *Germany*, 2 vols; K. H. Goetz & P. J. Cullen, *Constitutional Policy in Unified Germany*; N. Johnson, *State and Government in the Federal Republic of Germany*; P. Katzenstein, *Policy and Politics in West Germany*; S. Padgett, *From Adenauer to Kohl*; S. Padgett, *Parties and Party Systems in the New Germany*; G. Smith et al., *Developments in German Politics 2*.

Methods of Assessment: Two-hour unseen written examination in June.

GV459

Public Policy in Germany (Half unit course) (Not available 1998–99)

Teacher Responsible: Dr. K. Goetz, Room L304

Availability and Restrictions: For M.Sc. European Politics and Policy, M.Sc. Comparative Politics and M.Sc. European Studies. Students from other M.Sc. programmes are also welcome to attend the course, but will need to have their choice approved by the relevant M.Sc. coordinator. A reading knowledge of German, whilst obviously welcome, is not required, since there is a rich literature on the subject available in English.

Core Syllabus: This course provides an advanced-level analysis of the defining features of public policy-making in the Federal Republic of Germany and analyses crucial policy choices during the post-war period. It assesses structural and procedural characteristics of public policy-making and studies their impact on policy content.

Course Content: The approach taken in this course combines conceptual concerns with an analysis of particular fields of public policy. Thus, the usefulness of concepts such as policy style, policy interlocking or neo-corporatism is discussed with reference to specific areas of public policy. Examples studied include foreign policy; economic policy; environmental policy; immigration and asylum policy; and constitutional policy. Although the course is not explicitly comparative, one of its main objectives is to highlight both specificities of German public policy and policy-making and commonalities with other major European liberal democracies.

Teaching Arrangements: 10 lectures (GV241) and 10 seminars (GV459) in the Lent Term and two seminars in the third and fourth weeks of the Summer Term.

Written Work: A minimum of two essays is required from each student. Essays are returned with comments and are marked to give the student a guide to his/her performance.

Reading List: A reading list accompanying the lecture series and a further detailed list of sources for each class are made available at the start of term. Introductory reading includes: K. von Beyme & M. G. Schmidt, *Policy and Politics in the Federal Republic of Germany*; A. Benz & K. H. Goetz, *A New German Public Sector?*; S. Bulmer, *The Changing Agenda of West German Public Policy*; K. Dyson, *The Politics of German Regulation*; K. H. Goetz, *Germany*, 2 vols; K. H. Goetz & P. J. Cullen, *Constitutional Policy in Unified Germany*; W. Hanrieder, *Germany, America, Europe: Forty Years of German Foreign Policy*; P. Katzenstein, *Politics and Policy in West Germany and Industry and Politics in West Germany*; G. Smith et al., *Developments in German Politics 2*.

Methods of Assessment: Two-hour unseen written examination in June.

GV460

Government and Politics in Britain (Half unit course)

Teacher Responsible: Mr. A. J. Beattie, Room L107

Availability and Restrictions: For M.Sc. European Politics and Policy.

Course Content: The course examines a number of competing models or interpretations of the British political process; the emphasis will be on the empirical literature associated with these models. The whole range of governmental and political institutions will be considered: executive/legislative relations; executive institutions; the role of parliament; parties and voters; the judiciary; organised interests; sub-national politics; Britain in the EC.

Teaching Arrangements: 10 lectures and 10 seminars in the Michaelmas Term and two seminars in the first and second weeks of the Summer Term.

Reading List: P. Dunleavy, *The Core Executive in Britain*; P. Norton, *Parliament in Perspective*; M. Foley, *The Silence of*

Constitutions; P. Dunleavy, *Democracy, Bureaucracy and Public Choice*; G. Stoker, *The Politics of Local Government*; J. Jowell & D. Oliver (Eds.), *The Changing Constitution*, (all 3 editions); S. George, *An Awkward Partner*.

Methods of Assessment: Two-hour unseen written examination in June.

GV461

Political Change in Modern Britain

(Half unit course)

Teacher Responsible: Mr. A. J. L. Barnes, Room K308

Availability and Restrictions: For M.Sc. European Politics and Policy. Students must have completed GV460, unless they already possess a strong British politics background.

Core Syllabus: The principal developments in the party system and the growth in the interventionist state, together with the impact of these changes on governing institutions in Britain.

Course Content: The central changes in British institutions, policies, and party alignments during the 20th century treated historically with the main emphasis on the period since 1945. The topics to be covered will be selected from a number of themes. Examples of these themes are party realignment and its connection with social change; the rise and consequences of the welfare state; the management of economic decline; the growth in executive power; Britain and Europe; and the constitutional effects of these changes. Not all themes will be addressed in the course of any one half unit.

Teaching Arrangements: 10 seminars in the Lent Term and two seminars in the third and fourth weeks of the Summer Term.

Reading List: M. Pugh, *The Making of Modern British Politics 1867-1939* (2nd edn.); M. Beloff, *Wars and Welfare*; S. Beer, *Modern British Politics*; V. Bogdanor, *Multi-party Politics and the Constitution*; J. P. Mackintosh, *The British Cabinet* (4th edn.); K. O. Morgan, *The People's Peace* (2nd edn.); R. K. Middlemas, *Power, Competition and the State*; P. Hennessy & A. Seldon, *Ruling Performance*; A. Seldon & S. Ball, *Conservative Century*; G. C. Peden, *British Economic and Social Policy, Lloyd George to Margaret Thatcher*; J. Tomlinson, *Public Policy and the Economy since 1900*; M. W. Kirby, *The Decline of British Economic Power*; C. Crouch, *The Politics of Industrial Relations* (2nd edn.). Further guidance on reading will be issued at the beginning of the course.

Methods of Assessment: Two-hour unseen written examination in June.

GV462

Constitutional Issues in Britain

(Half unit course)

(Not available 1998-99)

Teacher Responsible: Mr. A. J. Beattie, Room L102

Availability and Restrictions: M.Sc. European Politics and Policy. Students must have completed GV460, unless they already possess a strong British politics background.

Course Content: The vocabulary of British constitutional debate: representative versus responsible government; defining the British constitution; is Britain unique?; Britain as a Parliamentary Democracy. Central issues in British constitutional debate: the impact of the EC on British constitutional ideas and practices, and three other areas to be selected from (e.g.) the role of parliament; electoral reform; the debate about a British Bill of Rights; democracy, the rule of law, and the scope of governmental regulation; nations, regions and localities.

Teaching Arrangements: 10 lectures and ten seminars in the Lent Term and two seminars in the third and fourth weeks of the Summer Term.

Reading List: D. Oliver & J. Jowell, *The Changing Constitution*; P. Norton, *Does Parliament Matter?*; V. Bogdanor, *The People and the Constitution*; M. Zander, *A Bill of Rights?*; I. Harden & N. Lewis, *Government by Moonlight*; M. Loughlin, *Local Government in the Modern State*; A. Birch, *Integration and Disintegration in the UK*; R. Holme & M. Elliott (Eds.), *Time for a New Constitution?*

Methods of Assessment: Two-hour unseen written examination in June.

GV463

Government and Politics in Scandinavia

(Half unit course)

Teacher Responsible: Mr. J. T. S. Madeley, Room K304

Availability and Restrictions: For M.Sc. European Politics and Policy, M.Sc. Comparative Politics, M.Sc. European Studies.

Core Syllabus: The course will concentrate on those themes in the English-language comparative politics and policy literature for which Scandinavian, or Nordic, experience is most often taken to be of interest.

Course Content: After a survey of the institutional context as it has evolved over recent decades, the distinctive features of the policy process in Scandinavia will be reviewed with attention directed in particular to the debates about consensualism, neo-corporatism and the pathologies of big government. The relevance of these debates to particular cases, such as the Swedish debate about nuclear energy, the handling of the EU issue in Norway and the tax issue in Denmark, will receive detailed examination in the main body of the course.

Teaching Arrangements: 10 seminars in the Lent Term and two seminars in the third and fourth weeks of the Summer Term.

Reading List: E. Allardt et al., *Nordic Democracy*; T. Anton, *Administered Politics: Elite Political Culture in Sweden*; S. Berglund & U. Lindstrom, *The Scandinavian Party System(s)*; E. Damgaard, *Parliamentary Change in the Nordic Countries*; E. Einhorn & J. Logue, *Modern Welfare States: Politics and Policies in Social Democratic Scandinavia*; G. Esping-Andersen, *Politics Against Markets: The Social Democratic Road to Power*; H. Heclø & H. Madsen, *Policy and Politics in Sweden: Principled Pragmatism*; J. Pontusson, *The Limits of Social Democracy*.

Methods of Assessment: Two-hour unseen written examination in June.

GV464

Government and Politics of Ireland

(Half unit course)

Teachers Responsible: Professor B. O'Leary, Room K204 and the Tutorial Fellow in Government, Room TBA

Availability and Restrictions: For M.Sc. European Politics and Policy, M.Sc. Comparative Politics.

Core Syllabus: The course examines the government and politics of the Republic of Ireland and Northern Ireland; its focus is on democratisation, state-development, nationalism and unionism.

Course Content: The British and Irish national questions. Religion, ethnicity and nationalism in Ireland. The partition of Ireland and its consequences. The constitutional development and democratisation of independent Ireland. Devolved government and control in Northern Ireland. Inequality and discrimination. Party systems in Northern Ireland and the Republic of Ireland. British policy and direct rule in Northern Ireland. Irish policy and Northern Ireland. The Anglo-Irish Agreement. The European Community and Ireland. Interpretations and explanations of conflict in Northern Ireland. Current negotiations.

Teaching Arrangements: 10 seminars in the Lent Term and two seminars in the third and fourth weeks of the Summer Term.

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*.

Methods of Assessment: Two-hour unseen written examination in June.

GV471

Institutional Politics in the European Union: A

Rational Choice Approach (Half unit Course)

Teacher Responsible: Dr. S. Hix, Room L305

Availability and Restrictions: For M.Sc. European Politics and Policy, M.Sc. Public Administration and Public Policy. Students wishing to take this course must seek prior consent from Dr. Hix in the first week of the Lent Term. Compulsory prerequisites for this course are the prior study at undergraduate or graduate level of: (1) European Union institutions or politics, and (2) rational choice theory.

Course Content: The course aims to link the theoretical, empirical and normative analysis of the institutions of the European Union. At a theoretical level, the course will introduce the student to the application of public choice theory to the

executive and legislative processes of the EU. At an empirical level, the course will test the applicability of these theories to the every-day operation of the EU, using qualitative and some statistical analysis. The main empirical focus of the course will be in four key areas: the internal workings of the Council and the Parliament; bargaining between the Commission, Council and Parliament in the Cooperation and Co-decision legislative procedures; Council-Parliament competition in the selection and investiture of the Commission; and competition between the member states, the Parliament/Commission and the European Central Bank in a European monetary union. At a normative level, the course will use the theoretical and empirical findings as levers in the on-going arguments about the democratic-deficit in the EU, and the need for reform of the EU institutions.

Teaching Arrangements: 10 seminars in the Lent Term and two seminars in the third and fourth weeks of the Summer Term.

Reading List: R. Corbett, F. Jacobs & M. Shackleton, *The European Parliament*, 3rd edn. (1995); M. Westlake, *The Council of the European Union* (1995); P. Moser & G. Schneider, *Decision Rules in the European Union - A Rational Choice Perspective*, special issue of *Aussenwirtschaft*, 52, 1/2 (1997); S. Hix & C. Lord, *Political Parties in the European Union* (1997); S. Andersen & K. Eliassen, *The European Union: How Democratic Is It?* (1996); B. Bueno de Mesquita & F. Stokman, *European Community Decision-Making* (1994).

Method of Assessment: Two parts: (i) a two-hour unseen written examination in June, accounting for 75% of the marks; and (ii) a single essay of between 3,000 and 4,000 words, on one of the topics, which must apply the theoretical issues to empirical data, and draw normative conclusions, to be submitted at the end of Week 1 of the Summer Term, accounting for 25% of the marks.

GV480

Introduction to Comparative Public

Administration (Half unit course)

Teachers Responsible: Professor G. W. Jones, Room L210 and Dr. M. Thatcher, Room K305

Availability and Restrictions: For postgraduate students, mainly as a compulsory paper for those reading for the degree M.Sc. Public Administration and Public Policy. Other M.Sc. students are welcome to take the course, and other postgraduates and interested undergraduates may attend the lectures and, with the permission of the teacher in charge, any seminar.

Core Syllabus: The objective of the course is to provide an introduction to selected issues in comparative public administration, mainly in Western Europe and the OECD countries.

Course Content: Topics discussed will include: The factors which influence the structure and working of public administration: historical, environmental, social, constitutional and political. The main features and principles of public service systems. The tasks of government and their allocation to agencies; the status and functions of departments, public corporations and local authorities. Delegation and control; systems of devolution and decentralisation. The social characteristics of public servants, their recruitment, training and organization; types of public servants and relationships between them. Central departments; co-ordination of governmental activities; political direction and accountability, legislative-administrative relations. Administrative discretion; administrative justice. Administrative reform and reorganisation.

Teaching Arrangements: 10 Lectures: (i) Professor G. W. Jones and others on *Introduction to Comparative Public Administration* (GV480.1) (ii) Professor Sir J. Bourn on *The Review and Evaluation of Government Programmes* (GV480.2) 10 lectures. (iii) Seminar: Professor E. C. Page on *Public Administration* (GV480.3) 10 seminars. The series will focus on comparative administrative structures and systems.

Written Work: Students are expected to produce essays on topics assigned to them at the seminars.

Methods of Work: The syllabus is broad. Seminars involve thematic cross-national comparison, whilst lectures cover specific countries. Lectures and seminars cannot deal with every aspect but deal with selected topics; they are intended to introduce, to stimulate and guide. A detailed reading list and syllabus will be provided to students at the start of the course.

Reading List: B. G. Peters, *The Politics of Bureaucracy: A Comparative Perspective* (Longman, 4th edn., 1995); E. C. Page, *Political Authority and Bureaucratic Power* (Harvester

Wheatshaf, 2nd edn., 1992); J. Pierre (Ed.), *Bureaucracy in the Modern State: an introduction to comparative public administration* (Edward Elgar, 1995); J. Q. Wilson, *Bureaucracy* (Basic Books, 1989); N. Lynn & A. Wildavsky, *Public Administration: The State of the Discipline* (Chatham House, 1990); D. Beetham, *Bureaucracy* (Open University Press, 1987); F. Heady, *Public Administration: A Comparative Perspective* (Marcel Dekker, 5th edn., 1995); B. G. Peters, *Comparing Public Bureaucracies* (University of Alabama, 1988); C. H. Levine et al., *Public Administration: Challenges, Choices, Consequences* (Foresman/Little Brown, 1990); K. Dowding, *The Civil Service* (Routledge, 1995).

Methods of Assessment: Two-hour unseen written examination paper in June.

GV481

Public Choice and Public Policy I - Introduction

(Half unit course)

Teachers Responsible: Dr. K. Dowding, Room K206 and Professor P. Dunleavy, Room K300

Availability and Restrictions: For postgraduate students, mainly as a compulsory paper for those reading for the degree M.Sc. Public Administration and Public Policy.

Core Syllabus: The objective of the course is to provide an introduction to public choice theory and the ways in which it illuminates the political and policy processes of advanced liberal democratic states. The course focuses mainly on institutional public choice, but also covers in less depth macro-political economy approaches.

Course Content: Theory of voting and party competition; collective action and interest groups; coalition theory and log-rolling; theory of clubs, Tiebout model and exit vs voice options; bureaucracy and economic approaches to organizations; the political business cycle; explaining the growth of the state and variations between welfare states; the Leviathan State concept.

Teaching Arrangements: 10 lectures and 10 seminars in the Michaelmas Term and two seminars in the first and second weeks of the Summer Term

Written Work: Students are expected to produce one formative essay on topic during the Michaelmas Term.

Reading List: D. Mueller, *Public Choice II*; P. Dunleavy, *Democracy, Bureaucracy and Public Choice*; J. M. Buchanan & R. D. Tollison, *The Theory of Public Choice II*; W. M. Crain & R. D. Tollison, *Predicting Politics: Essays in Empirical Public Choice*; R. Abrams, *Foundations of Political Analysis*; M. Olson, *The Logic of Collective Action*; W. Niskanen, *Bureaucracy and Representative Government*; K. Dowding, *The Civil Service*.

Methods of Assessment: Consists of two parts: (i) a two-hour unseen written examination in June, accounting for 75% of the marks; (ii) a single essay of between 3,000 and 4,000 words on a topic to be agreed with the course teachers by Week 6 of Michaelmas Term, which applies public choice approaches to a public policy problem. The essay must be submitted by the end of Week 1 of Lent Term and accounts for 25% of the marks.

GV482

Public Choice and Public Policy II: Advanced

Topics (Half unit course)

Teachers Responsible: Professor P. Dunleavy, Room K300 and Dr. K. Dowding, Room K206

Availability and Restrictions: For postgraduate students, mainly as a compulsory paper for those reading for the degree M.Sc. Public Administration and Public Policy. Students must either have completed GV481 or must be able to show substantial previous coursework in public choice.

Core Syllabus: The objective of the course is to explore more advanced topics in public choice theory, primarily focusing on the analysis of (i) organizational arrangements and public policy systems in advanced liberal democratic states; (ii) the quality of democracy in liberal democratic states. The course focuses chiefly on institutional public choice with consideration of some of the underlying normative assumptions.

Course Content: The course will examine the application of public choice approaches to diverse problems of public policy-making.

Teaching Arrangements: 10 seminars in the Lent Term and two seminars in the third and fourth weeks of the Summer Term.

Written Work: Students are expected to submit a written essay to their seminar teacher.

Reading List: G. Brennan & M. Lomasky, *Democracy and Decision*; G. Stigler, *Chicago Studies in Political Economy*; R. Abrams, *Foundations of Political Analysis*; E. Ostrom, *Governing the Commons*; M. Horn, *The Political Economy of Public Administration*; G. Cox, *Making Votes Count*.

Methods of Assessment: Consists of two parts: (i) a two-hour unseen written examination in June, accounting for 75% of the marks; (ii) a single essay of between 3,000 and 4,000 words on a topic to be agreed with the course teachers by Week 10 of Lent Term, which applies public choice approaches to a public policy problem. The essay must be submitted by Week 3 of Summer Term and accounts for 25% of the marks.

GV483

Public Management Theory and Doctrine
(Half unit course)

Teachers Responsible: Professor C. Hood, Room L203 and Dr. M. Barzelay, Room G508

Availability and Restrictions: For postgraduate students, mainly as a core course for the M.Sc. Public Administration and Public Policy, for students from M.Sc. Management and for students from other M.Sc. programmes by arrangement.

Core Syllabus: The objective of the course is to explore and evaluate a range of different approaches to doctrinal thought about public sector management, combining historical and contemporary ideas. An examination of different traditions of thought in public management is intended to help students evaluate current doctrines of public sector management in a broader historical and cultural perspective.

Course Content: 'Theory' and 'doctrine' in public sector management; approaches to control in public sector management; persuasion and gurus in management doctrine; historical forgetting and rediscovery in public management ideas; 'hierarchical', 'egalitarian', 'individualist' and 'fatalist' approaches to public sector management (including the cameralist tradition of state-led economic development, the utilitarian tradition of 'incentivization', the progressive public administration tradition and radical egalitarian ideas of 'managing without managers'). The course combines a study of historical and cultural variability in public management ideas with contemporary doctrines of 'New Public Management', exploring variants and critics of New Public Management ideas.

Teaching Arrangements: 10 lectures and ten seminars in the Michaelmas Term and two seminars in the first and second weeks of the Summer Term.

Reading: M. Thompson, R. Ellis & A. Wildavsky, *Cultural Theory*, 1990; C. Hood, *The Art of the State*, 1998; D. Osborne & T. Gaebler, *Reinventing Government*, 1992; S. Ranson & J. Stewart, *Management for the Public Domain*, 1994; M. Harmon & R. T. Mayer, *Organization Theory for Public Administration*, 1986; C. Hood & M. Jackson, *Administrative Argument*, 1991; H. Mintzberg, *Structure in Fives*, 1983; C. Pollitt, *Managerialism and the Public Services*, 2nd edn., 1993.

Methods of Assessment: Consists of two parts: (i) a two-hour unseen written examination in June, accounting for 75% of the marks; (ii) a single essay for assessment by the end of Week 1 of Lent Term, accounts for 25% of the marks.

GV484

Government and Politics in the U.S.A.

(Half unit course)

(Not available 1998-99)

Teacher Responsible: Dr. C. Schonhardt-Bailey, Room L105

Availability and Restrictions: For M.Sc. Public Administration and Public Policy and M.Sc. Comparative Politics. Students are strongly encouraged to attend undergraduate lectures in GV211.

Core Syllabus: This course provides an advanced analysis of the political institutions and electoral behaviour in the United States of America.

Course Content: The course will provide a critical analysis of the American political systems. Specific topics covered in this term include (1) voting behaviour and elections; (2) the role of public opinion in domestic and foreign policymaking; (3) institutional struggle between Congress and the Executive in formulating domestic policy; (4) the federal bureaucracy; (5) interest group politics; and (6) élites in US politics.

Teaching Arrangements: 10 seminars in the Michaelmas Term and two seminars in the first and second weeks of the Summer Term. Optional lectures for students with little knowledge of the U.S.A.: GV211 weekly in the Michaelmas Term.

Reading List: L. Fisher, *The Politics of Shared Power: Congress and the Executive* (3rd edn.); R. H. Salisbury, *Interests and Institutions: Substance and Structure in American Politics*; J. Q. Wilson, *Bureaucracy*; M. J. Hinich & M. C. Munger, *Ideology and the Theory of Political Choice*; J. A. Stimson, *Public Opinion in America*; F. R. Baumgartner & B. D. Jones, *Agendas and Instability in American Politics*; S. L. Popkin, *The Reasoning Voter: Communication and Persuasion in Presidential Campaigns*.

Methods of Assessment: Two-hour unseen written examination in June.

GV485

U. S. Public Policy (Half unit course)

(Not available 1998-99)

Teacher Responsible: Dr. C. Schonhardt-Bailey, Room L105

Availability and Restrictions: For M.Sc. Public Administration and Public Policy and M.Sc. Comparative Politics.

Core Syllabus: This course provides an advanced analysis of contemporary public policy in the United States of America.

Course Content: The course applies theoretical frameworks (e.g. pluralism, statism, public choice, elitism) to particular issue areas (agricultural policy, environmental policy, politics of corporate America). It then broadens the focus to examine America's role within the international arena, particularly the effects of changes in the international arena on American domestic politics and the extent to which domestic politics shape America's foreign policy.

Teaching Arrangements: 10 seminars in the Lent Term and two seminars in the third and fourth weeks of the Summer Term. Students are strongly encouraged to attend undergraduate lectures in GV212. Optional lectures for students with little knowledge of the U.S.A.: GV212, weekly in the Lent Term.

Reading List: C. V. Crabb & P. M. Holt, *Invitation to Struggle: Congress, the President and Foreign Policy* (4th edn.); I. M. Destler, *American Trade Politics: System Under Stress* (3rd edn.); C. W. Kegley & E. R. Wittkopf, *American Foreign Policy: Pattern and Process* (5th edn.); E. H. Fry et al., *America the Vincible*; W. P. Browne, *Private Interests, Public Policy and American Agriculture*; Z. A. Smith, *The Environmental Policy Paradox* (2nd edn.); M. J. Roe, *Strong Managers, Weak Owners: The Political Roots of American Corporate Finance*.

Methods of Assessment: Two-hour unseen written examination in June.

GV488

The Law and Politics of Regulation

This Course Guide is listed under the M.Sc. in Regulation in the section on Interdepartmental degrees.

GV489

Law and Politics of Utilities Regulation

Teachers Responsible: Dr. M. Thatcher (Government Department, on leave 1998-99) Room K305, Mr. C. Scott (Law Department) Room A327, Professor J. Rees (Geography Department) Room S407, Dr. S. Glaister (Geography Department) Room S410 and Professor R. Turvey

Availability and Restrictions: This is an optional paper for the M.Sc. in Regulation, LSE LL.M. students, the M.Sc. in Public Administration and Public Policy and the M.Sc. in Management. Other M.Sc. students are welcome to take the course by arrangement. Students other than those from the M.Sc. in Regulation will need to familiarize themselves with some of the general literature on regulation (particularly work on 'capture' and 'life-cycle' theory). Teachers can advise on appropriate reading.

Core Syllabus: In the first term, the course explores analytic issues in the law and politics of utilities regulation; the second term is devoted chiefly to the study of the literature in four different utility areas, investigating the analytic issues identified in the first term. The focus is generic and comparative, within the limits of the available literature, incorporating both European and non-European experience; but particular attention will be paid to key cases, notably the literature and experience of US regulation (and its implications for regulatory developments elsewhere) and the literature on UK post-privatization utility regulation.

Course Content: Topics include: 'utilities': their nature and (contested) definition; public enterprise as 'regulation'; processes and styles of privatization; 'classical' and alternative regulatory styles at EC and national government levels, including competition policy frameworks; generic issues (equity, access,

accountability, etc.); specific utility areas (post and telecoms; power and energy; water; transport; conclusion; generic issues revisited).

Teaching Arrangements: 20 weekly two-hour seminars, in a variable format; some lecture-discussions, most student-papered discussions, some debates; guest speakers will be used for some topics when appropriate.

Written Work: All students are expected to produce three written essays plus short presentations on topics assigned to them.

Reading: C. Graham & T. Prosser, *Privatizing Public Enterprises: Constitutions, the State and Regulation in Comparative Perspective*, Clarendon (1991); C. D. Foster, *Privatization, Public Ownership and the Regulation of Natural Monopoly*, Blackwell (1992); C. Veljanovski, *Selling the State: Privatization in Britain*, Weidenfeld and Nicolson (1987); J. A. Kay, C. Meyer & D. Thompson (Eds.), *Privatisation and Regulation: The UK Experience*, Clarendon (1986); E. N. Suleiman & J. Waterbury (Eds.), *The Political Economy of Public Sector Reform and Privatization*, Westview (1990); D. Swann, *The Retreat of the State: Deregulation and Privatization in the UK and US*, Wheatsheaf (1988); G. Majone (Ed.), *Deregulation or Re-regulation? Regulatory Reform in Europe and the United States*, Pinter, London (1989); P. MacAvoy, W. T. Stanbury, G. Yarrow & R. J. Zeckhauser (Eds.), *Privatization and State-Owned Industries*, Kluwer (1989); M. Moran & T. Prosser (Eds.), *Privatization and Regulatory Change in Europe*, Open University Press (1994); J. Ernst, *Whose Utility?*, Open University Press (1994); M. Bishop, J. Kay & C. Mayer (Eds.), *The Regulatory Challenge*, Oxford University Press (1995); M. Bishop, J. Kay & C. Mayer (Eds.), *Privatisation and Economic Performance*, Oxford University Press (1995); M. Armstrong, S. Cowan & J. Vickers, *Regulatory Reform: Regulation of Economic Activity*, MIT Press (1994).

Methods of Assessment: Consists of two parts: (i) a three-hour unseen written examination in June, accounting for 75% of the marks; (ii) a course essay to be submitted not later than 31st May, 1998 accounting for 25% of the marks.

GV491

Politics of Regional and Urban Planning

This Course Guide is listed under the M.Sc. in Regional and Urban Planning Studies in the section on Interdepartmental degrees.

GV492

Comparative Local Government and Urban

Politics (Half unit course)

Teachers Responsible: Dr. K. Dowding, Room K206, Professor P. Dunleavy, Room K300 and Professor G. W. Jones, Room L210

Availability and Restrictions: Intended primarily for M.Sc. Public Administration and Public Policy, M.Sc. Comparative Politics, M.Sc. European Politics and Policy, and M.Sc. Regional and Urban Planning.

Core Syllabus: The course provides an introduction to (i) the comparative study of local and sub-national governments, and (ii) the analysis of urban politics.

Course Content: The course falls into two parts, reflecting the objectives above. Part A surveys the main arrangements used for local government and sub-national government systems in Europe and elsewhere; examines the arrangements used for councils, mayors, executives and administration; compares metropolitan, city and rural structures; analyses local taxation and financing; and looks at the main ways of arranging central-local relations. Part B covers the main themes in contemporary urban politics - the study of power and local political regimes; public choice approaches; 'dual state' and other political economy approaches; policy communities and advocacy coalitions.

Teaching Arrangements: 10 lectures (GV492.1) and 10 seminars (GV492.2) in the Lent Term and two seminars in the third and fourth weeks of the Summer Term. **Comparative Local Government and Urban Politics**, and a 10 week seminar series with guest speakers, **Aspects of Comparative Local Government** (GV492.3) which all students should attend with Professor G. Jones.

Written Work: Students should submit two essays during the course.

Reading Lists: Part A: R. Batley & G. Stoker (Eds.), *Local Government in Europe*; E. C. Page, *Localism and Centralism in Europe*; B. Dente & F. Kjellberg (Eds.), *The Dynamics of Institutional Change*; B. C. Smith, *Decentralisation*.

Part B: H. Wolman & M. Goldsmith, *Urban Politics and Policy - A Comparative Approach*; H. Logan & H. Molotch, *Urban Fortunes: The Political Economy of Place*; K. Dowding, *Power*.

Methods of Assessment: Consists of two parts: (i) a two-hour unseen written examination in June, accounting for 75% of the marks. Students must answer two questions, one from Part A and one from Part B; (ii) an essay of not more than 3,000 words on any of the topics covered in the course, accounting for 25% of the marks. The essay must be handed in no later than the Friday of Week 6 of the Summer Term.

GV494

Contested Issues in Public Management

(Half unit course)

Teachers Responsible: Dr. M. Barzelay, Room G508 and Professor C. Hood, Room L203

Availability and Restrictions: Core course for M.Sc. Management (Public Sector). Available to students from other MSc degrees where the regulations permit, including MSc Public Administration/Public Policy. GV483/MN401 **Public Management Theory and Doctrine** is considered a prerequisite for this course.

Course Syllabus: This course is centrally concerned with management of public sector organizations. The focus is upon "what to do" theories, or normative positions, addressed to public organizations and officials. Those theories that fit under the rubric of "new public management" receive the greatest attention. The course examines those theories from policy and management strategy perspectives. The main objectives are for students to be able a) to participate constructively in intellectual, political, policy, and organizational debates in which these ideas are at issue, and b) to reason about how to make these ideas work effectively if, in some capacity, they become responsible for doing so. The course builds on the foundation laid by "Public Management Theory and Doctrine: From Classical to the New Public Management," taught in the previous term.

Course Content: The course goes beyond main doctrinal themes to examine in-depth such topics as strategic management, performance management, business process redesign, customer service orientation, differences between public and private management, and the accountingization of government.

Teaching Arrangements: 10 lectures and 10 seminars in the Lent Term and two seminars in the third and fourth weeks of the Summer Term.

Reading List: Reading includes journal articles, book chapters, teaching cases, and government documents. Among the works to be read are D. Walton, *Plausible Reasoning in Everyday Conversation* (1994); M. Moore, *Creating Public Value: Strategic Management in Government* (1995); M. Barzelay, *Breaking Through Bureaucracy* (1992); R. Simons, *Levers of Control* (1995); H. Mintzberg, *Designing Effective Organizations* (1983); B. McSweeney, *Management by Accounting*, (1994); M. Power, *The Audit Society* (1994); R. Boyle, *Managing Public Sector Performance: A Comparative Study of Performance Monitoring Systems in the Public and Private Sectors* (1989); R. Heifetz, *Leadership Without Easy Answers* (1994), and several case studies.

Methods of Assessment: Consists of two parts: (i) one two-hour unseen written examination in June, accounting for 75% of the marks; (ii) one essay to be submitted by the middle of June, accounting for 25% of the marks.

GV497

The Political Theory of British Utilitarianism

(Half unit course)

Teacher Responsible: Dr. P. J. Kelly, Room L100

Availability and Restrictions: M.Sc. Political Theory, optional course.

Core Syllabus: This course aims to provide a detailed historical knowledge and philosophical understanding of a major tradition of political philosophy. Students will be expected to acquire and deploy the skills and techniques of historical enquiry: archive use, annotation, constructing scholarly bibliographies etc., as well as the analytical skills necessary to defend or criticise complex arguments. The course aims to prepare students for research projects in the area of the history or political philosophy of British utilitarianism.

Course Content: The course aims to provide an in-depth study of the origins and development of Utilitarianism - the only

distinctively British ethical tradition. The first part of the course traces the development of aspects of the utilitarian tradition in late seventeenth and early eighteenth century British moral and political philosophy, culminating in the works of David Hume as well as theological utilitarians such as William Paley. The remainder of the course will cover the development of classical utilitarianism by an examination of themes from the work of Jeremy Bentham, J. S. Mill, Herbert Spencer and Henry Sidgwick. The final seminar will consider the transition of classical utilitarianism for a 'political' philosophy to a recognisably modern moral philosophy through a consideration of the thought of G. E. Moore. The course intends to be thematic and explore each theme in considerable detail. It is expected that students will have some background in the history of political philosophy, nineteenth century intellectual history, or moral philosophy. Furthermore, as the course is concerned with establishing the identity of a contested philosophical tradition, it will combine both historical explanation and philosophical analysis of arguments. The main philosophical themes to be considered include: the derivation of the principle of utility; psychological hedonism, and the nature of utility; act versus rule and indirect versus direct utilitarianisms; justice, freedom and the status of moral rights; constitutionalism and representative democracy. Historical issues covered include the growth and influence of philosophic radicalism, Benthamism and the Victorian revolution in government, the impact of evolutionary ideas on utilitarianism, and Mill on the subjugation of women. The underlying narrative of the course is to trace the development of utilitarianism as a political theory at the hands of Bentham and Mill, and then its transformation in the late nineteenth century into a distinctively modern moral theory at the hands of Sidgwick and Moore. **Teaching Arrangements:** 10 seminars in the Lent Term and two seminars in the third and fourth weeks of the Summer Term. **Written Work:** Each student will be expected to submit two 3000 word essays on topics of their choice from an approved list. The first essay will be due by the end of week 5, the second by the end of week 10. **Reading List:** D. Hume, *A Treatise on Human Nature* (P. H. Niddich Ed., 1978); J. Bentham, *An Introduction to the Principles of Morals and Legislation* (J. H. Burns & H. L. A. Hart Eds., 1996); J. S. Mill, *On Liberty, Utilitarianism and Considerations on Representative Democracy*; H. Sidgwick, *The Methods of Ethics* (J. Rawls Ed., 1984); J. B. Schneewind, Sidgwick and Victorian Moral Philosophy, 1978; G. Scarre, *Utilitarianism*, 1996. **Methods of Assessment:** This course involves both a two-hour written examination and a 3,000 word assessed essay. The examination comprises 75% of the overall assessment and the assessed essay the remaining 25%.

GV498
Multiculturalism, Nationalism and Citizenship
(Half unit course)
Teacher Responsible: Dr. P. J. Kelly, Room L100
Availability and Restrictions: M.Sc. Political Theory optional course.
Core Syllabus: The focus of the course is normative. Students will be asked to reach conclusions about what modifications, if any, are called for in the standard liberal account of citizenship by multiculturalist and nationalist criticism. In the course of doing so, they will have to become aware of the different varieties of multiculturalism and nationalism.
Course Syllabus: 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 examine a range of recommendations all of which are described by their authors as somehow 'multicultural', including special representation, the waiver of certain legal requirements, and group autonomy. Set Two is devoted to nationalism, the first three to its impact within a state, the remaining two to its implications for inter-state relations. Set Three will be used to pull together the first and second sets of topics respectively by looking at group rights and immigration/naturalization policies.
Teaching Arrangements: 10 seminars in the Michaelmas Term and two seminars in the first and second weeks of the Summer Term.
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*.
Methods of Assessment: Assessment takes two forms. Candidates are examined by a two-hour unseen written paper in June. In addition, candidates must submit one essay not more than three thousand words long on a topic agreed in advance with the course proprietor. This assessed essay may be a development of one of the two short essays referred to under 'Written Work'. It must be handed in at the Government department office not later than 4pm on the Friday of the sixth week of the Summer Term. In the overall assessment of the course, the unseen written examination counts as 75% of the total mark and the essay as 25%.

Department of Industrial Relations
M.Sc. Industrial Relations and Personnel Management

Duration of Course of Study
Full-time: One calendar year. *Part-time:* At least two calendar years.

Option A - Academic Stream

Paper Number	Paper Title	Course Guide Number
1.	(a) British Industrial Relations or (b) Comparative Industrial Relations	ID400 ID401
2.&3.	Two of the following: (a) 1(a) or 1(b) if not taken under 1 (b) Industrial Organisation: Theory and Behaviour (c) Industrial Psychology (d) Sociology of Employment (e) Labour Law (f) Labour Market Analysis (g) British Labour History, 1815-1939 (h) Management of Human Resources (i) Human Resource Management and Business Performance: Strategies and Evaluation	ID402 ID405 SO412 ID480 ID408 EH425 ID407 ID409
4.	A report of not more than 10,000 words on an approved topic	

N.B. Papers 1(a) and 1(b) will be examined by means of course-work assessment; Papers 2&3(b)-(j) will be examined by a written unseen paper.

Students following the part-time course may, with the approval of the School, take the examination in two parts. The first part will normally consist of papers up to the value of two whole units, taken after completion of courses for those papers. The second part will consist of the remaining paper(s) and the dissertation (or as appropriate Essay/Report), and will be taken in the final year of the course. A candidate who does not at his/her first entry successfully complete the examination or part of the examination for which he/she has 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 until the examination in a subsequent year.

Dates of Examination

Written papers	June
Report	31 August

Option B - Profession Stream

(For students seeking exemption from the Stage 1 and 2 examinations of the Institute of Personnel Development)
 Examination

Paper Number	Paper Title	Course Guide Number
I		
1.	British Industrial Relations	ID400
2.	Industrial Organisation: Theory and Behaviour	ID402
3.	Management of Human Resources	ID407
II	A report of not more than 10,000 words on an agreed subject	

Students are also required to take a special supplementary programme of work by attending 10 Skills Workshops and to write a report on their industrial link by completing a company 'Link'. The 'Link' includes a short report on a managerial problem designated by the company.

N.B. Paper 1 will be examined by means of course-work assessment; Papers 2 and 3 will be examined by a three-hour written unseen paper.

Dates of Examination

Written papers	June
Report	31 August

Course Guides

ID400

British Industrial Relations

Teachers Responsible: Stephen Dunn, Room H711 and Dr. J. Kelly, Room H712

Availability and Restrictions: For M.Sc. students when degree regulations permit. A general knowledge of the social sciences and/or experience in and knowledge of the British system of industrial relations would be definite advantages.

Core Syllabus: The aim of the course is to analyse the institutions and processes which are crucial to the working of British industrial relations and the personnel function at the national, enterprise, and work-place levels.

Course Content: The first two terms will cover the main features of the British industrial relations system. In the third term students choose a module from the following list:

- (i) Pay
- (ii) Trade Unions
- (iii) Britain in a Comparative Perspective (ID401)

Teaching Arrangements: 10 lectures and 10 classes of one-and-a-half-hours in the Michaelmas and Lent Terms. Separate courses of lectures and classes will be given in the Summer Term for each module. Students will be expected to complete two essays during the course. These two essays together with examination results, will decide their grade.

Reading List: S. Kessler & F. Bayliss, *Contemporary British Industrial Relations* (1995); D. Marsh, *The New Politics of British Trade Unionism* (1992); K. Legge, *Human Resource Management*, Macmillan (1995); P. Blyton & P. Turnbull, *The Dynamics of Employee Relations* (1994); P. Edwards, *Industrial Relations* (1995). A full reading list will be provided at the start of the course.

Methods of Assessment: Continuous assessment and examination, equally weighted.

ID401

Comparative Industrial Relations

Teacher Responsible: Dr. Sarah Ashwin, Room H709

Availability and Restrictions: For M.Sc. Students where regulations permit. A general knowledge of the social sciences is required. No previous knowledge of industrial relations in any particular country is required.

Course Syllabus: The aim of the course is to provide an introduction to a comparative analysis of industrial relations processes and outcomes. This will be done through the analysis of a selection of countries including the UK, USA, Australia, Western European nations, Japan and East Asian countries.

Course Content: The comparative element covers the development and organisation of industrial relations at the national, industry and plant level in countries including the USA, Japan, Sweden, Germany, France and Italy. The course deals with the analysis of industrial relations systems, the development of management and trade unions, government policies in industrial relations, collective bargaining, industrial conflict, industrial democracy and other related issues in employment relations. Students are expected to: attend lectures and seminars; play significant part in discussions; make presentations in seminar sessions.

Teaching Arrangements: The course extends over 25 weeks. In the Michaelmas Term teaching will be two-and-a-half-hours per week, one hourly lecture (ID401) and one seminar (ID401.A) of one-and-a-half-hours.

Lectures will cover such things as:

- Concepts and methods in comparative industrial relations
- The comparative performance of industrial relations systems in the USA, West Germany and Japan
- Economic factors influencing industrial relations
- The role of the state in industrial relations
- Disputes and collective bargaining
- Labour force characteristics and development
- Democracy in the firm and society

The second and third terms will consist of seminars only (ID401.B). These will be for two hours and are normally organised around specialist areas.

Reading List: R. Dore, *British Factory - Japanese Factory*; J. T. Dunlop, *Industrial Relations Systems*; O. F. Gladstone et al., *Labour Relations in a Changing Environment*; Clark Kerr et al., *Industrialism and Industrial Man*; Baglioni & Crouch, *European Industrial Relations*; C. Lane, *Management and Labour in*

Europe; D. Marsden, *Industrial Democracy and Industrial Control in West Germany, France and Great Britain*; T. Shirai (Ed.), *Contemporary Industrial Relations in Japan*.

Methods of Assessment: Continuous assessment and examination. Students are required to write two essays during the course which counts towards half their grade.

ID402

Industrial Organization: Theory and Behaviour

Teacher Responsible: Dr. R. Peccei, Room H710

Availability and Restrictions: For students taking the M.Sc. in Industrial Relations and Personnel Management. A background in the social sciences is necessary. Previous work experience is a considerable advantage.

Core Syllabus: This is an inter-disciplinary course which aims to define and examine some of the central problems of organizations and to demonstrate how the application of the social sciences can assist in their analysis and solution. The major focus is on the issue of organizational change, and is concerned with the need for change, the content of change, methods of change and evaluation of change.

Course Content: Major approaches to organizational change; scientific management; human relations; socio-technical and self-actualisation approaches to the redesign of work; organization development; contingency theory; culture and leadership.

The nature of bureaucracy; problems of bureaucracy and change. Theory and methods of diagnosis in organizations; the concept of strategy; strategic planning; strategies of change; models and frameworks for analysing change; theory and methods for evaluation of change. Forms of third-party intervention.

Teaching Arrangements: The teaching is highly participative and includes lectures (ID402, ID405, SO212, SO412) and classes (mainly in the first term), group working (throughout the year), and case studies (in the Lent and Summer Terms). Students are also encouraged to attend lectures on: **Sociology of Work, Management and Employment** (SO212 and SO412) (teacher responsible, Professor S. Hill); **Industrial Psychology** (ID405) (teacher responsible, Dr. J. Kelly). The teaching is handled by **Riccardo Peccei, Jackie Coyle-Shapiro** and other members of the Department. A range of visitors from outside LSE will present cases.

Written Work: Students are required to write two essays during the year. Students will be expected to play an active part in group discussions, analysis of cases and presentation of feedback. The course is demanding of students and depends for its success partly upon their commitment and willingness to participate fully.

Reading List: The following list includes some introductory reading and some central texts. A fuller reading list will be provided at the start of the course. W. Bennis et al., *The Planning of Change* (4th edn.); M. Crozier, *The Bureaucratic Phenomenon*; W. L. French & C. H. Bell, *Organization Development*; J. Child, *Organisations*; C. Handy, *Understanding Organizations*; C. Perrow, *Complex Organisations*; T. J. Peters & R. H. Waterman, *In Search of Excellence*; T. Nichols, *The British Worker Question*; C. Sofer, *Organizations in Theory and Practice*; K. Thurley & H. Wirderius, *Towards European Management*; V. Vroom & E. Deci, *Management and Motivation*; T. J. Watson, *Sociology, Work and Industry*; H. Mintzberg, *The Nature of Managerial Work*; H. Mintzberg, *Structure in Fives*.

Methods of Assessment: There will be a three-hour formal examination in the Summer Term. Candidates must tackle three from a choice of twelve questions.

ID403

Organisation Theory and Behaviour

Teacher Responsible: Dr. J. Coyle-Shapiro, Room H714

Availability and Restrictions: This course is an option available to Bachelor's and Master's degree students where the regulations permit. No prior knowledge of organisation theory and behaviour or practical experience is necessary.

Core Syllabus:

- (a) To introduce students to alternative social science theories and research into individual, group and organizational issues.
- (b) To help students to understand the interrelationships among central issues in the analysis of behaviour within an organizational context.
- (c) To facilitate a critical evaluation of organizational policies and practices and their impact on work behaviours, attitudes and performance.

Course Content: The psychological contract. Justice in organizations. Deviant Behaviour. Motivation. Reward systems. Design of work. Group processes. Labour-management relations. Employee representation and voice in organizations. Control and conflict in organizations. Culture. Organizational change and resistance to change. Organizational structure. Total Quality Management. Managing Diversity in organizations. Evaluation of organizational change.

Teaching Arrangements: In the first two terms students attend one lecture course (ID200) and one seminar. In the Summer Term they attend three two-hour sessions which are based on case studies by outside speakers.

Reading List: A complete reading list will be provided at the start of the course. There is not suitable textbook for this course but useful texts include: J. Child, *Organisations*; S. Dawson, *Analysing Organizations*; R. Fincham & P. S. Rhodes, *The Individual, Work and Organization*; S. Robbins, *Organisational Theory*; R. Steers & L. Porter, *Motivation and Work Behaviour*; C. Handy, *Understanding Organizations*; D. Pugh et al., *Writers on Organizations*; P. Milgrom & J. Roberts, *Economics, Organization and Management*.

Written Work: In the first two terms each student will write two essays.

Methods of Assessment: One three-hour examination paper with approximately twelve questions, three questions to be answered. Separate papers are set for undergraduate and M.Sc. students.

ID404

Introduction to Organisational Analysis

(Half unit course)

Teacher Responsible: Dr. J. Coyle-Shapiro, Room H714

Availability and Restrictions: For M.Sc. Operational Research and other Master's degrees where regulations permit. Prior knowledge of organisation theory or work experience.

Core Syllabus:

- (a) To introduce students to alternative social science theories and research into individual group and organizational issues.
- (b) To help students to understand the interrelationships among central issues in the analysis of behaviour within an organizational context.
- (c) To facilitate a critical evaluation of organizational policies and practices and their impact on work behaviours, attitudes and performance.

Course Content: The design of work. Labour-management relations. Employee representation and voice in organizations. Control and conflict in organizations culture. Organizational change and Resistance to change. Organizational structure. Managing diversity in organizations. Total Quality Management. Evaluation of organizational change.

Teaching Arrangements: Michaelmas Term: six lectures and five seminars. Lent Term: 10 lectures and 10 seminars.

Reading List: There is no suitable textbook for this course but useful texts include: S. Robbins, *Organization Theory*; C. Handy, *Understanding Organizations*; M. Rose, *Industrial Behaviour*; D. Pugh et al., *Writers on Organization*; R. Steers & L. Porter, *Motivation and work behaviour*.

Written Work: Two essays.

Methods of Assessment: The course assessment is based exclusively on a three-hour formal examination. Students must answer three questions.

ID405

Industrial Psychology

Teacher Responsible: Dr. J. Kelly, Room H712

Availability and Restrictions: The course is designed for students on the M.Sc. in Industrial Relations and Personnel Management. Some students on the M.Sc. in Social Psychology, subject to the permission of their tutor, may also take the course. Some background in psychology is highly desirable. Students without such a background will find certain sections difficult.

Core Syllabus: The aims of the course are to provide a psychological framework for the analysis and understanding of the behaviour of individuals as workers and as members of work groups; to demonstrate the value of psychology and of a psychological perspective in understanding human behaviour at work; and to examine a number of topics and issues in industrial relations and organizational behaviour where psychology has a particular contribution to make.

Course Content: Motivation theories; job satisfaction; incentives and rewards; goal setting, participation, culture. The psychology of unemployment.

Psychology and industrial relations; joining and getting involved in trade unions; collective bargaining; conflict and cooperation, intergroup, job design; leadership; psychological assessment.

Teaching Arrangements: The course is taught by Ms. Hyun-Jung Lee and Dr. J. Kelly.

Lectures: 24 lectures (ID405).

Classes: 24 classes, MLS (ID405.A).

Written Work: Two essays on a subject in the field of Industrial Psychology.

Reading List: The following reading list contains some of the main volumes and some easily accessible introductory volumes. Most of the course reading is taken from journals. A full reading list will be issued at the start of the course. M. Argyle, *The Social Psychology of Work*, Penguin; J. Arnold et al., *Work Psychology*, Pitman; J. Hartley & G. Stephenson, *The Psychology of Employment Relations*, Blackwell; R. M. Steers & L. W. Porter, *Motivation and Work Behaviour*, McGraw-Hill; P. B. Warr, *Psychology at Work*, Penguin.

Methods of Assessment: Students are required to write two essays during the year. The average mark comprises one-third of the final total. There is a formal three-hour examination in the Summer Term. Candidates should answer three questions out of a choice of twelve.

ID407

Management of Human Resources

Teacher Responsible: Dr. R. Richardson, Room H708

Availability and Restrictions: For M.Sc. Industrial Relations and Personnel Management and other suitably qualified students.

Core Syllabus: The course considers the policies that organisations adopt in order to deal with a range of human resource issues.

Course Content: The course deals with managerial strategies and techniques that make organizations more effective in a competitive market. It covers the theoretical arguments that justify those practices, as well as the research evidence and constraints organizations may encounter in practice. Among the human resource policies explored are issues such as recruitment and selection, training and development, internal labour markets and manpower planning models, reward systems and methods of control and securing commitment.

Teaching Arrangements: There are 32 hours of lectures (ID407) given by Dr. Riccardo Peccei and Dr. Ray Richardson as well as classes and modules.

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.

Methods of Assessment: Assessment in the paper is determined by performance in a three-hour exam in which the candidate is expected to answer two from approximately nine questions, and by an assessed essay to be done over the Easter vacation.

ID408

Labour Market Analysis

Teacher Responsible: Professor D. Metcalf, Room H707

Availability and Restrictions: For M.Sc. Industrial Relations and Personnel Management. The course assumes some modest familiarity with undergraduate economics and statistical methods. **Core Syllabus:** The course emphasises those aspects of labour economics which are most relevant for industrial relations.

Course Content: The first part of the course (approximately 10 lectures) deals with pay including analysis of the wage structure and the role of institutions. The second part (10 lectures) is an economic analysis of trade unions including: the structure of collective bargaining, union goals, union density, closed shop, strike activity, union impact on relative pay, productivity, output, inflation and income distribution.

Teaching Arrangements: There will be 25 lectures and 25 classes (ID201.B). Students will be expected to do two pieces of short written work.

Reading List: A. Booth, *The Economics of the Trade Union*, Cambridge 1995.

A detailed reading list will be given at the beginning of the course. **Methods of Assessment:** One three-hour examination paper, three-questions to be answered from approximately ten questions.

ID409**Human Resource Management and Business Performance****Teacher Responsible:** Dr. R. Richardson, Room H711**Availability and Restrictions:** For M.Sc. Industrial Relations and other students with an appropriate background. No prior knowledge of human resource management or practical knowledge is required.**Core Syllabus:** (i) To introduce students to the strategic aspect of human resource management, (ii) to demonstrate the application of social sciences to the study of human resources, (iii) to explore in-depth some central problems and issues of the relationship between human resource management and business performance, (iv) to facilitate critical evaluation of in-depth human resources management case studies.**Course Content:** The general issue of the meaning strategy; typologies of business strategies. Typologies of approaches to HRM/personnel issues; therefore, personnel strategies. The incidence of business and personnel strategies. Problems of implementing and introducing HR policies and strategies. The effect of strategies and policy choices on organisational performance; (i) the general issues of evaluating HR policies, (ii) examples of evaluating individual HR policies - looking at both policy areas (e.g. selection) and different methods of evaluation (e.g. via attitude surveys), (iii) evaluating HR policy ?bundles? or strategies.**Teaching Arrangements:** The course comprises one lecture and one seminar per week (Id409) for the Michaelmas and Lent Terms and five two-hour seminars in the Summer Term.**Reading List:** To be provided at the initial meeting.**Methods of Assessment:** There will be an assessed essay to be written over the Easter vacation plus a three hour written examination in the Summer Term in which candidates will be expected to answer two questions from a choice of about ten.**ID480****Labour Law****Teacher Responsible:** Mr. R. C. Simpson, Room A157**Availability and Restrictions:** M.Sc. (Industrial Relations and Personnel Management).LL.M. students should take LL6111, **Law of Management and Labour Relations**. While any previous knowledge and/or experience of the law in industrial relations is an advantage it is NOT essential.**Core Syllabus:** The aim of the course is to examine the role of the law in British industrial relations. Some reference is made to the role of the law in other systems of industrial relations.**Course Content:** The historical development of labour law. Trade unions? organisational rights: the individual right to organise and right to dissociate - the closed shop; time off work for union activities. Internal management of trade unions: admission and expulsion; union democracy; union political activities; inter-union relations. Collective bargaining and the law; union recognition; legal status of collective agreements; disclosure of information. Information and consultation rights. Legal regulation of strikes and other forms of industrial conflict: picketing; individual workers? rights; civil liabilities for organising industrial action. Law and the labour market: employee status - atypical workers; pay: security of earnings, maternity rights, equal pay; discrimination on grounds of sex, race and disability; unfair dismissal; redundancy and business re-organisation; the influence of European Community law.**Teaching Arrangements:** Seminars: ID480 - **Labour Law** - 25 Sessional.

The seminars will cover each topic of the course in detail.

Written Work: Students are required to write three essays during the course. They will also normally be required to present seminar papers.**Reading List:** Students are advised to purchase the following Deakin & Morris, *Labour Law*. They should consult regularly: Kahn Freund, *Labour and the Law*; Wedderburn, *The Worker and the Law*; Davies & Freedland, *Labour Law, Text and Materials*.**Supplementary Reading List:** Wedderburn, *Employment Rights in Britain and Europe*; McCarthy (Ed.), *Legal Intervention in Industrial Relations: Gains and Losses*; Davies & Freedland, *Labour Legislation and Public Policy*; Wedderburn, *Labour Law and Freedom*.**Methods of Assessment:** There is a three-hour formal examination in the Summer Term based on the syllabus above.

The paper contains ten-twelve questions of which three have to be answered.

ID493**Personnel Policy and Practice****Teachers Responsible:** Stephen Dunn, Room H711**Availability and Restrictions:** Course is compulsory and only available for the professional stream of the M.Sc. Industrial Relations and Personnel Management.**Core Syllabus:** To introduce students to the principles and practice of personnel management and to develop professional strategies.**Teaching Arrangements:**

(a) Skills Workshop: Ten all day sessions, Michaelmas and Lent Terms.

(b) Links Programme: During the Michaelmas and Lent Terms each student is attached to an organisation which they visit one day a week. This is followed by a two-hour seminar.

Reading List: Torrington and Hall, *Personnel Management*; K. Sisson, *Personnel Management in Britain*.**Methods of Assessment:** Students have to complete a report on their link assignment and conduct a small project. Satisfactory completion of the M.Sc. and participation in particular courses is required for those seeking membership of the Institute of Personnel and Development.**ID499****Research Methods for Industrial Relations****Teacher Responsible:** Dr. R. Peccei, Room H710**Availability and Restrictions:** For students of M.Sc. Industrial Relations and Personnel Management; All students, in both the 'academic' and 'professional' streams, have to complete a project report.**Core Syllabus:** To introduce students to research methods and methods of data analysis especially appropriate for the areas of Industrial Relations and Personnel Management.**Course Content:** Making sense of statistical data and relating them to research problems, and methods of data collection such as interviewing and questionnaires.**Teaching Arrangements:** The course is taught by Dr. R. Peccei, Sarah Ashwin and Hyun-Jung Lee. The course comprises eight lectures in the Michaelmas Term and 10 lectures in the Lent Term.**Reading List:** D. Rowntree, *Statistics without Tears*; F. Owen & R. Jones, *Statistics*; A. N. Oppenheim, *Questionnaire Design And Attitude Measurement*.**Methods of Assessment:** None.**ID499****M.Sc. Project Report****Teacher Responsible:** Dr. D. Marsden, Room H802**Availability and Restrictions:** For M.Sc. in Industrial Relations and Personnel Management.

Students taking the 'professional' stream have to complete a project report. For other students it is an option which can be taken instead of a fourth paper.

Core Syllabus: The project is to:

(i) examine a problem or topic through a literature review and provide a rigorous analysis of that problem or topic;

and/or

(ii) examine a problem or topic through some small scale empirical research or by using information derived from secondary sources;

and

(iii) show ability to relate the specific to the general and the capacity to sustain a reasoned argument and draw conclusions.

Selection of Topic: Students are encouraged to identify a topic within the broad field of industrial relations and personnel management and to discuss it in the first instance with their personal tutor. When a potentially feasible topic area has been identified, it should be registered with the course secretary, but not later than by the end of the Michaelmas Term. Teams of students may work on a particular project. Students taking the 'professional' stream will be expected to undertake projects involving empirical work in organisations, and to work in teams.**Arrangements for Supervision:** Students will be allocated to the specialist teacher whose interests are most relevant to the topic. However account will also be taken of the need to equalise

supervisory loads. Students will be allocated to supervisors by the beginning of the Lent Term. The role of the supervisor is to provide guidance in refining, focusing and ensuring the feasibility of the dissertation. Students are expected to hand in a draft of their project by the end of the Easter vacation; supervisors will give feedback by the end of the second week of the Summer Term.

Methods of Assessment: Two typewritten copies of the dissertation should be handed in to the course secretary, and recorded as received, not later than August 31st. The report should not exceed 10,000 words in length. The report is considered for examination purposes to be the equivalent of one examination paper.**ID600****Labour/Management Problems Seminar****Teachers Responsible:** Dr. Stephen Wood, Room H805**Availability and Restrictions:** Post-graduate and Undergraduate students attending a course in the Industrial Relations Department.**Course Content:** A series of seminars featuring outside speakers from business, trade unions, government, media and research bodies. The focus is on current issues in human resource management, trade unions, industrial conflict and legal regulation.**Teaching Arrangements:** One-and-a-half-hour seminars in the Lent Term.**Written Work:** None**Methods of Assessment:** This course is not examined.

Department of Information Systems**M.Sc. Analysis, Design and Management of Information Systems****Additional Entry Qualifications**

This M.Sc. is an advanced course aimed at providing a sound understanding of the issues, approaches and tools for information systems development and operation within organizations. It presents a balance between the management and technical aspects that have an impact on the practice and theory of information systems. Students may come from a variety of backgrounds but must have a good basic knowledge of information technology. The core curriculum focuses on information systems management, systems development and the way that information systems impact organisational and social life. Paper 4/5 is a full-unit which allows students to build up considerable knowledge and expertise in a particular area, based on current research.

Duration of Course of Study

Full-time: One calendar year. *Part-time:* This degree is not available on a part-time basis.

Examination

Paper Number	Paper Title	Course Guide Number
I		
1.	Information Systems	IS470
2.	Systems Development	IS471
3.	Information Systems Management	IS472
4/5.	One of the following:	
(a)	Interpretations of Information	IS473
(b)	Implementation and Use of Information Systems	IS474
(c)	International IT Policy and Economic Development	IS475
(d)	Security in Information Systems for Organisations (<i>not available 1998/99</i>)	IS476
(e)	Interorganisational Information Systems	IS477
6.	One of the following provided that the topic is not taken as Paper 4/5	
(a)	Aspects of Information	IS481
(b)	Aspects of Implementation and Use of Information Systems	IS482
(c)	Aspects of International IT Policy and Economic Development	IS483
(d)	Aspects of Security in Information Systems	IS484
(e)	Aspects of Interorganisational Information Systems	IS485
(f)	Topics in Information Systems	IS486
(g)	Software Engineering in Business Systems (<i>not available 1998/99</i>)	IS487
(h)	Regimes of Enunciation: A Critique of Pure Information	IS461
(i)	Introduction to Organisational Analysis	ID404
(j)	Financial Reporting	AC491
(k)	Problem Structuring Methods	OR411
(l)	Techniques of Operational Research	OR401
(m)	Topics in Decision Analysis	OR423
(n)	Any other subject approved by the course tutor	
II	Information Technology: Issues and Skills Course	IS490
	All students will be required to take this course	
III	A report of not more than 10,000 words on a project selected with the approval of the candidate's teachers.	

Paper 6, options (f) to (j) are half unit versions of Paper 4/5, options (a) to (e). Students are not permitted to take corresponding options in both Paper 4/5 and Paper 6. Not all the courses listed under Papers 4/5 and 6 will necessarily be available every year.

A candidate who does not at his/her first entry successfully complete the examination or part of the examination for which he/she has 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 until the examination in a subsequent year.

Dates of Examination

Written papers: May – June
Dissertation: September

Course Guides**IS461****Regimes of enunciation: A critique of pure information (Half unit course)**

Teacher Responsible: Professor Bruno Latour, Room S116B and Dr. Edgar A. Whitley, Room S105b

Availability and Restrictions: This course is an optional stream for the M.Sc. in Analysis, Design and Management of Information Systems and is also open to M.Sc. and Ph.D. students from other departments. **Core Syllabus:** The widespread use of information and computing technologies has led to the myth that information is simply transportation without deformation. This course aims to provide a critique of this view by considering various regimes of enunciation of information which are not simply transportation without deformation.

Course Content: The course examines various regimes of enunciation: technology, reference, figuration, presence,

interpolation, politics and law. Through the analysis of detailed empirical studies, the course will determine the various conditions of felicity associated with each regime to allow meaningful analysis of, and discrimination between, the various regimes. Students then apply this analysis to a contemporary case study to demonstrate the various regimes.

Teaching Arrangements: The course is taught through 20 hours of lectures and 10 hours of seminars in the Lent Term.

Suggested Readings: Indicative readings are given below. A full reading list will be provided at the start of the course. Michel Callon, *The laws of the markets*, Blackwell (1998); J. Gibson, *The ecological approach to visual perception*, Lawrence Erlbaum Associates, Hillsdale, New Jersey (1986); E. Hutchins, *Cognition in the wild*, MIT Press, Cambridge, MA. (1995); W. James, *Pragmatism*, Harvard University Press, Cambridge, MA (1975 [1907]); Carie Jones & Peter Galison, *Picturing Science, Producing Art*, Routledge (1998); G. Leibniz, *The Monadology and other writings* (1925); Gilles Deleuze & Felix Guattari, *What is Philosophy*, Columbia University Press, New York (1994); A. Pickering, *The mangle of practice: Time, agency and science*,

University of Chicago Press (1995); R. Richard Powers, *Galatea 2.2: A novel*, Farrar Straus Giroux, New York (1995).

Method of Assessment: The course is assessed by a 5,000 word essay and assignments completed during the term.

IS470**Information Systems (Half unit course)**

Teacher Responsible: Dr. J. Liebenau, Room S111. Other teacher involved: Dr. E. Whitley, Room S105b

Availability and Restrictions: This course is compulsory for the M.Sc. in the Analysis, Design and Management of Information Systems. A basic knowledge of computing is required.

Core Syllabus: This course concentrates on a wide range of issues currently relevant to computer-based information systems, examined from theoretical and practical perspectives.

Course Content: The course provides an introduction to the social, political and economic context of informatics and information systems. Its progresses through the basic levels of aggregation, covering individual, group, organisation, nation, region, and world-wide trends. Each lecture explores themes from a variety of viewpoints, usually including sociological, political, and economic approaches, and sometimes a philosophical perspective. Students will also have a teamwork exercise in the practical assessment of software.

Teaching Arrangements: 10 two-hour lectures, and five two-hour classes in the Michaelmas Term.

Reading List: Many readings will be made available in packets for students. Other references include: J. Liebenau & J. Backhouse, *Understanding Information*, Macmillan, 1990; J. Liebenau & G. Harindranath, *Information Technology Policies and Applications in the Commonwealth Developing Countries*, Commonwealth Secretariat, London, 1993; W. J. Orlikowski, G. Walsham, M. R. Jones & J. I. DeGross (Eds.), *Information Technology and Changes in Organisational Work*, Chapman & Hall, 1996.

Methods of Assessment: The course is examined by one 5,000 word essay (70%) and the assessment of the software teamwork exercise (30%).

IS471**Systems Development (Half unit course)**

Teacher Responsible: Dr. T. Cornford, Room S106. Other teacher involved: Dr. J. Siemer, Room S109

Availability and Restrictions: This course is compulsory for the M.Sc. in Analysis, Design and Management of Information Systems. It is available as an outside option to other M.Sc. students. A basic knowledge of computing, including hardware, software and programming is expected.

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.

Course Content: The course considers the framing, resourcing and execution of systems development projects within organisational contexts. Particular attention is given to problem structuring and problem design issues. Contemporary analysis and design approaches are critically reviewed. Issues of the design and construction of systems are considered, as well as the implementation of new systems into organisational contexts. The course considers systems development activities within a life cycle model, but contrasts this approach with other contemporary process models.

Teaching Arrangements: 10 two-hour lectures, five one-hour lectures and 10 one-hour classes in the Michaelmas Term.

Reading List: C. Avgerou & T. Cornford, *Developing Information Systems: Concepts, Issues and Practice* (2nd edition), Macmillan, 1998; 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. Selected reading references to other books and papers will be provided.

Method of Assessment: There is a three-hour examination in the Summer Term.

IS472**Information Systems Management (Half unit course)**

Teacher Responsible: Professor I. O. Angell, Room S102. Other teachers involved: Professor C. Ciborra and Ms. M. Mitev

Availability and Restrictions: This course is compulsory for the M.Sc. in the Analysis, Design and Management of Information Systems. It is available as an outside option to other M.Sc. students. A basic knowledge of computing is required.

Core Syllabus: This course examines management and organisational issues involved in the introduction and operation of computer-based information systems in business.

Course Content: The course discusses the proposals for the use of information technology for competitive advantage in business and examines issues involved in the management of the technology, including policies for strategic planning, project management and the implementation of computer-based systems. Organisational problems are addressed, including end-user computing and the evaluation of computer-based information systems. Case studies are used to demonstrate the key issues.

Teaching Arrangements: 10 one-hour lectures, 10 classes and five two-hour seminars in the Michaelmas Term.

Reading List: I. O. Angell & S. Smithson, *Information Systems Management: Opportunity and Risk*, Macmillan, 1991; R. D. Galliers & B. S. H. Baker, *Strategic Information Management*, Butterworth Heinemann, 1994; H. J. Watson *et al.* (Eds.), *Information Systems for Management*, 3rd edn., BPA, 1987; R. H. Sprague & B. C. McNurlin, *Information Systems Management in Practice*, 3rd edn., Prentice Hall, 1993; J. C. Wetherbe, V. T. Dock & S. L. Mandell, *Readings in Information Systems*, plus other books and journal articles.

Methods of Assessment: There is a two-hour formal examination in the Summer Term.

IS473**Interpretations of Information**

Teacher Responsible: Dr. Edgar A. Whitley, Room S105b. Other teacher involved: Dr. L. Inrona, Room S116

Availability and Restrictions: This course is an option for the M.Sc. in the Analysis, Design and Management of Information Systems.

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.

Course Content: The course is structured around a number of themes including: representations of the world; speech act theory; the social construction of technology; technology as prothesis; software as frozen organisational discourse; decision support technology; the manager; management; power; information; management information systems; strategies and the concept of risk; the gendered organisation of work. Each of the themes is introduced and explored in relation to the appropriate critical literature which is then applied to information systems issues.

Teaching Arrangements: The course is taught through 20 hours of lectures and 10 hours of classes in the Lent Term.

Suggested Readings: Indicative readings are given below. A full reading list will be provided at the start of the course. U. Beck, *The Risk Society: Towards a New Modernity*, Sage (1986/1992); W. E. Bijker, T. P. Hughes & T. Pinch, *The Social Construction of Technological Systems: New directions in the sociology and history of technology*, The MIT Press, Cambridge, MA (1987); H. M. Collins, *Artificial Experts: Social knowledge and intelligent machines*, The MIT Press, Cambridge, MA (1990); D. J. Haraway, *Simians, Cyborgs and Women: The Reinvention of Nature*, Free Association Press, London, (1991); M. Heidegger, *Being and Time* (trans. J. Macquarrie & E. Robinson), Basil Blackwell (1962 [1937]); L. D. Inrona, *Management, Information and Power*, Macmillan (1997); B. Latour, *We Have Never Been Modern* (trans. Catherine Porter), Harvester, New York (1993); M. Polanyi, *The Tacit Dimension*, Peter Smith, Gloucester, MA (1996); J. R. Searle, *The Construction of Social Reality*, The Penguin Press (1995); H. Von Foerster, *In Principles of Self-Organization-In a Socio-Managerial Context Self-organization and management of social systems* (H. Ulrich & G. J. Probst Eds.), 2B24, Springer-Verlag, Berlin (1984); L. Wittgenstein, *Philosophical Investigations* (trans. G. E. M. Anscombe), Basil Blackwell (1956).

Methods of assessment: A three-hour examination in the Summer Term and an individual essay (up to 5,000 words) on an approved topic. Each component accounts for 50% of the final assessment.

IS474

Implementation and Use of Information Systems

Teacher Responsible: Dr. T. Cornford, Room S106. Other teacher involved: Dr. C. Avgerou, Room S104.

Availability and Restrictions: This is an optional course for the M.Sc. in Analysis, Design and Management of Information Systems.

Core Syllabus: This course examines critically and comparatively multiple facets of the organisational experience of systems development, implementation and use. We move away from the narrow, prescriptive and normative views of the life cycle of information systems, to emphasise multiple interpretations among multiple stakeholders, and the situated interaction between the process of IS development and organisational change.

Course Content: The main focus of the course is on aspects of IS implementation processes, and their life in use. This is in contrast to a conventional perspective which is driven by development issues. The course introduces a number of theoretical perspectives on systems development, change management and information use, as well as research approaches used for investigating organisational information systems. Key topics considered include: the relationship between systems development and organisational change, stakeholder roles and processes of participation, technological constraints and opportunities, group and team perspectives, evaluation and learning.

Teaching Arrangements: 5 one-hour lectures, 9 two-hour seminars and 5 one-hour research classes in the Lent Term.

Reading List: G. Walsham, *Interpreting Information Systems in Organisations*, Wiley, 1993; T. K. Landauer, *The Trouble with Computers: Usefulness, Usability, and Productivity*, MIT Press, 1996; S. Zuboff, *In the Age of the Smart Machine*, Heinemann, 1988; W. Cotterman & J. Senn, *Challenges and Strategies for Research in Systems Development*, Wiley, 1992. Selected reading references to other books and journal literature will be provided.

Method of Assessment: A three-hour examination in the Summer Term and an individual essay (up to 5,000 words) on an approved topic. Each component accounts for 50% of the final assessment.

IS475

International IT Policy and Economic Development

Teacher Responsible: Dr. S. Madon, Room S.105a. Other teachers involved: Dr. C. Avgerou, Room S 104; Dr. J. Liebenau Room S 111

Availability and Restrictions: This course is an option for the M.Sc. in the Analysis, Design and Management of Information Systems. Other M.Sc. students may follow this course but a good knowledge of information technology is required.

Core Syllabus: This course is concerned with the consequences of IT and with the role of IT in the economies and societies of both industrialised and developing nations. This provides the basis for discussing national and supra-national IT policies and their likely consequences for economic development.

Course Content: The unit is modularised into three components: a) The first module considers the concepts of the information society and the information economy in terms of socio-economic development centred around the production, diffusion and usage of information resources and information technologies throughout society. Particular emphasis is placed on the presentation of case studies of governments involved in the creation of an information economy and of telecommunications and related industries.

b) The second module covers the impact of information technology on socio-economic development drawing from literature on development theory and appropriate technology. The main emphasis in this module is on the public sector and we draw on case studies of information systems for rural development planning and for the management of 'megacities'.

c) The third module considers the development, use and impact of information systems within diverse socio-organisational contexts. Case studies will be used to consider the significance of contextual and institutional factors that affect the processes of information systems development and organisational change.

Teaching Arrangements: 10 three-hour seminars and 10 research classes in the Lent Term.

Reading List: S. C. Bhatnagar & M. Odedra (Eds.), *Social implications of computers in developing countries*, McGraw Hill, 1992; M. Odedra (Ed.), *Global information technology and socio-economic development*, 1996; G. Harindranath & J. Liebenau, *Information technology policies and applications in the Commonwealth developing countries*, 1993; G. Grant & J. Liebenau, *Information systems capability building* (forthcoming, 1998); G. Harindranath & J. Liebenau, *National Information Infrastructure Policies in International Perspective*, UNIDO, Vienna, 1998

Methods of Assessment: A three-hour examination in the Summer Term and an individual essay (up to 5,000 words) on an approved topic. Each component accounts for 50% of the final assessment.

IS476

Security in Information Systems for Organisations (Not available 1998-99)

Teacher Responsible: Dr James Backhouse, Room S113

Availability and Restriction: This stream is optional for the M.Sc. in the Analysis, Design and Management of Information Systems.

Core Syllabus: To examine the major risks to information assets in organisations and the techniques for controlling and managing those risks and for securing information. To illustrate principles for security which aid in the development of secure procedures and standards in organisations.

Course Content: Basic concepts: information, systems, responsibility, security and breaches; changing patterns of risk and risk management; security policy; security management; cryptosystems – principles and policy; electronic commerce – vulnerabilities and safeguards; limits of the law in enforcing information security; security evaluation, formal models and technical standards for secure systems; implementation of systems and issues of security and integrity; methods for developing secure systems.

Teaching Arrangements: 10 two-hour lectures, 10 one-hour classes, five two-hour seminars in the Lent Term

Reading List: Russell & Gangemi, *Computer Security Basics*, O'Reilly and Associates, 1991; K. Dietrich et al. (Eds.), *Computer Security and Information Integrity*, North Holland, 1991; C. Pflieger, *Security in Computing*, 2nd edn., Prentice Hall, 1997; S. A. Baase, *Gift of Fire: Social, Legal and Ethical Issues in Computing*, Prentice Hall, 1997; Frederick B. Cohen, *Protection and Security on the Information Superhighway*, Wiley, 1995.

Method of Assessment: A three-hour examination in the Summer Term and an individual essay (up to 5,000 words) on an approved topic. Each component accounts for 50% of the final assessment.

IS477

Interorganisational Information Systems

Teacher Responsible: Dr. Steve Smithson, Room S110. Other teacher involved: Dr. S. Scott, Room S103

Availability and Restrictions: This course is optional for M.Sc. Analysis, Design and Management of Information Systems.

Core Syllabus: The organisational, managerial, technological and theoretical aspects of computer-based interorganisational information systems.

Course Content: Underlying technologies: data communication networks, Internet, World Wide Web, Intranets, and electronic data interchange. Practical and management aspects of the diverse technologies. Electronic commerce and the impact on interorganisational relationships. Theoretical perspectives including transaction cost analysis and resource dependence theory. New organisational forms, such as networked organisations and teleworking.

Teaching Arrangements: 10 two-hour seminars, 10 one-hour classes and 10 one-hour workshops in the Lent Term.

Reading List: M. Scott Morton (Ed.), *The Corporation of the 1990s*, Oxford University Press, New York, 1991; R. Baskerville, et al. (Eds.), *Transforming Organisations with Information Technology*, North Holland, Amsterdam, 1994; H. Mintzberg, *The Structuring of Organisations*, Prentice Hall, 1979; H. K. C. Pfeiffer, *The Diffusion of Electronic Data Interchange*, Physica Verlag, Heidelberg, 1992; A. Ford & T. Dixon, *Spinning the Web*, 2nd edn., Thomson, 1996; plus various journal articles

Method of Assessment: A three-hour examination in the Summer Term and an individual essay (up to 5,000 words) on an approved topic. Each component accounts for 50% of the final assessment.

IS481

Aspects of Information (Half unit course)

Teacher Responsible: Dr. Edgar A. Whitley, Room S105b. Other teacher involved: Dr. L. Introna, Room S116

Availability and Restrictions: This course is an option for the M.Sc. in the Analysis, Design and Management of Information Systems. Other M.Sc. 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.

Course Content: The course is structured around a number of themes including: representations of the world; speech act theory; the social construction of technology; technology as prothesis; software as frozen organisational discourse; decision support technology; the manager; management; power; information; management information systems; strategies and the concept of risk; the gendered organisation of work. Each of the themes is introduced and explored in relation to the appropriate critical literature which is then applied to information systems issues.

Teaching Arrangements: The course is taught through 20 hours of lectures in the Lent Term.

Suggested Readings: Indicative readings are given below. A full reading list will be provided at the start of the course. U. Beck, *The Risk Society: Towards a New Modernity*, Sage (1986/1992); W. E. Bijker, T. P. Hughes & T. Pinch, *The Social Construction of Technological Systems: New directions in the sociology and history of technology*, The MIT Press, Cambridge, MA (1987); H. M. Collins, *Artificial experts: Social Knowledge and Intelligent Machines*, The MIT Press, Cambridge, MA (1990); D. J. Harraway, *Simians, Cyborgs and Women: The Reinvention of Nature*, Free Association Press, London, (1991); M. Heidegger, *Being and time* (trans. J. Macquarrie & E. Robinson), Basil Blackwell (1962 [1937]); L. D. Introna *Management, Information and Power*, Macmillan (1997); B. Latour, *We Have Never Been Modern* (trans. Catherine Porter), Harvester, New York (1993); M. Polanyi, *The tacit dimension*, Peter Smith, Gloucester, MA (1996); J. R. Searle, *The Construction of Social Reality*, The Penguin Press (1995); H. Von Foerster, *In Principles of Self-Organization-In a Socio-Managerial Context Self-organization and management of social systems* (H. Ulrich & G. J. Probst Eds.), 2B24, Springer-Verlag, Berlin (1984); L. Wittgenstein, *Philosophical investigations* (trans. G. E. M. Anscombe), Basil Blackwell (1956).

Methods of Assessment: A three-hour examination in the Summer Term.

IS482

Aspects of the Implementation and Use of Information Systems**(Half unit course)**

Teacher Responsible: Dr. T. Cornford, Room S106. Other teacher involved: Dr. C. Avgerou, Room S 104

Availability and Restrictions: This is an optional course for the M.Sc. in Analysis, Design and Management of Information Systems. This course is a half unit version of IS474 **Implementation and Use of Information Systems** and cannot be taken with the latter course.

Core Syllabus: This course examines critically and comparatively multiple facets of the organisational experience of systems development, implementation and use. We move away from the narrow, prescriptive and normative views of the life cycle of information systems, to emphasise multiple interpretations among multiple stakeholders, and the situated interaction between the process of IS development and organisational change.

Course Content: The main focus of the course is on aspects of IS implementation processes, and their life in use. This is in contrast to a conventional perspective which is driven by development issues. The course introduces a number of theoretical perspectives on systems development, change management and information use, as well as research approaches used for investigating organisational information systems. Key topics considered include: the relationship between systems development and organisational change, stakeholder

roles and processes of participation, technological constraints and opportunities, group and team perspectives, evaluation and learning.

Teaching Arrangements: five one-hour lectures, nine two-hour seminars and five one-hour research classes in the Lent Term.

Reading List: G. Walsham, *Interpreting Information Systems in Organisations*, Wiley, 1993; T. K. Landauer, *The Trouble with Computers: Usefulness, Usability, and Productivity*, MIT Press, 1996; S. Zuboff, *In the Age of the Smart Machine*, Heinemann, 1988; W. Cotterman & J. Senn, *Challenges and Strategies for Research in Systems Development*, Wiley, 1992. Selected reading references to other books and journal literature will be provided.

Method of Assessment: A three-hour examination in the Summer Term.

IS483

Aspects of International IT Policy and Economic Development**(Half unit course)**

Teacher Responsible: Dr. S. Madon, Room S.105a. Other teachers involved: Dr. C. Avgerou, Room S 104; Dr. J. Liebenau Room S 111

Availability and Restrictions: This course is an option for the M.Sc. in the Analysis, Design and Management of Information Systems. Other M.Sc. students may follow this course but a good knowledge of information technology is required. This course is a half unit version of IS475 **International IT Policy and Economic Development** and cannot be taken with the latter course.

Core Syllabus: This course is concerned with the consequences of IT and with the role of IT in the economies and societies of both industrialised and developing nations. This provides the basis for discussing national and supra-national IT policies and their likely consequences for economic development.

Course Content: The unit is modularised into three components: a) The first module considers the concepts of the information society and the information economy in terms of socio-economic development centred around the production, diffusion and usage of information resources and information technologies throughout society. Particular emphasis is placed on the presentation of case studies of governments involved in the creation of an information economy and of telecommunications and related industries.

b) The second module covers the impact of information technology on socio-economic development drawing from literature on development theory and appropriate technology. The main emphasis in this module is on the public sector and we draw on case studies of information systems for rural development planning and for the management of 'megacities'.

c) The third module considers the development, use and impact of information systems within diverse socio-organisational contexts. Case studies will be used to consider the significance of contextual and institutional factors that affect the processes of information systems development and organisational change.

Teaching Arrangements: 10 three-hour seminars in the Lent Term.

Reading List: S. C. Bhatnagar & M. Odedra (Eds.), *Social implications of computers in developing countries*, McGraw Hill, 1992; M. Odedra (Ed.), *Global information technology and socio-economic development*, 1996; G. Harindranath & J. Liebenau, *Information technology policies and applications in the Commonwealth developing countries*, 1993; G. Grant & J. Liebenau, *Information systems capability building* (forthcoming, 1998); G. Harindranath & J. Liebenau, *National Information Infrastructure Policies in International Perspective*, UNIDO, Vienna, 1998.

Methods of Assessment: A three-hour examination in the Summer Term.

IS484

Aspects of Security in Information Systems**(Half unit course)**

Teacher Responsible: Professor I. O. Angell, Room S102.

Availability and Restrictions: This is optional for the M.Sc. Analysis, Design and Management of Information Systems. Familiarity with computer-based information systems is required.

Core Syllabus: To identify and develop durable principles and to illuminate underlying concepts for the management of security which cover the full range and scope of information systems in organisations.

Course Content: The orthodox security principles: confidentiality, integrity, availability. Principles of information systems analysis for security; concept of analysis; basic features of information systems, semiotic model. Principles of policy for security. Principles of risk and contingency. Principles of communication and security issues; theory of communication; pragmatics of security from speech act theory. Principles underlying semantics of security and the security of semantics; integrity as question of consistency, ethics and moral standards; fraud. Essentials in secure databases and programs. Fundamental concepts in hacking and sabotage: misuse in the technical systems, malicious damage and physical security. Nature of insecure computing: economic, competitive and organisational aspects. Nature of responsibility and organisational theory applied to security. Developing professional practices, codes of conduct, standards and ethics. Principles of standardisation and systems security; standards setting bodies, interest groups. Data encryption fundamentals. Network security principles. Case studies.

Teaching Arrangements: 10 two-hour lectures in Lent Term.

Reading List: J. R. Beniger, *The Control Revolution, Technological and Economic Origins of the Information Society*, Harvard University Press, 1986; W. Caelli et al., *Information Security Handbook*, Macmillan, 1994; T. Forester & P. Morrison, *Computer Ethics: Cautionary Tales and Ethical Dilemmas*, Basil Blackwell, 1990; J. Liebenau & J. Backhouse, *Understanding Information: an Introduction*, Macmillan, 1990; I. J. Lloyd, *Information Technology Law*, Butterworths, 1993; C. Pfleeger, *Security in Computing*, Prentice Hall, 1989; G. Robb, *White Collar Crime in Modern England*, Cambridge, 1992; M. R. Smith, *Commonsense Computer Security*, 2nd edn., McGraw Hill, 1993; W. Cheswick & S. Bellovin, *Firewalls and Internet Security*, Addison Wesley Professional Computing Series, 1994; D. Russell & S. Gangemi, *Computer Security Basics*, O'Reilly Associates, 1992.

Methods of Assessment: There is a three-hour formal examination in the Summer Term.

IS485

Aspects of Interorganizational Information Systems (Half unit course)

Teacher Responsible: Dr. S. Smithson, Room S110. Other teacher involved: Dr. S. Scott, Room S103

Availability and Restrictions: This course is optional for M.Sc. Analysis, Design and Management of Information Systems.

Core Syllabus: The organizational, managerial, technological and theoretical aspects of computer-based interorganizational information systems.

Course Content: Underlying technologies: data communication networks. Internet, World Wide Web, intranets, and electronic data interchange. Practical and management aspects of the diverse technologies. Electronic commerce. Impact on interorganizational relationships. Theoretical perspectives including transaction cost analysis and resource dependence theory. New organisational forms, such as networked organisations and teleworking.

Teaching Arrangements: 10 two-hour seminars and 10 one-hour classes in the Lent Term.

Reading List: M. Scott Morton (Ed.), *The Corporation of the 1990s*, Oxford University Press, New York, 1991; R. Baskerville, et al. (Eds.), *Transforming Organisations with Information Technology*, North Holland, Amsterdam, 1994; H. Mintzberg, *The Structuring of Organisations*, Prentice Hall, 1979; H. K. C. Pfeiffer, *The Diffusion of Electronic Data Interchange*, Physica Verlag, Heidelberg, 1992; A. Ford & T. Dixon, *Spinning the Web*, 2nd edn., Thomson, 1996; plus various journal articles.

Method of Assessment: A three-hour examination in the Summer Term.

IS486

Topics in Information Systems (Half unit course)

Teacher Responsible: Dr. E. Whitley, Room S105b. Other teachers involved: Professor I. O. Angell, Room S 102, Mr. A. Kelman, Mr. W. M. Mayon-White, Mr. S. Davies

Availability and Restrictions: This course is optional for the M.Sc. Analysis, Design and Management of Information Systems. Students will choose one of the four options below.

Core Syllabus: An examination of new trends in information systems.

(a) Global Consequences of Information Technology

Course Content: Taught by Professor I. O. Angell. An investigation into the effect of advances in information technology on underlying social structures - particularly commercial and political structures.

Reading List: M. S. Scott Morton, *Interorganizational Information Systems, The Corporation of the 1990s*, OUP, 1991; William Gibson, *Neuromancer*, Grafton Books; Jane Jacobs, *Systems of Survival*, Hodder & Stoughton; Friedrich Hayek, *The Road to Serfdom*, University of Chicago Press; Sun Tzu, *The Art of War*, Oxford University Press; Ronald Coase, *The Firm, the Market and the Law*, University of Chicago Press; Robert Reich, *The Work of Nations*, Simon & Schuster; Kenichi Ohmae, *The Borderless World*, Fontana; Michael Porter, *The Competitive Advantage of Nations*, Macmillan.

(b) Information Security and the Law

Course Content: Taught by Mr. A. Kelman. A legal model for information security: why is electronic information different?; new technologies; effect of new technologies on the law and privacy; EC information security: Why harmonisation? legislation; information security initiatives; UK information security: positive legislation, code of practice; contracts: hardware, software, facilities management, services; public procurement: IPRs, virus indemnities, warranties, testing; legislation affecting contacts; employment: security checks and vetting, employment contracts; crime legislation: CMA; Interception of Telecommunications Act [etc.], substantive crime, investigation; liability: standards of liability: negligence, strict liability, duty of care: liability arising from computer systems: product liability; who can be liable?; defences; communications: legal issues: EDI, messaging, e-mail, bulletin boards, electronic publishing [etc.], liability: operators, carriers [etc.]; procedural issues: computer-generated evidence, jurisdiction, standards.

Reading List: D. Bainbridge, *Introduction to Computer Law*, Pitman Publishing, 1993; C. Pounder & F. Kosten, *Managing Data Protection*, Butterworth-Heinemann, 1992; E. Giannantonio (Ed.), *Law and Computers: Selected Papers from the 4th International Conference of the Italian Corte Suprema di Cassazione*, Giuffrè, 1991; B. Hewson, *Seizure of Confidential Material*, Butterworths, 1993; B. Wright, *Law of Electronic Commerce*, Little Brown and Company, 1991; S. Saxby (Ed.), *Encyclopedia of information technology law*, Sweet and Maxwell, 1990.

(c) Electronic Document Management and Related New Technologies

Course Content: Taught by Mr. W. Mayon-White. The origins and growth of electronic document management (EDM) and work flow in the context of the wider office automation debate. The course will consider a range of new technologies associated with document management, including electronic data interconnection, intranets, and work flow systems. We will use case studies from the pharmaceuticals, engineering and financial services industries, in addition to government.

Reading List: A complete list will be made available at the start of the course. L. Bannon, 'ACSCW - a challenge to certain (G) DSS perspectives on the role of decisions, information, and technology in organisations?' in P. Humphreys, S. Ayesteran, B. Mayon-White & A. McCosh, *Decision Support in Organisational Transformation*, Chapman Hall, 1997; M. A. Lacity & R. Hirschheim, *Information Systems Outsourcing*, Wiley, 1993; C. Mabey & W. M. Mayon-White, *Managing Change* (2nd edn.), Paul Chapman, 1993; W. M. Mayon-White, B. W. Dyer & R. Peggram et al., *Code of Practice for Legal Admissibility of Information Stored on Electronic Document Management Systems*, BSI DISC PD0008, British Standards Institution, 1996; W. M. Mayon-White & B. W. Dyer, *Principles of Good Practice for Information Management* (2nd edn.), BSI DISC PD0010, British Standards Institution, 1997; M. J. D. Sutton, *Document Management for the Enterprise - Principles, Techniques and Application*.

(d) Principles of Privacy and Data Protection

Course Content: Taught by Mr. Simon Davies. The history, principles, legal infrastructure, implementation and implications of modern data protection. The forthcoming data protection regimes in the UK and Europe in the context of the modern information technology environment.

Reading List: The course covers a wide spectrum of aspects of data protection, and will use the following texts: David Flaherty, *Protecting Privacy in Surveillance Societies*, University of North Carolina Press, 1989; Colin Bennet, *Regulating privacy: data protection and public policy in Europe and the United States*, Cornell University Press, 1992; Phillip Agre & Marc Rotenberg (Eds.), *Technology and privacy: the new landscape*, MIT Press, 1997; James Michael, *Privacy and human rights*, UNESCO, 1994.

IS487

Software Engineering (Half unit course) (Not available 1998-99)

Teacher Responsible: Dr. J. Siemer, Room S109

Availability and Restrictions: This course is optional for the M.Sc. Analysis, Design and Management of Information Systems. A knowledge of information systems development to the level of IS471 Systems Development is assumed.

Core Syllabus: The course aims to give students a theoretical and practical introduction to programming and the key principles of software engineering.

Course Content: Introduction to programming languages and coding (the course currently teaches Delphi); issues of software engineering: the software crisis; requirements specification; software design issues including the representation and decomposition of a system specification; design techniques based on formal methods; object-oriented approaches; software testing; maintenance; software prototyping; software development tools; management of software production.

Teaching Arrangements: 20 one-hour lectures and 10 two-hour classes in the lent term. Regular project meetings with the course teacher.

Reading List: R. S. Pressman, *Software Engineering: A Practitioners Approach*, 4th edn., McGraw Hill, 1997; I. Sommerville, *Software Engineering*, 5th edn., Addison-Wesley, 1996; H. van Vliet, *Software Engineering: Principles and practice*, John Wiley & Sons, 1993; F. P. Brooks, *The Mythical Man Month*, Addison Wesley, 1995; S. Conger, *The New Software Engineering*, Wadsworth Publishing, 1994; S. Skidmore, *Introducing Software Design*, 2nd edn., NCC Blackwell, 1996; C. Myers (Ed.), *Professional Awareness in Software Engineering - Or should a software engineer wear a suit?*, McGraw-Hill Book Company, 1995; A. Davis, *Software requirements: Analysis and specification*, Prentice Hall, 1990; F. Engo, *How to Program Delphi 3*, Ziff-Davis Press, Emeryville, California 1997; D. Brown, *Object-Oriented Analysis - Objects in Plain English*, John Wiley & Sons, New York, 1997; P. Coad & E. Yourdon, *Object-Oriented Analysis*, Prentice Hall, 1991; B. Potter, J. Sinclair & D. Till, *An Introduction to Formal Specification and Z*, Prentice Hall, 1996.

Methods of Assessment: A two-hour formal examination in the Summer Term accounts for 60% of the mark. A practical group project accounts for 40%.

IS490

Information Technology: Issues and Skills

Teacher Responsible: Dr. C. Avgerou, Room S 104. Other teacher involved: Dr. S. Smithson, Room S110.

Availability and Restrictions: This course is a compulsory but non-assessed part of the M.Sc. in the Analysis, Design and Management of Information Systems.

Core Syllabus: This course provides students with the technological context of information systems and the opportunity to learn (or revise) essential skills in the use of particular software

packages as well as research skills relevant to the study of information systems. It also provides a forum for seminars by visiting speakers.

Course Content: A critical overview of the changing nature of information technology including databases, human-computer interfaces, networks and computer-supported cooperative work. Practical laboratory-based instruction in relevant software packages, including a database, spreadsheet, bibliographic software, web browser, and word-processor. Weekly seminars given by various visiting speakers from academia and industry who will discuss a wide range of issues relevant to contemporary information systems.

Teaching Arrangements: 20 two-hour seminars in Michaelmas and Lent Terms, 10 one-hour lectures (Michaelmas Term), eight three-hour computer workshops (Michaelmas Term) and three two-hour classes (Lent Term).

Reading List: T. Cornford & S. Smithson, *Project Research in Information Systems*, Macmillan, 1996; B. Shneiderman, *Designing the User Interface*, 2nd edn., Addison Wesley, 1992; B. Eaglestone, *Relational Databases*, Stanley-Thornes, 1991; other books and journal articles will be recommended.

Method of Assessment: This course is not formally assessed.

IS900

Nature and society: The contribution of science studies

Teacher Responsible: Professor Bruno Latour, Room S116b

Availability and Restrictions: This course is open to all staff and students at the School.

Core Syllabus: This course will explore the intersection among three disciplines: science studies, political ecology and social theory. The thread will be, first, to review and, second, to renew the close connection that has always existed between the constantly changing conceptions of society and those of nature. Course Content: Comparative anthropology; the invention of the collective; the politics of non-humans; an alternative to the difference between facts and values; the redistribution of skills necessary for nonmodernity

Teaching Arrangements: The course is taught through 10 one-hour lectures and 10 one-hour seminars in the Lent Term.

Suggested Readings: Indicative readings are given below. A full reading list will be provided at the start of the course. U. Beck, *Ecological politics in the age of risk*, Polity Press, 1995; Luc Boltanski & Laurent Thivenot, *De la justification. Les iconomies de la grandeur*, Gallimard, Paris, 1991; P. Descola & G. Palsson, *Nature and society: Anthropological perspectives*, Routledge, 1996; Peter Galison, *Image and Logic. A Material Culture of Microphysics*, University of Chicago Press, 1997; D. Western, R. M. Wright & S. Strum, *Natural Connections: Perspectives in Community-based Conservation*, Island Press, Washington DC, 1994; S. Shapin & S. Schaffer, *Leviathan and the air-pump: Hobbes, Boyle, and the experimental life*, Princeton University Press, 1985; Isabelle Stengers, *Cosmopolitiques La découverte & Les Empêcheurs de penser en rond*, Paris, 1996.

Method of Assessment: This course is not assessed.

Department of International History

M.A./M.Sc. History of International Relations

The course will extend over one calendar year, or in the case of part-time students over two calendar years.

The Examination will consist of three papers and a dissertation. The degree will be awarded to candidates who satisfy the Board of Examiners in three papers, normally sat in June, and a dissertation, normally submitted no later than 15 September.

Students following the part-time course may, with the approval of the School, take the examination in two parts. The first part will normally consist of papers up to the value of two whole units, taken after completion of courses for those papers. The second part will consist of the remaining paper(s) and the dissertation, and will be taken in the final year of the course. A candidate who does not at his/her first entry successfully complete the examination or part of the examination for which he/she has 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 until the examination in a subsequent year.

For some courses a reading knowledge of at least one European language in addition to English would be an advantage.

Branch 1. International History in the Twentieth Century

Paper Number	Paper Title	Course Guide Number
1.	International History in the Twentieth Century (candidates may concentrate upon either the period to c.1965, or the period since 1945)	HY400
2.	One special subject:	
(a)	The Great War, 1914–1918	HY406
(b)	The Russian Revolution, 1914–1921	HY419
(c)	Spain and the Great Powers, 1936–1953: Civil War, World War, Cold War	HY412
(d)	The Origins and Conduct of the Second World War, 1935–1945 (not available 1998/99)	HY409
(e)	Germany's New Order in Europe, 1939–1945	HY413
(f)	Nationalism, Communism and Conflict in East Asia, 1933–54	HY408
(g)	The European Settlement, 1944–1946 (not available 1998/99)	HY410
(h)	French External Relations in the Era of de Gaulle, 1940–1969 (not available 1998/99)	HY414
(i)	The Establishment of Communism in Central Europe, 1945–1956	HY416
(j)	Great Britain and her Western Allies, 1948–1954 (not available 1998/99)	HY404
(k)	The Suez Crisis: Origins and Impact, 1945–1962 (not available 1998/99)	IR428
(l)	The Crisis of Hegemony: American Foreign Policy from Kennedy to Ford, 1961–1976 (Students taking this paper must concentrate on the period before c. 1965 in paper 1)	HY417
(m)	History of the Arab-Israeli Conflict, 1948 to the present	HY421
(n)	Britain and the Modern World: Power and Decline since 1870	HY428
3. Either:	A second special subject from the list above	
or:	A paper from another Master's degree taught at the School complementary with the other papers chosen by the candidate (subject to the approval of the candidate's supervisor and the teachers concerned). This may include paper HY401 Europe: Unity and Disunity since the Renaissance in Branch 2 of the MA/MSc.	
4.	Dissertation, of not more than 10,000 words on a topic within the field of the period selected	

Dates of Examination

Written papers June
Essay Not later than 15 September

Branch 2. The Making of Contemporary Europe

Paper Number	Paper Title	Course Guide Number
1.	Europe: Unity and Disunity since the Renaissance	HY401
2&3. Either	One paper from section I and one from section II	
Or	Two papers from section I	
Or	Two papers from section II, one of which must be from II(a) or II(b)	
I	(a) Cobden, Free Trade and Europe, 1846–1882	HY403
	(b) The European Enlightenment, c 1680–1830	HY426
	(c) The Great War, 1914–1918	HY406
	(d) Germany's New Order in Europe, 1939–1945	HY413
	(e) Spain and the Great Powers, 1936–1953: Civil War, World War, Cold War	HY412
	(f) French External Relations in the Era of de Gaulle, 1940–1969 (not available 1998/99)	HY414
	(g) Britain and the Modern World: Power and Decline since 1870	HY428
II	(a) European Integration in the Twentieth Century	HY411
	(b) Europe since 1945	EU418
	(c) A paper from another Master's degree taught at the School complementary with the other papers chosen by the candidate (subject to the approval of the candidate's supervisor and the teachers concerned)	
4.	Dissertation, of not more than 10,000 words on a topic within the field of the period selected	

Dates of Examination

Written papers June
Essay Not later than 15 September

M.Sc. Theory and History of International Relations

The course will extend over one calendar year, or in the case of part-time students over two calendar years.

The examination will consist of three papers and a dissertation. The degree will be awarded to candidates who satisfy the Board of Examiners in three papers, normally sat in June, and a dissertation, normally submitted no later than 15 September. Students following the part-time course may, with the approval of the School, take the examination in two parts. The first part will normally consist of two papers, taken after completion of the courses for those papers. The second part will consist of the remaining elements of the examination, and will be taken in the final year of the course. Part-time students who fail the first part of the examination may be permitted by the School to re-enter for the first part and to enter for the second part of the same examination and, if on that occasion the examination is failed, to make one further attempt at the whole examination.

Paper Number	Paper Title	Course Guide Number
1.	International History in the Twentieth Century (candidates may concentrate upon either the period to c.1965 or the period since 1945)	HY400
2.	Foreign Policy Analysis III	IR411
3.	One of the following, to be chosen from either Section I or Section II, with the approval of the candidate's teachers:	
Section I		
(a)	The Great War, 1914–1918	HY406
(b)	The Russian Revolution, 1914–1921	HY419
(c)	Nationalism, Communism and Conflict in East Asia, 1933–1954	HY408
(d)	Spain and the Great Powers, 1936–1953: Civil War, World War, Cold War	HY412
(e)	Germany's New Order in Europe, 1939–1945	HY413
(f)	French External Relations in the Era of de Gaulle, 1940–1969 (not available 1998/99)	HY414
(g)	The Establishment of Communism in Central Europe, 1945–1956	HY416
(h)	Great Britain and her Western Allies, 1948–1954 (not available 1998/99)	HY404
(i)	The Suez Crisis: Origins and Impact, 1945–1962 (not available 1998/99)	IR428
(j)	The Crisis of Hegemony: American Foreign Policy from Kennedy to Ford, 1961–1976	HY417
(k)	The History of the Arab-Israeli Conflict, 1948 to the present	HY421
(l)	Britain and the Modern World: Power and Decline since 1870	HY428
Section II		
(a)	International Politics	IR410
(b)	International Institutions III	IR412
(c)	European Institutions III	IR413
(d)	Women and International Relations	IR414
(e)	Strategic Aspects of International Relations III	IR415
(f)	International Politics of Western Europe	IR416
(g)	International Politics: Asia and the Pacific	IR418
(h)	International Politics: Africa	IR427
(i)	International Relations of the Middle East	IR419
(j)	Revolutions and the International System	IR420
(k)	Concepts and Methods in International Relations	IR421
(l)	Conflict and Peace Studies	IR422
(m)	Nationalism	EU405
(n)	Soviet and Post-Soviet Foreign Policy	IR425
(o)	Modernity and International Relations	IR426
4.	An Essay of not more than 10,000 words on an approved topic.	

Dates of Examination

Written Papers June
Essay Not later than 15 September

Course Guides

Detailed study guides are provided for most of the following courses. Intending students should consult individual teachers of courses where there is no study guide.

HY400

International History in the Twentieth Century

Teachers Responsible: Dr. A. Prazmowska, Room E494, for option 1: 1914–1965, From World Wars to Cold War; Dr. J. Hanhimäki, Room E407, and Dr. N. Ashton, Room E409, for option 2: 1945–1991: The Cold War World.

Availability and Restrictions: Intended primarily for M.A./M.Sc. History of International Relations and M.Sc. Theory and History of International Relations. A prior knowledge of twentieth-century world history is an advantage. Students unfamiliar with the subjects covered should do some preliminary reading. Students who take HY417 **U.S. Foreign Policy from Kennedy to Ford, 1961–1976.**

Core Syllabus: The history of international relations from the First World War to the end of the Cold War. Students specialize either in the period 1914–c.1965 ('From World Wars to Cold War'), or in the period 1945–1990 ('The Cold War World'). Particular stress is placed upon the historiography of the syllabus.

Course Content: The impact of the First World War on international relations; the post-war settlements in Europe and East Asia; the Great Depression and its consequences; the crisis of the League of Nations; German, Italian and Japanese expansion; the responses of Britain, France, the Soviet Union and the USA; the coming of the Second World War in Europe and the Pacific; the Grand Alliance and its breakdown; the origins of the Cold War and the division of Europe; the evolution of American containment policy from the Marshall Plan to the Korean War; the extension of the Cold War into the Middle East, South-East Asia, Africa, and Latin America; Soviet intervention in Eastern Europe; the Sino-Soviet split; American policy under Eisenhower, Kennedy, Johnson, and Nixon; the Vietnam War and the 1970s detente; the resurgence of the Cold War and its termination.

Teaching Arrangements: Students should attend one of the weekly seminars (HY400), the first on 1914–c.1965 and the second on 1945–1991. A number of well-researched essays and brief class presentations will be assigned during the year. Students should also attend the lecture programme HY202 International History since 1914.

Reading List: Full bibliographies are provided in the seminars. Students may consult the following introductory accounts: W. R. Keylor, *The Twentieth-Century World: an International History*; C.

J. Bartlett, *The Global Conflict, 1880-1970*; D. Stevenson, *The First World War and International Politics*; W. A. McDougall, *France's Rhineland Diplomacy, 1914-1924*; J. Jacobson, *Locarno Diplomacy: Germany and West, 1925-1929*; P. M. H. Bell, *The Origins of the Second World War in Europe*; A. Iriye, *The Origins of the Second World War in Asia and the Pacific*; T. E. Vadny, *The World Since 1945*; J. L. Gaddis, *Strategies of Containment: A Critical Appraisal of Postwar American National Security Policy*; R. Crockatt, *The Fifty Years War*.

Method of Assessment: There will be one three-hour written examination in the Summer Term. Candidates will be expected to answer three questions, taken either from Section A or from Section B of the paper.

HY401

Europe: Unity and Disunity since the Renaissance

Teachers Responsible: Professor M. J. Rodriguez-Salgado, Room E603 and Dr. Janet Hartley, Room E405

Availability and Restrictions: For M.A./M.Sc. History of International Relations and M.Sc. European Studies.

Core Syllabus and Content: This is a general course designed to provide essential historical and cultural background about Modern Europe. It focuses on the movements, ideas and events which have forged a distinctive European identity from c.1500. Students are expected to think in broad, historical terms about the forces which have prompted both unity and disunity in the Continent. Stress will be placed on the development of a rigorously analytical approach to the dual themes of the course. Among the major topics covered are ideological movements such as religious divisions, nationalism, fascism and communism; cultural movements such as the Renaissance, the Enlightenment and Romanticism. Plans for the peaceful and the forced reshaping of Europe across the period will be studied, from Erasmus to the EC, from Philip II and Napoleon to Hitler and Stalin. We will also touch upon a range of associated themes such as economic factors; the encounters and conflicts of Europe with the non-European world; and two areas on the periphery, Russia and Ottoman/Muslim Europe.

Teaching Arrangements: 22 sessions of two-hours (HY401), with a variable component of seminars and lectures. Students are required to do some reading for classes. Four essays are required.

Reading List: A full bibliography will be provided, but these general works give useful background as well as a broad notion of the themes to be covered: D. Hay, *Europe. The Emergence of an Idea* (Edinburgh University Press, 1957, 1968); J. B. Duroselle, *Europe: A History of its Peoples* (Penguin, 1990); M. Beloff, *Europe and the Europeans: An International Discussion* (London, 1957); J. Joll, 'Europe: A Historian's View', *The Twenty-Seventh Montague Burton Lecture on International Relations* (Leeds University Press, 1969); D. Heater, *The Idea of European Unity* (Leicester University Press, 1992); M. J. Rodriguez-Salgado, 'In Search of Europe', *History Today*, Vol. 42 (February 1992).

Method of Assessment: There will be a three-hour unseen written examination.

HY403

Cobden, Free Trade and Europe, 1846-1882

Teacher Responsible: Dr. A. C. Howe, Room E600

Availability and Restrictions: For M.A./M.Sc. History of International Relations and M.Sc. Economic History.

Core Syllabus: In the light of an analysis of the writings of Richard Cobden, this course examines the impact of free trade ideas on the making of economic and foreign policies in Britain and continental Europe in the mid-nineteenth century.

Course Content: The rise of free trade in Great Britain and Europe; Cobden's Political Writings: sources and impact; free trade and British hegemony; the diffusion of free trade ideas in Europe and their impact in France, Germany, Italy, Russia and other countries; free trade and European integration; the resurgence of Protectionism in Europe; Cobdenite themes: peace, war and empire.

Teaching Arrangements: 20 classes/seminars (HY403). A minimum of four essays are required.

Reading List: R. Cobden, *Political Writings*; N. Edsall, Richard Cobden, *Independent Radical* (1987); P. O'Brien & G. Pigman, 'Free Trade, British hegemony and the international economic order in the nineteenth century', *Review of International Studies*

(1992); M. Taylor (Ed.), *Cobden's European Diaries, 1846-49* (1994); A. C. Howe, *Free Trade and Liberal England* (1997).

Method of Assessment: One three-hour unseen examination paper.

HY404

Great Britain and her Western Allies, 1948-1954 (Not available 1998-99)

Availability and Restrictions: For M.A./M.Sc. History of International Relations, M.Sc. Theory and History of International Relations and M.A. Later Modern British History.

Core Syllabus: The course examines the relations between the British Empire/Commonwealth, the United States and the states of W. Europe.

Course Content: The course begins by looking at the Cabinet paper 'The First Aim of Foreign Policy' as defined by Bevin and the Foreign Office in Jan 1948. The attempts to realise this aim of achieving independence from the US by cooperation with W. Europe, and the reasons for its abandonment in favour of securing a special place in an American-dominated Atlantic Alliance are studied in detail. After 1949, Anglo-American relations in the Far East, Indo-China and the Middle East are examined along with Britain's efforts to maintain the kind of relations with W. Europe that would integrate W. Germany into the Atlantic Alliance and maintain Britain's special place in it.

Teaching Arrangements: There are eighteen 90 minute seminars (HY404), and, in addition, students can attend the first 13 lectures on **British Policy Overseas since 1942** (HY219). Revision classes are offered in the third term.

Reading List: Documents on British Policy Overseas Series II; John Kent, *British Imperial Strategy and the Origins of the Cold War 1944-49* (1993); John W. Young, *Britain and European Unity 1945-92* (1993); Sean Greenwood, *Britain and European Cooperation since 1945* (1992); C. J. Bartlett, *The Special Relationship: a Political History of Anglo-American Relations since 1945* (1992); John W. Young, *Britain, France and the Unity of Europe 1945-51* (1984).

Method of Assessment: One three-hour unseen examination paper, in which students are required to answer three from approximately nine questions.

HY406

The Great War, 1914-1918

Teachers Responsible: Professor D. Stevenson, Room E604 and Dr. Truman Anderson, Room E602

Availability and Restrictions: For M.A./M.Sc. History of International Relations and M.Sc. Theory and History of International Relations. Students unfamiliar with the subject are advised to do preliminary reading. Reading knowledge of German and French will be useful but is not essential in any way.

Core Syllabus: The course covers the origin, conduct and resolution of the First World War, emphasizing its political, military, social and economic dimensions. The course makes use of both primary and secondary sources in an effort to help students develop an in-depth understanding of the war and its impact on modern history.

Course Content: Lectures and seminars will cover a wide variety of events and themes, including European society on the eve of war, the origins of the war, key military events (e.g. the Schlieffen plan, Verdun and the Somme, the war at sea, the eastern front), the transformation of the belligerent economies, the impact of war on the participating societies, the experience of trench warfare, wartime diplomacy and war aims, the Russian Revolution, the armistice and its aftermath, and war commemoration and remembrance.

Teaching Arrangements: 22 lectures (HY226) and seminars (HY406). Four essays are required (two in the Michaelmas and two in the Lent Term). The two Lent term essays will be assessed, and will together constitute 25% of the total mark for the course (see below).

Reading List: A detailed course outline and reading list, subdivided by weekly topics, will be distributed at the beginning of the course. The following books are recommended as introductory reading: Marc Ferro, *The Great War* (London, 1987); Martin Gilbert, *The First World War: A Complete History* (London, 1994); J. Joll, *The Origins of the First World War* (2nd edn., London, 1992); Paul Fussell, *The Great War and Modern Memory* (New York, 1975); David Stevenson, *The First World War and International Politics* (Oxford, 1988); J. M. Winter, *The*

Experience of World War I (London, 1989); G. Hardach, *The First World War* (London, 1977).

Method of Assessment: Assessment will be based upon two essays submitted in the Lent Term (25%) and on a three-hour unseen examination paper in the Summer Term.

HY408

Nationalism, Communism and Conflict in East Asia, 1933-1954

Teachers Responsible: Dr. Antony Best, Room E408 and Dr. O. Westad, Room E502

Availability and Restrictions: For M.A./M.Sc. History of International Relations and M.Sc. Theory and History of International Relations. There are no formal pre-requisites for this course, but some knowledge of the international history of East Asia in the twentieth century would be useful.

Core Syllabus: The political, economic and military history of East Asia from 1933 to 1954.

Course Content: Subjects covered by this course will include: the failure of the Powers to establish a new status quo in East Asia following the Manchurian Crisis, the effect of the Depression and the significance of ideas of autarky, the rise of Soviet-Japanese antagonism, the outbreak of the Sino-Japanese war and the Western response, the Second United Front in China, the road to Pearl Harbor, Allied diplomacy in the Second World War, the Chinese Civil War, the occupation of Japan, the 'Who Lost China' debate and the rise of McCarthyism in the United States, communism and decolonization in South-East Asia, the origins and course of the Korean war, the San Francisco Peace Conference and the American-Japanese security treaty, the Geneva Conference of 1954.

Teaching Arrangements: The course will be taught by seminars and classes held throughout the Session (HY408). Students will be required to write three essays over the academic year.

Reading List: A detailed reading list will be issued at the start of the course, but the following books cover most aspects of the course and should be regarded as essential: A. Best, *Britain, Japan and Pearl Harbor*; D. Borg & S. Okamoto (Eds.), *Pearl Harbor as History*; P. Calvocoressi, G. Wint & J. Pritchard, *Total War*, Vol. 2; B. Cumings, *The Origins of the Korean War*, Vols. 1 & 2; J. W. Garver, *Chinese-Soviet Relations, 1937-1945*; A. Iriye, *The Origins of the Second World War in Asia and the Pacific*; M. Schaller, *The American Occupation of Japan*.

Method of Assessment: One three-hour unseen examination paper.

HY409

The Origins and Conduct of the Second World War, 1935-1945 (Not available 1998-99)

Teacher Responsible: Professor MacGregor Knox, Room E410

Availability and Restrictions: For M.A./M.Sc. History of International Relations. This course has no formal pre-requisites; knowledge of languages other than English will be useful, but is not essential.

Core Syllabus: The course covers three themes in the history of the Second World War that are normally treated separately, but were in reality inextricably intertwined: its diplomatic, internal-political, and ideological origins, its military, strategic, and economic preparation, and its conduct by governments and peoples.

Course Content: After an introduction to the structure of world politics after 1918 and to the military, economic, political, and strategic lessons the powers drew from the Great War, the course will analyze German rearmament and foreign policy, the responses of the major powers, the crises of 1935-39, the outbreak of the war, its diplomatic and strategic structure and turning-points, the military-economic balance, the role of ideology in diplomacy, strategy, and unit-level fighting power, the home fronts: terror and propaganda, the wars in the East, in the air, and at sea, the final destruction of National Socialist Germany and Imperial Japan, and the emerging conflict between the victors.

Teaching Arrangements: 22 weekly seminar meetings throughout the session. (HY409), and individual consultations. Students will be required to write four essays.

Reading List: A seminar programme and full bibliography will be provided at the first meeting, but the following works offer useful background: G. Weinberg *The Foreign Policy of Hitler's Germany*, 2 vols.; O. Bartov, *Hitler's Army: Soldiers, Nazis, and War in the Third Reich*; W. Murray *The Change in the European Balance of Power, 1938-39*; M. Knox, *Mussolini Unleashed*,

1939-1941; A. Iriye, *The Origins of the Second World War in Asia and the Pacific*; G. Weinberg, *A World at Arms*; J. Erickson, *Stalin's War with Germany*, 2 vols.; J. Lukacs, *The Last European War, 1939-1941*.

Method of Assessment: A three-hour unseen written examination in the Summer Term.

HY410

The European Settlement, 1944-46

(Not available 1998-99)

Availability and Restrictions: For M.A./M.Sc. History of International Relations.

Teaching Arrangements: (HY410).

HY411

European Integration in the Twentieth Century

Teacher Responsible: Professor D. Stevenson, Room E604

Availability and Restrictions: For M.A./M.Sc. History of International Relations, M.Sc. European Studies. A prior knowledge of twentieth-century European history will be an advantage. Students unfamiliar with the subject should do some preliminary reading. A reading knowledge of French and/or German will be useful but in no sense essential.

Core Syllabus: The antecedents and development of Western European integration from the First World War to the 1990s.

Course 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 Arrangements: There will be 22 weekly seminars (HY411). Students should attend selected lectures in the series HY305 **The Reshaping of Europe, 1943-1957**.

Reading List: Full bibliographies are provided. As introductory reading, students should consult: R. Vaughan, *Twentieth-Century Europe: Paths to Unity* (London, 1979); D. W. Urwin, *The Community of Europe: A History of European Integration since 1945* (London, 1991); J. Gillingham, *Coal, Steel, and the Rebirth of Europe, 1945-55* (Cambridge, 1991); F. R. Willis, *France, Germany, and the New Europe, 1945-1967* (Stanford, 1967); A. S. Milward, *The Reconstruction of Western Europe, 1945-51* (London, 1984); A. S. Milward, *The European Rescue of the Nation State* (London, 1992); N. P. Ludlow, *Dealing with Britain: the Six and the First UK Application to the EEC* (Cambridge, 1997); P. M. Stirk, *A History of European Integration since 1914* (London, 1996).

Method of Assessment: There will be one three-hour written examination in the Summer Term. Candidates will be expected to answer three questions, at least one from each of two sections.

HY412

Spain and the Great Powers 1936-1953: Civil War, World War, Cold War

Teacher Responsible: Professor P. Preston

Availability and Restrictions: For M.A./M.Sc. History of International Relations and M.Sc. 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.

Course Content: The course will examine the international dimension of the Spanish Civil War and the importance of international factors in determining its outcome. It will then analyze the determining factors 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 Arrangements: 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 Michaelmas Term. The following titles are strongly recommended as preliminary reading: Raymond Carr, *Spain 1808–1975* (OUP, 1982); Paul Preston, *The Spanish Civil War* (Weidenfeld & Nicolson, 1986); Paul Preston, *Franco: A Biography* (HarperCollins, 1993); Hugh Thomas, *The Spanish Civil War* (Penguin, 1977).

Method of Assessment: There will be a three-hour written examination in the Summer Term in which the candidate will be required to answer three out of twelve questions.

HY413

Germany's New Order in Europe, 1939–1945

Teacher Responsible: Dr. Truman Anderson, Room E602.

Availability and Restrictions: For M.A./M.Sc. History of International Relations and M.Sc. Theory and History of International Relations. The course has no formal pre-requisites, and a reading knowledge of German is not required.

Core Syllabus: The twelve years of the Nazi regime have been more extensively studied than any other period of German History. Despite an immense increase in detailed knowledge since 1945, scholars continue to disagree about fundamental questions of interpretation. This course uses selected printed primary sources and a large secondary literature to seek understanding of the history of Nazi Germany, of its attainment and exercise of European domination during the Second World War, and of the salient debates on its nature, actions and place in European and world history.

Course Content: Topics covered in lectures and discussion will include: the structure of Nazi 'government' and the role of its leader; the nature and role of ideology; the 'partial identity of aims' between the Nazi movement and key German elites such as big business and the officer corps; the radicalization of Nazi domestic and foreign policy; the murder of the European Jews; Nazi long-range racial-demographic planning; Nazi rule, collaboration and resistance in occupied Europe; the German people and the processes of domination and extermination; science, technology and ideology; Gestapo terror and the Germans: an interactive process; the German resistance; defeat, denazification and the regime's imprint on post-war German society.

Teaching Arrangements: 22 lectures (HY304) and seminars (HY413.A). Four essays (two each in Michaelmas and Lent Terms) are required.

Reading List: A detailed course outline and reading list, subdivided by weekly topics, will be distributed at the beginning of the session. The following books cover most aspects of the course and should be regarded as essential by way of introduction: J. Noakes & G. Pridham (Eds.), *Nazism 1919–1945: A Documentary Reader*, Vols. 1–3 (Exeter, 1983–1988); A. Hitler, *Mein Kampf* (New York/London, 1943) (R. Mannheim translation); D. Peukert, *Inside Nazi Germany* (London, 1989); I. Kershaw, *Hitler* (London, 1991) and *The Nazi Dictatorship* (London, 3rd edn., 1988); K. Hildebrand, *The Third Reich* (London, 1984) and *The Foreign Policy of the Third Reich* (London, 1973); M. Marrus, *The Holocaust in History* (London, 1987).

Method of Assessment: One three-hour unseen examination paper; candidates will be expected to answer three questions.

HY414

French External Relations in the Era of de Gaulle, 1940–1969 (Not available 1998–99)

Teacher Responsible: Dr. R. W. D. Boyce, Room E506

Availability and Restrictions: Intended primarily for M.A./M.Sc. History of International Relations and M.Sc. Theory and History of International Relations. A reading knowledge of French would be useful but is by no means essential.

Core Syllabus: The course examines the principal aspects of French foreign, colonial and European relations from the collapse of the Third Republic in 1940 to Charles de Gaulle's resignation as first president of the Fifth Republic in 1969.

Course Content: Topics on the seminar will include the reasons for France's collapse in 1940; the role of Vichy, Free France and the Resistance as defenders of French interests during the Second World War; French war aims and the post-war settlement; Gaullists, Communists and the Third Force idea in France; French efforts to solve the German problem; Jean Monnet, Robert Schuman, René Pleven and France's role in the making of the European Community; the Indo-China war, the

Algerian war, the Suez crisis and the winding-up of the French empire in Black Africa; the impact of external affairs on domestic politics, and the return of de Gaulle in 1958; de Gaulle's European policy and opposition to British entry into the EEC; de Gaulle, challenge to American leadership of the Western Alliance; France as a nuclear power; the Gaullist legacy in French external policy.

Teaching Arrangements: 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 and will also be expected to give class papers.

Reading List: C. de Gaulle, *War Memoirs*, 3 vols.; R. O. Paxton, *Vichy Régime: Old Guard and New Order*; G. de Carmoy, *The Foreign Policies of France, 1944–1968*; I. M. Wall, *The United States and the Making of Postwar France, 1945–1954*; J. Daloz, *The Indo-China War, 1945–54*; A. Horne, *A Savage War of Peace: Algeria, 1954–1962*; A. Clayton, *France: Soldiers and Africa*; J. Chipman, *French Power in Africa*; H. Kissinger, *The Troubled Partnership: A Reappraisal of the Atlantic Alliance*. A fuller list will be provided at the start of the course.

Method of Assessment: One three-hour unseen examination paper.

HY416

The Establishment of Communism in Central Europe, 1945–1956

Teacher Responsible: Dr. Anita Prazmowska, Room E494

Availability and Restrictions: For M.A./M.Sc. History of International Relations and M.Sc. Theory and History of International Relations. Students taking other taught Master's programmes may take the paper where appropriate.

Core Syllabus: War-time diplomacy and the capture of power by Communist parties and their allies 1945–1947. From Popular Front to Communist Dictatorship 1948–1951. Relations with the Soviet Union, the establishment of the CMEA and the Warsaw Pact 1950–1956. Agrarian, industrial and social change in the new states 1948–1956. The death of Stalin, collective leadership and the Polish and Hungarian Uprisings.

Course Content: A study of documents and interpretations of the collapse of exile governments, the origins and the establishment of Communism in Eastern Central Europe. Soviet objectives towards Central Europe.

Teaching Arrangements: 20 seminars (HY416). Four essays are required.

Reading List: General books: H. Carrère d'Encausse, *The Soviet Union and Soviet Europe*; J. Levenduski & J. Woodall, *Politics and Society in Eastern Europe*; J. Rothschild, *Return to Diversity: a political history of East Central Europe since World War II*; G. Swain & N. Swain, *Eastern Europe since 1945*; J. Tomaszewski, *The Socialist Regimes of East Central Europe. Their establishment and consolidation 1944–1967*; P. E. Zinna (Ed.), *National Communism and Popular Revolt in Eastern Europe. A Selection of Documents on Events in Poland and Hungary February–November 1956*.

Method of Assessment: One three-hour unseen examination paper.

HY417

U.S. Foreign Policy from Kennedy to Ford, 1961–1976

Teacher Responsible: Dr. J. Hanhimäki, Room E407

Availability and Restrictions: For M.A./M.Sc. History of International Relations and M.Sc. Theory and History of International Relations. Students enrolled in HY400/Option 2: 1945–1990: The Cold War World cannot enrol in this course.

Core Syllabus: The course will examine the American response to the erosion of her global dominance which began with the challenges to American power at the end of the Eisenhower administration, culminating in the mid-1970s after the fall of Saigon.

Course Content: After a brief introduction to the nature of the U.S. role in the post-war international system, the course will examine the policies of the Kennedy administration, conceived when confidence in the reassertion of American power was high; the new President's general approach to foreign policy and the particular problems facing American foreign policy makers in Europe, Indo-China, Latin America, Black Africa and the Middle East. The course will then examine the policies of the Johnson

presidency, and in particular the American conflict with the Viet Cong and North Vietnam, which provided the greatest challenge to the unlimited exercise of U.S. power and ended Johnson's political career in 1968.

The response of Nixon and Kissinger to the crisis will be examined with special attention given to Kissinger's 'old-style' diplomacy, detente and the Nixon doctrine. Attention will also be paid to the end of the Vietnam War, and conflict in Angola, South Asia, the Middle East and Latin America in the context of the U.S. response to these threats to its global position.

Teaching Arrangements: There are twenty-two one-and-a-half hour long seminars (HY417) throughout the year.

Reading List: *Documentary Sources: Foreign Relations of the United States, 1961–63, 1964–66 and 1967–68*; *The Pentagon Papers*; *U.S. Declassified Documents*; J. Mayall & C. Navari, *The End of the Post-War Era: documents on Great Power Relations, 1968–75* (1980).

General accounts: G. H. Chang, *Friends and Enemies: The U.S., China and the Soviet Union, 1948–1972* (1990); J. L. Gaddis, *Strategies of Containment* (1982); W. La Feber, *America, Russia and the Cold War* (1996); D. Kunz, *Diplomacy of the Crucial Decade* (1994); W. Isaacson, *Kissinger* (1991); William Bandy, *A Tangled Web: The Making of Foreign Policy in the Nixon Presidency* (1998). A full bibliography will be provided.

Method of Assessment: A three-hour written examination in the Summer Term, students choosing three out of twelve questions.

HY419

The Russian Revolution, 1914–1921

Teachers Responsible: Dr. Janet Hartley, Room E405, and Dr. Anita Prazmowska, Room E494

Availability and Restrictions: For M.A./M.Sc. History of International Relations, M.Sc. Theory and History of International Relations and M.Sc. Russian and Post-Soviet Studies. Other Master's students may take this course as permitted by the regulations for their degrees but a quota may be imposed to keep numbers manageable.

Course Content: A critical exploration of the literature on the Russian Revolution in the light of primary sources. The course will address the traditional Western historiography focusing on politics; the newer Western social history; Soviet historiography before and since glasnost; radical interpretations; and theoretical and comparative approaches. It will in addition require extensive reading of published documentary and memoir sources in English. Russian speakers will have access to a broader range of primary and secondary materials. Seminars will examine the role of workers, peasants, servicemen, ethnic minorities and the middle social strata in the Revolution; the failure of liberal, moderate socialist and counter-revolutionary forces; the success of Bolshevism; theories, comparisons, evaluations of the Revolution as a whole.

Teaching Arrangements: 20 one-and-a-half hour seminars in the Michaelmas and Lent Terms (HY419).

Reading List (or Select Bibliography): A full reading list and seminar programme will be issued at the beginning of the course. E. Acton, *Rethinking the Russian Revolution*; L. Schapiro, *1917: The Russian Revolutions and the Origins of Present-day Communism*; E. Mawdsley, *The Russian Civil War*; D. Kaiser (Ed.), *The Workers' Revolution in Russia: the View from Below*; D. Koenker et al. (Eds.), *Party, State and Society in the Russian Civil War. Explorations in Social History*; L. Voline, *The Unknown Revolution*; Robert Service, *Society and Politics in the Russian Revolution*; O. Figes, *A People's Tragedy: The Russian Revolution, 1891–1924*.

Method of Assessment: One three-hour unseen examination paper.

HY421

The History of the Arab-Israeli Conflict, 1948 to the present

Teacher Responsible: Dr. Kirsten E. Schulze, Room E507

Availability and Restrictions: For M.A./M.Sc. History of International Relations and M.Sc. Theory and History of International Relations students.

Core Syllabus: This course examines Israeli and Arab war and peace strategies in the Arab-Israeli conflict from 1948 until the present day.

Course Content: The Israeli War of Independence, 1948; the Armistice Agreement and negotiations; the Suez-Sinai Campaign, 1956; Israeli foreign and defence policy; the creation

of the Palestine Liberation Organisation, 1964; the Six-Day War, 1967; the Yom Kippur War, 1973; the ascendance of Likud, 1977; Egyptian foreign policy; the Camp David Accords, 1978; the invasion of the Lebanon, 1982; Palestinian military strategy; the Intifada, 1987; the Gulf War, 1991; the Madrid Peace Conference, 1991; the Oslo Accords, 1993; the Jordanian-Israeli Peace Treaty, 1994; current developments in the peace negotiations.

Teaching Arrangements: This course will be taught by both lectures and seminars. There will be 20 lectures and 20 two-hour seminars in the Michaelmas and Lent terms.

Reading List: A detailed reading list will be issued at the beginning of the course. Useful introductory works include: Mark Tessler, *A History of the Israeli-Palestinian Conflict* (Indiana Univ. Press, 1994); Ritchie Ovendale, *The Origins of the Arab-Israeli Wars* (Longman, 1992).

Method of Assessment: This course will be assessed through a combination of continuous assessment and a three-hour written examination. The four required essays will count for 25 per cent and the examination for 75 percent of the overall mark.

HY426

The European Enlightenment, c.1680–1830

Teacher Responsible: Dr. Tim Hochstrasser, Room E601

Availability and Restrictions: For M.A./M.Sc. History of International Relations and M.Sc. European Studies.

Core Syllabus: The main objective of the course is to introduce students to the main themes of the Enlightenment through a reading of selections from the writings of the leading political, scientific and philosophical thinkers of the period. The chronological framework of the Enlightenment is taken to be Europe between the reign of Louis XIV and the end of the Bourbon Restoration in France in 1830.

Course 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 Arrangements: The course will be taught by both lectures (HY213) and seminars (HY426). There will be 20 lectures and 22 seminars held in the Michaelmas, Lent and Summer Terms. Four essays are required.

Reading List: A full reading list will be provided at the start of the course. The following represent basic introductory reading only, and students will be expected to give class presentations. William Doyle, *The Old European Order, 1660–1800* (1991 edn.); Peter Gay, *The Enlightenment: An Interpretation* (2 vols., 1966–9); I. Kramnik (Ed.), *The Portable Enlightenment Reader* (1995); Dorinda Outram, *The Enlightenment* (1995); Ulrich Im Hof, *The Enlightenment* (1994); Roy Porter, *The Enlightenment* (1990).

Anthologies: Simon Eliot & Beverley Stern (Eds.), *The Age of Enlightenment* (2 vols., 1979).

Method of Assessment: A three-hour written examination in the Summer Term.

HY428

Britain and the Modern World: Power and Decline since 1870

Teachers Responsible: Dr. A. C. Howe, Room E600 and Dr. A. Sked, Room E503.

Availability and Restrictions: For M.A./M.Sc. History of International Relations students from October 1998; also available as an outside option.

Core Syllabus: This course seeks to examine the roots of British power within the international system since 1870, with special reference to the extensive recent literature on 'British decline'. It investigates this theme in relation to its political, diplomatic, economic and cultural dimensions within a comparative international framework.

Course Content: The historiography of British decline; Britain and the European state system in 1870; British exceptionalism and British power; Britain and Empire, 1870–1914; the origins of British decline, 1870–1914; strategies to avoid decline before 1914; Liberalism and the rise of Labour in a non-revolutionary

setting; the First World War and British military power; the impact of the War on the domestic and international bases of British power; Britain's economic and defence predicaments between the wars; the impact of the Second World War on British society and British power; the loss of Empire; post-war British politics and economic performance; the revival of British power since 1979.

Teaching Arrangements: 20 seminars of two hours duration (HY428).

Reading List: K. Robbins, *The Eclipse of a Great Power:*

Modern Britain, 1870-1992 (1993); W. D. Rubinstein, *Capitalism, Culture and Decline* (1993); D. Reynolds, *Britannia Overruled: British Policy and World Power in the Twentieth Century* (1992); C. Barnett, *The Audit of War* (1986); D. Edgerton, *Science, Technology and British Industrial Decline* (1996); A. Gamble, *Britain in Decline* (1994); A. Sked, *An Intelligent Persons Guide to Post-War Britain* (1997).

Methods of Assessment: One three-hour unseen examination paper.

Department of International Relations

Candidates hoping to pursue a research degree after their M.Sc. course are encouraged to follow the 'Research Track' of either the M.Sc. International Relations or M.Sc. Politics of the World Economy. However, candidates are not required to make a final decision on their choice of course until the end of the Michaelmas Term.

M.Sc. International Relations (Specialist Track)

Duration of Course of Study

Full-time: One academic year. *Part-time:* At least two academic years.

Examination

Paper Number	Paper Title	Course Guide Number
I	Three written papers as follows:	
1.	International Politics	IR410
2 & 3.	Two of the following, to be chosen with the approval of the candidate's teachers:	
(a)	Foreign Policy Analysis III	IR411
(b)	International Institutions III	IR412
(c)	European Institutions III	IR413
(d)	Women and International Relations	IR414
(e)	Strategic Aspects of International Relations III	IR415
(f)	International Politics of Western Europe	IR416
(g)	International Politics: Asia and the Pacific	IR418
(h)	International Politics: Africa	IR427
(i)	The International Relations of the Middle East	IR419
(j)	International Business in the International System	IR456
(k)	Revolutions and the International System	IR420
(l)	Concepts and Methods in International Relations	IR421
(m)	Conflict and Peace Studies	IR422
(n)	The Politics of Money in the World Economy	IR451
(o)	Nationalism	EU405
(p)	Soviet and Post-Soviet Foreign Policy	IR425
(q)	Institutions, Environmental Change and Development (half unit)	DV413
and	Institutions and the Global Environment (half unit)	DV415
(r)	Modernity and International Relations	IR426
(s)	Any other subject of comparable range in the field of International Relations, or one related thereto approved by the candidate's teachers	
II	An essay of not more than 10,000 words on an approved topic.	

Students following the part-time course may, with the approval of the School, take the examination in two parts. The first part will normally consist of papers up to the value of two whole units, taken after completion of courses for those papers. The second part will consist of the remaining paper(s) and the dissertation (or as appropriate Essay/Report), and will be taken in the final year of the course. A candidate who does not at his/her first entry successfully complete the examination or part of the examination for which he/she has 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 until the examination in a subsequent year.

Dates of Examination

Written papers June
Essay 1 June

All students admitted for this course will be required to take a test at the beginning of October, to help their tutors advise them on course work and reading, especially in International Politics.

M.Sc. International Relations (Research Track)

Duration of Course of Study

Full-time: One academic year. Part-time: At least two academic years.

Examination

Paper Number	Paper Title	Course Guide Number
I	Five written papers as follows:	
1.	International Politics	IR410
2.	Concepts and Methods in International Relations	IR421
3 & 4.	Quantitative Analysis in Social Research I (half unit) Concepts and Methods in Social Inquiry (formerly Qualitative Research Methods I) (half unit)	MI411 MI420
5.	One of the following, to be chosen with the approval of the candidate's teachers:	
(a)	Foreign Policy Analysis III	IR411
(b)	International Institutions III	IR412
(c)	European Institutions III	IR413
(d)	Women and International Relations	IR414
(e)	Strategic Aspects of International Relations III	IR415
(f)	International Politics of Western Europe	IR416
(g)	International Politics: Asia and the Pacific	IR418
(h)	International Politics: Africa	IR427
(i)	The International Relations of the Middle East	IR419
(j)	International Business in the International System	IR456
(k)	Revolutions and the International System	IR420
(l)	Conflict and Peace Studies	IR422
(m)	The Politics of Money in the World Economy	IR451
(n)	Nationalism	EU405
(o)	Soviet and Post-Soviet Foreign Policy	IR425
(p)	Institutions, Environmental Change and Development (half unit)	DV413
and	Institutions and the Global Environment (half unit)	DV415
(q)	Modernity and International Relations	IR426
(r)	Any other subject of comparable range in the field of International Relations, or one related thereto approved by the candidate's teachers	
II	An essay of not more than 10,000 words on an approved topic.	

Students following the part-time course may, with the approval of the School, take the examination in two parts. The first part will normally consist of papers up to the value of three whole units, taken after completion of courses for those papers. The second part will consist of the remaining paper(s) and the dissertation (or as appropriate Essay/Report), and will be taken in the final year of the course. A candidate who does not at his/her first entry successfully complete the examination or part of the examination for which he/she has 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 until the examination in a subsequent year.

Dates of Examination

Written papers June
Essay 30 September

All students admitted for this course will be required to take a test at the beginning of October, to help their tutors advise them on course work and reading, especially in International Politics.

Home/EU students should note that ESRC grants are only available for those intending to pursue the M.Sc. International Relations (Research Track) with a view to following the M.Sc. with doctoral work.

M.Sc. Politics of the World Economy (Specialist Track)

Duration of Course of Study

Full-time: One academic year. Part-time: Two academic years.

Paper Number	Paper Title	Course Guide Number
I	Three written papers as follows:	
1.	International Political Economy	IR450
2&3.	Two of the following chosen with the approval of the candidate's teachers:	
(a)	Politics of Money in the World Economy	IR451
(b)	International Business in the International System	IR456
(c)	The Politics of International Trade	IR457
(d)	History of Ideas in International Political Economy	IR459
(e)	The Economic Organisation of the European Union	EC433
(f)	Development Economics	EC307
(g)	International Political Economy of Energy	IR458
(h)	Institutions, Environmental Change and Development (half unit)	DV413
and	Institutions and the Global Environment (half unit)	DV415
(i)	Any other subject of comparable range in the field of International Relations, or one related thereto approved by the candidate's teachers	
and		
II	An essay of not more than 10,000 words written on an approved topic during the course of study	

M.Sc. Politics of the World Economy (Specialist Track) (continued)

Candidates may, subject to the approval of their teachers substitute for one of the papers under 2 and 3 above any other paper which is offered for the M.Sc., LL.M., or M.A.

Such candidates will sit the examination in the substituted paper at the time specified in the regulations for the particular course under which that paper is listed.

Students following the part-time course may, with the approval of the School, take the examination in two parts. The first part will normally consist of papers up to the value of two whole units, taken after completion of courses for those papers. The second part will consist of the remaining paper(s) and the dissertation (or as appropriate Essay/Report), and will be taken in the final year of the course. A candidate who does not at his/her first entry successfully complete the examination or part of the examination for which he/she has 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 until the examination in a subsequent year.

Dates of Examination

Written papers June
Essay 1 June

M.Sc. Politics of the World Economy (Research Track)

Duration of Course of Study

Full-time: One academic year. Part-time: Two academic years.

Paper Number	Paper Title	Course Guide Number
I	Five written papers as follows:	
1.	International Political Economy	IR450
2&3.	Quantitative Analysis in Social Research I (half unit) Concepts and Methods in Social Inquiry (formerly Qualitative Research Methods I) (half unit)	MI411 MI420
4&5.	Normally Concepts and Methods in International Relations plus one of the following, to be chosen with the approval of the candidate's teachers:	IR421
(a)	Politics of Money in the World Economy	IR451
(b)	International Business in the International System	IR456
(c)	The Politics of International Trade	IR457
(d)	The Economic Organisation of the European Union	EC433
(e)	Development Economics	EC307
(f)	International Political Economy of Energy	IR458
(g)	Institutions, Environmental Change and Development (half unit)	DV413
and	Institutions and the Global Environment (half unit)	DV415
(h)	Any other subject of comparable range in the field of International Relations, or one related thereto approved by the candidate's teachers	

However, with the approval of the candidate's teachers, a second option may be substituted for Concepts and Methods in International Relations.

and

II An essay of not more than 10,000 words written on an approved topic during the course of study

Candidates are encouraged to audit 'Concepts and Method of International Relations' (IR421) if they are not taking it as an examination option. Candidates may, subject to the approval of their teachers substitute for one of the papers under 4 and 5 above any other paper which is offered for the M.Sc., LL.M., or M.A. Such candidates will sit the examination in the substituted paper at the time specified in the regulations for the particular course under which that paper is listed.

Students following the part-time course may, with the approval of the School, take the examination in two parts. The first part will normally consist of papers up to the value of three whole units, taken after completion of courses for those papers. The second part will consist of the remaining paper(s) and the dissertation (or as appropriate Essay/Report), and will be taken in the final year of the course. A candidate who does not at his/her first entry successfully complete the examination or part of the examination for which he/she has 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 until the examination in a subsequent year.

Dates of Examination

Written papers June
Essay 30 September

Course Guides

In choosing your course, please check carefully whether the course is examinable, is recommended as a supporting course for one which is examinable or is intended for general interest only. The non-examinable courses listed below are also available to interested undergraduate and Diploma students.

IR300.1

Foreign Policies of the Powers

Teacher Responsible: Dr. K. E. Smith, Room D415

Availability and Restrictions: 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 B.Sc. Foreign Policy Analysis I course (IR300), the Diploma Foreign Policy Analysis II course (IR401) and the M.Sc. Foreign Policy Analysis III course (IR411). It is only available as credit for General Course students as part of IR300 as a whole. Beaver (one-term) students are the only group for whom a class specific to these lectures is arranged.

Core Syllabus: The foreign policies and foreign policy processes of selected major states since 1945, depending on examination requirements and teachers available.

Course Content: An analysis of the foreign policies of a selected group of major states, with due regard to their respective national

interests, external commitments, traditional values and other relevant factors. The role of internal group interests and electoral considerations. Constitutional machinery for the formulation of foreign policy. Diplomatic services and techniques. Illustrative material will be drawn mainly from the post-1945 period. This year there will be lectures on Britain, the United States, the Soviet Union/Russia, France, West Germany, Japan, Canada and China.

Teaching Arrangements: A number of members of the International Relations Department, as well as guest lecturers, participate in the series. There will be thirty lectures in all (IR300.1).

Reading List: Recommended texts include

(a) **The United States:** Michael Hunt, *Ideology and US Foreign Policy*; G. John Ikenberry (Ed.), *American Foreign Policy: Theoretical Essays*.

(b) **The United Kingdom:** P. Byrd (Ed.), *British Foreign Policy under Thatcher*; Michael Clarke, *British External Policy-Making in the 1990s*.

(c) **The Soviet Union/Russia:** J. Steele, *The Limits of Soviet Power*; M. Light, *The Soviet Theory of International Relations*.

(d) **France:** Edward A. Kolodziej, *French International Policy under de Gaulle and Pompidou*; Herbert Tint, *French Foreign Policy since the Second World War*.

(e) **Germany:** H. Speier (Ed.), *West German Leadership and Foreign Policy*.

(f) **Japan:** R. Driete, *Japan's Foreign Policy in the 1990s*.

IR300.3

Decisions in Foreign Policy

Teacher Responsible: To be arranged

Availability and Restrictions: This lecture course is not examinable as a course in itself. It is offered to any interested students on its own, and as part of the teaching for the B.Sc. Foreign Policy Analysis I course (IR300), the Diploma Foreign Policy Analysis II course (IR401) and the M.Sc. Foreign Policy Analysis III course (IR411). It is only available as credit for General Course students as part of IR300 as a whole. Beaver (one-term) students are the only group for whom a class specific to these lectures is arranged.

Core Syllabus: The aim of the course of lectures is to provide case studies of six major decisions in foreign policy, with particular reference to questions of bureaucratic politics, long-range planning, and behaviour in crises.

Course Content: An examination, through case studies, of decision-making in the field of foreign policy. How can we apply theories of foreign-policy making to particular contexts, pressures and procedures? US and The Iranian Revolution (1979–80); The USSR and The Invasion of Afghanistan (1979); UK and The Suez Crisis (1956); The European Union and Bosnia (1992–6); The US and The Uruguay Round; The US and The Invasion of Haiti (1994).

Teaching Arrangements: A course of six lectures will be given in the Lent Term which will complement the Foreign Policy Analysis lectures given in the Michaelmas Term (IR300.3). All students are advised to attend the lecture series IR300.2, **Foreign Policy Analysis** and IR300.1, **The Foreign Policies of the Powers** (various lectures). Other relevant lectures will be announced from time to time.

Reading List: Mark Galeotti, *Afghanistan: the Soviet Union's last war*, Frank Cass, London, 1994; Hasan M. Kakar, *Afghanistan: the Soviet invasion and the Afghan response, 1979–1982*, University of California Press, Berkeley, 1995.

IR410

International Politics

Teacher Responsible: Professor F. Halliday, Room D510

Availability and Restrictions: Course intended primarily for M.Sc. International Relations (Specialist and Research Tracks) and M.Sc. History and Theory of International Relations.

Course Content: Alternative theories of the international; states, nations, social forces, structures in international relations; the role of ideas and of values; war, cooperation, peace.

Teaching Arrangements and Written Work: 15 Lectures (IR410.1) and 10 Seminars, (IR410.2) held in the Michaelmas Term. Students deliver seminar papers and write essays for their supervisors on topics notified at the beginning of the Session. Tutorial teaching is an integral part of this course.

Reading List: E. H. Carr, *The Twenty Years' Crisis* (Macmillan, 1939 and several subsequent issues); Hedley Bull, *The*

Anarchical Society (Macmillan, 1977); Karl Polanyi, *The Great Transformation*; Kenneth N. Waltz, *Man, The State and War* (New York, Columbia, 1959 and subsequent editions); Ken Booth & Steve Smith, (Eds.), *International Relations Theory Today*; Fred Halliday, *Rethinking International Relations*; John Hall, *International Orders*; James Mayall, *Nationalism and International Society*.

Methods of Assessment: Summer Term, formal, three-hours, three questions chosen from twelve. Past examination papers may be seen in the Main Library.

IR411

Foreign Policy Analysis III

Teacher Responsible: Dr. M. Light, Room D411

Availability and Restrictions: Course intended primarily for M.Sc. International Relations (Specialist and Research Tracks) and M.Sc. History and Theory of International Relations students. Other students may take this course by special permission, and as permitted by the regulations for their degrees. Students need not have studied Foreign Policy Analysis before, but some familiarity with modern international history will be an advantage. Students wishing to familiarize themselves with the broad outline of the subject should refer to the text books in the Undergraduate Study Guide, IR300.

Core Syllabus: The M.Sc. course differs from the undergraduate and diploma courses in level and approach. It goes beyond an analysis of the basic processes of foreign policy-making, into more advanced issues such as determinism and rationality. Students are expected to combine an interest in theoretical and comparative aspects of the subject with a fair knowledge of the major foreign policy events of the twentieth century.

Course Content: The ways in which international actors – primarily but not exclusively states – formulate decisions and strategies for dealing with other members of the international community; the interplay between domestic and external forces; the organisation, psychology and politics of small-group decision-making; the purposes behind foreign policy and the instruments available to those who make it. Problems of comparison, choice, evaluation and rationality are treated extensively, as are contemporary criticisms of the concept of a separate 'foreign' policy.

Teaching Arrangements: All students should attend lecture series IR300.2 **Foreign Policy Analysis** by Dr. Light during Michaelmas and Lent Terms, IR300.3 **Decisions in Foreign Policy** by (teacher to be arranged) and IR902 **New States in World Politics** by Dr. Lyon in the Lent Term. It is also advisable to attend as many lectures in the series IR300.1 **The Foreign Policies of the Powers** as possible. These are held in the Lent Term. Fifteen seminars (IR411) will run from the beginning of the Lent Term.

Written Work: All students who attend the seminar will be expected to write at least three essays for their seminar leader. Each student will also be expected to present at least one seminar topic orally.

Reading List: The following books are a necessary but not sufficient reading requirement. They provide access to most of the main themes of the course as well as to a considerable amount of empirical material; Graham Allison, *Essence of Decision*, Little Brown, 1971; Irving Janis, *Groupthink*, Houghton Mifflin, 1982; Robert Jervis, *Perception and Misperception in International Politics*, Princeton University Press, 1976; Kal Holsti, *Why Nations Realign: Foreign Policy Restructuring in the Post-War World*, Allen & Unwin, 1982; Ernest May, *Lessons of the Past: The Use and Misuse of History in Foreign Policy*, Oxford University Press, 1973; R. Ned Lebow, *Between Peace and War*, Johns Hopkins University Press, 1984; W. Carlsnaes, *Ideology and Foreign Policy*, Blackwell, 1986; M. Brecher & J. Wilkenfeld, *Crisis, Conflict and Instability*, Pergamon, 1989. A more detailed reading list will be provided at the beginning of the course.

Methods of Assessment: A three-hour examination in the Summer Term, consisting of questions of a comparative and theoretical nature. Copies of previous years' papers, together with lecture and seminar programmes and further reading references will be distributed when the course begins.

IR412

International Institutions III

Teacher Responsible: Dr. K. E. Smith, Room D415

Availability and Restrictions: Master's degree students only. It will be an advantage to have studied international organisation

within the context of a first degree in International Relations, but this is not formally required.

Core Syllabus: Theories regarding the nature and purposes of international institutions. Institutions as forms of multilateral diplomacy; as exercises in community building; as instruments of revolutionary change. The notion of supra-nationalism. The functional approach to political integration. Institutions as arenas and as actors.

The nineteenth century antecedents of the League of Nations and the United Nations. The genesis of the Covenant and the Charter. The theory and practice of collective security, and its relation to the balance of power. The pacific settlement of disputes in the League of Nations and the United Nations. The development of United Nations peace-keeping. The practice of the League of Nations and the United Nations regarding non-self-governing territories. The approach of regional institutions to the problems of international peace and security. The structure and functioning of alliance systems. International institutions and world economic order.

Course Content: The short duration of this course obliges us to be highly selective. In recent years the content of the teaching given has focused on the following elements within the Core Syllabus:- International organisation as a dimension of international relations and a higher form of conference diplomacy. Types and patterns of international organisation. The constitution, structure and experience of the League of Nations and the United Nations, with particular reference to the Covenant, the Charter and subsequent practice, as illustrating some of the major ideas and issues of international organisation. The work and problems of Specialized Agencies in the UN system; regimes in Antarctica and elsewhere.

Teaching Arrangements and Written Work: The teaching exclusive to M.Sc. students taking this option consists of a weekly seminar (IR412) throughout the Lent Term and the first five weeks of the Summer Term. Students take it in turn briefly to introduce discussion on topics chosen according to a systematic programme. At least three essays will be set and marked by the seminar teacher. In addition to the seminar, M.Sc. students should, for a broader grounding in the elements of international organisation and ideas underlying its variety of forms, attend the lectures in the series common to all (including undergraduate and Diploma students) taking an **International Institutions** course: IR301. The more narrowly selected seminar programme pre-supposes regular attendance at these lectures.

Reading List: As with LSE courses generally, private reading is most important, and the seminar work depends for maximum usefulness upon students reading themselves into a greater familiarity with the subject-matter. Newcomers to international organisation studies should read Iris L. Claude, *Swords into Plowshares: The Problems and Progress of International Organization* (4th edn.), Random House, 1971, and David Armstrong, Lorna Lloyd & John Redmond, *From Versailles to Maastricht: International Organisation in the Twentieth Century*, Macmillan, 1996. *Introductions to the League and UN systems* include Ruth B. Henig, *The League of Nations*, Oliver & Boyd, 1973; F. S. Northedge, *The League of Nations*, Leicester University Press, 1986; Adam Roberts & Benedict Kingsbury (Eds.), *United Nations, Divided World* (2nd edn.), Clarendon Press, Oxford, 1993; Paul Taylor & A. J. R. Groom (Eds.), *International Institutions at Work*, Pinter, 1988; Paul Taylor, *International Organization in the Modern World*, Pinter, 1993; Douglas Williams, *The Specialized Agencies and the United Nations: The System in Crisis*, Hurst, 1987. All students taking this option need, from the start, to make themselves thoroughly conversant with the Covenant and Charter, the texts of which will be found in many reference works and books on international organisation.

Methods of Assessment: One three-hour written examination in the Summer Term.

IR413

European Institutions III

Teacher Responsible: Dr. W. Wallace, Room D413

Availability and Restrictions: Course intended primarily for M.Sc. International Relations (Specialist and Research Tracks), M.Sc. History and Theory of International Relations and M.Sc. European Studies; optional for Diploma in World Politics. There are no formal pre-requisites but, as the course deals in part with contemporary problems of economic policy in Europe, an interest in such issues and an ability to deal with them is essential.

Core Syllabus: The lecture course focuses upon the progress and problems of regional integration in Western Europe since 1945.

Course Content: The emergence of the European Communities: the European idea; the dynamics of integration; the institutions; structure and policy-making processes. The impact of the institutions upon state policy. Theoretical aspects: the notion of supranationality. The Federalist, the Functionalist and intergovernmental approaches to regional integration in Western Europe. European security and European integration.

Teaching Arrangements: In addition to lectures (IR303) there are 18 meetings of a Seminar (IR413.2) for International Relations and European Studies specialists and other postgraduate students, in Michaelmas, Lent and Summer Terms, for which there is a separate hand-out. M.Sc. students also attend lectures (IR413.1) and seminars (IR413.2).

Written Work: Substantial class presentations are allocated at the first meeting of the seminar and at least three essays are set and marked by the seminar teacher.

Reading List: No single book is exactly coterminous with the syllabus. The following are useful introductions: Denis Swann, *The Economics of the Common Market*, Penguin (latest edition); Paul Taylor, *European Union in the 1990s*, Oxford, 1996; William Wallace & Helen Wallace (Eds.), *Policy Making in the European Union*, Oxford, 1996; Juliet Lodge (Ed.), *The European Community and the Challenge of the Future* (2nd edn.), 1993; Robert Keohane & Stanley Hoffman, *The New European Community, 1991*; Desmond Dinan, *Ever Closer Union?*, Macmillan, 1994.

Methods of Assessment: There will be a three-hour written examination in June.

IR413.1

External Relations of the European Union

Teacher Responsible: Professor C. Hill, Room D409

Availability and Restrictions: This course is primarily part of the teaching for the M.Sc. course IR416 The International Politics of Western Europe. It is offered to all other interested students, but it is not separately examined as a self-contained option.

Core Syllabus: The aim of the course is to cover the external activities of the European Communities since 1957. This includes both activities deriving from the Treaties and traditional, informal methods of national diplomacy, in a steadily more collaborative framework. The title 'European Union' is used but the course deals equally with pre-Maastricht events.

Course Content: The syllabus deals with the external ramifications of common policies in trade, agriculture, and steel, together with the evolving relations between the Union and the Third World, and the emergence of European Political Cooperation from 1970 onwards. Relations with important states or groups of states are given particular attention, namely the United States and Japan, the Eastern and Central European countries, the Euro-Arab Dialogue and the Lomé Conventions with the African, Caribbean and Pacific countries. The impact on the Union of the end of the Cold War is also an important focus.

Teaching Arrangements: There will be ten lectures in all, beginning half-way through the Michaelmas Term and ending half-way through the Lent Term (IR413.1). They will be immediately followed by five guest seminars (IR416.2).

Basic Reading List: D. Buchan, *Europe: The Strange Superpower*, Dartmouth, 1993; Roy Ginsberg, *The Foreign Policy Actions of the European Community*, Lynne Rienner, 1989; Christopher Hill (Ed.), *The Actors in Europe's Foreign Policy*, Routledge, 1996; Elfriede Regelsberger, Philippe de Schoutheete de Tervarent & Wolfgang Wessels (Eds.), *Foreign Policy of the European Union: from EPC to CFSP and Beyond*, Lynne Rienner, 1997; Reinhardt Rummel (Ed.), *The Evolution of an International Actor*, Boulder, Westview, 1990; Martin Holland (Ed.), *Common Foreign and Security Policy: the Record and Reforms*, Pinter, 1997; Simon Nuttall *European Political Cooperation*, Clarendon Press, 1992; Christopher Piening, *Global Europe: The European Union in World Affairs*, Lynne Rienner, 1997.

IR414

Women and International Relations

Teachers Responsible: Professor Fred Halliday, Room D510 and Dr. M. Light, Room D411

Availability and Restrictions: Course intended primarily for M.Sc. International Relations (Specialist and Research Tracks) and M.Sc. History and Theory of International Relations. Other students may take this course as permitted by the regulations for their courses. Some familiarity with international relations theory would be useful.

Core Syllabus: A study of the reciprocal interaction of women's positions within specific societies and international political and economic processes, focussing on four areas (military conflict; nationalism; the international economy; international organisation and law) and the implications of these for international relations theory.

Course Content: Women as political and economic subjects – theoretical approaches; participation in war; women and anti-war movements; nationalism and policies on women; international organisations; changes in international law; effects on women of colonialism, development policies, international economic change; international relations concepts and feminist theory.

Teaching Arrangements: Five lectures [IR414.1] Michaelmas Term and fifteen one-and-a-half hour seminars [IR414.2] Lent and Summer Terms. Six hours of video material is available for students to watch. Students should also attend the public seminars arranged by the Gender Institute. Students who have not studied International Relations previously must attend the International Politics lectures (IR410).

Written Work: Students will be expected to produce at least three essays during the year, which will be marked by the seminar teacher, and to give seminar presentations.

Reading List: Rebecca Grant & Kathleen Newland (Eds.), *Gender and International Relations*; Ester Boserup, *Women's Role in Economic Development*; Jean Bethke Elstein, *Women and War*; Kumari Jayawardena, *Feminism and Nationalism in the Third World*; Anne Tickner, *Gender in International Relations*; Jill Steans, *Gender and International Relations: An Introduction*; Spike Petersen (Ed.), *Gendered States: Feminist (Re-)Visions of International Relations Theory*; Catheryn Hoskyns, *Integrating Gender*. Detailed reading-lists will be distributed at the start of the course.

Methods of Assessment: One three-hour examination in the Summer Term, in which three questions out of twelve must be answered.

IR415

Strategic Aspects of International Relations III

Teacher Responsible: Dr. C. Coker, Room D608

Availability and Restrictions: Course intended primarily for M.Sc. International Relations (Specialist and Research Tracks) and M.Sc. History and Theory of International Relations. A working knowledge of international history since 1815 and of traditional theories of international politics is desirable.

Core Syllabus: This is not a conventional Strategic Studies course. It is about the cultural context of military conflict between states and within them. The place of war in international relations, and the social, political, and economic consequences of the use of force. The greater part of the course is concerned with force in international relations since 1945.

Course Content: Twentieth Century and War. The French Revolution (1789) and the use of wars of ideology. Discussions of war by the great 19th century philosophers: Hegel, Marx, Nietzsche. Social Darwinism. The role of modernity in modern warfare. Concepts of War and Peace. Post Modern Warfare. Post 1989 wars – with special reference to the non-western world. Islamic and Chinese methods of warfare. The threat of nuclear proliferation. Implications of military power on the present patterns of order.

Teaching Arrangements: 12 lectures (IR305) (Michaelmas and Lent Terms) and 15 seminars (IR415.1) (Michaelmas and Lent Terms). The seminar is run by Dr. Coker. The majority of seminar topics will be on strategic aspects of postwar international relations and examination papers will reflect this. Graduate students may be able to attend certain courses given by the Department of War Studies at King's College (see IR415.2 below). The International Institute for Strategic Studies (IISS) and the Royal United Services Institute for Defence Studies (RUSIDS) are both nearby and students in Strategic Studies may be eligible for student membership, which gives access to certain meetings and to excellent specialised libraries.

Written Work: At least three 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. 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*.

Methods of Assessment: There is a three-hour formal examination held in the Summer Term. Three questions must be answered from twelve or more. Examples of recent past examination papers will be appended to the reading list.

IR415.2

Strategic Thought (Code AW 2002) and War and Society (Code AW 3001) in WAR STUDIES, KING'S COLLEGE

(KCL, MA core course parts 2/3)

Teachers Responsible: Dr. J. Stone, Dr. J. W. Honig (AW 2002); Dr. B. Paskins and Dr. C. Dandeker (AW 3001)

Availability and Restrictions: Course intended primarily for M.Sc. International Relations (Specialist and Research Tracks).

Course Content: The evolution of strategic thinking from the Middle Ages to the contemporary era (AW 2002); and selected issues in the sociology and philosophy of war and society (AW 3001).

Teaching Arrangements: Weekly lectures will be held during Michaelmas and Lent Terms at King's College on [Please note: teaching in Michaelmas Term begins from 22 September 1997, in Lent Term from 5 January 1998 and in Summer Term from 27 April 1998.] 'Strategic Thought'; details to be arranged. An associated seminar will be open to King's College students only.

IR416

International Politics of Western Europe

Teacher Responsible: Professor C. J. Hill, Room D409

Availability and Restrictions: Course intended primarily for M.Sc. International Relations (Specialist and Research Tracks), M.Sc. History and Theory of International Relations and M.Sc. European Studies. Some basic knowledge of International Relations as an academic discipline is desirable, together with some acquaintance with the general evolution of world politics in the twentieth century.

Core Syllabus: The international relations of the major states of Western Europe, including the external relations of the European Community, Political Co-operation, and the Common Foreign and Security Policy of the European Union.

Course Content: The foreign policies of the states of Western Europe, with particular reference to Britain, France, Germany, Italy and Spain. The neutral (and ex-neutral) states and the smaller states will be treated as groups. The issues of security, defence and cohesion. The roles of geography, culture and domestic policies. The nature of 'Western Europe' and its relationship to the other regions of Europe and to the European Community. The external relations of the Community. European interests in wider international relations. Collective decision-making.

Teaching Arrangements: The core of the International Politics of Western Europe is a seminar (IR416.1) which meets during the Lent Term and for the first four or five weeks of the Summer Term. All students should also attend relevant lectures in the Foreign Policies of the Powers (IR300.1), and The External Relations of the European Union (IR413.1 and IR416.2).

Written Work: Students will be asked to write at least three essays during the course, to be handed in for marking to their seminar leader.

These do not count towards the examination.

Reading List: Reading lists will be provided at the first meeting of each of the seminars. Students will find the following introductory books particularly helpful: R. C. Macridis (Ed.), *Foreign Policy and World Politics* (8th edn.); G. Edwards & E. Regelsberger (Eds.), *Europe's Global Links: The European Community and Inter-regional Cooperation*; C. Hill (Ed.), *The Actors in Europe's Foreign Policy*, Routledge, 1996; S. Hoffman (Ed.), *The European Sisyphus: essays on Europe 1964-1994*, Westview, 1995; J. Howarth & Anand Menon (Eds.), *The European Union and National Defence Policy*, Routledge, 1997.

Methods of Assessment: Examination papers in these subjects are taken in the Summer Term. The normal length of each paper is twelve questions, of which candidates are invited to answer any three.

IR418

International Politics: Asia and the Pacific

Teachers Responsible: Professor M. Leifer, Room D508 and Professor M. Yahuda, Room D408

Availability and Restrictions: Optional course for the M.Sc. in

International Relations (Specialist and Research Tracks) and M.Sc. History and Theory of International Relations; available to other interested students where regulations permit. Desirable to possess a first degree in politics and/or history but special interest in region of prime importance.

Core Syllabus: The international political experience of primarily post-colonial states in a region beset by recurrent conflict and external intervention during the Cold War and subject to a novel multilateralism in its wake.

Course Content: The relationship between domestic order and regional environment; the impact and legacy of the transfers of power; the interests and roles of extra-regional states; alliance and non-alignment in foreign policies; sources of intra-regional conflict; the quality of regional cooperation and the problems of regional order primarily with reference to East and South-East Asia.

Teaching Arrangements: The principal lecture course is International Politics: Asia and the Pacific (IR418.1) – 10 lectures, Michaelmas Term. A seminar on Asia and the Pacific in International Relations (IR418.2) will be held in the Lent and Summer Terms. Additional lectures on the foreign policies of some Asian states (normally Japan, China, India and Indonesia) will be given in the course. The Foreign Policies of the Powers (IR300.1) during the Lent Term and New States in World Politics (IR902) 10 lectures in the Lent Term is also relevant.

Written Work: At least three essays will be set and marked by the seminar teacher and an opportunity will be provided for short papers to be presented to the seminar. Students also have the option of writing their short dissertation on a topic selected from Asia and the Pacific.

Basic Reading List: (A full reading guide will be made available to interested students). Michael Yahuda, *The International Politics of Asia-Pacific*; T. W. Robinson & D. Schambaugh (Eds.), *Chinese Foreign Policy*; Wolf Mendl, *Japan's Asia Policy*; Michael Leifer, *ASEAN and the Security of South-East Asia*; Michael Leifer, *Dictionary of The Modern Politics of South-East Asia*; Robert S. Ross (Ed.), *East Asia in Transition*.

Methods of Assessment: Students will be required to sit a three-hour examination in which they will be asked to answer three of twelve questions.

IR419

The International Relations of the Middle East

Teachers Responsible: Professor F. Halliday, Room D510 and Mr. P. Windsor, Room D412

Availability and Restrictions: Course intended primarily for M.Sc. in International Relations (Specialist and Research Tracks) and M.Sc. History and Theory of International Relations students. A knowledge of the international political system and of the major issues in its contemporary development is required. Please note that students taking this option will not be allowed to take IR428 The Suez Crisis: Origins and Impact, 1945-1962.

Core Syllabus: The course is intended to provide an analysis of the regional politics of the Middle East since 1918, and of their interaction with problems of international security, global resources and superpower policies.

Course Content: The contemporary significance of the Middle East in the context of great power relations; the emergence and development of the Middle Eastern states system; sources of conflict; the interplay of domestic politics, regional conflicts and international rivalries in the policies of Middle Eastern governments; the importance of oil and other economic interests; great power rivalry and the strategic position of the Middle East, ideologies, national and religions.

Teaching Arrangements and Written Work: There will be 20 lectures. (IR419.1 The International Relations of the Middle East) and 10 seminars (IR419.2). Seminar attendees will be expected to submit at least three essays, based on past examination papers, to be marked by their seminar teacher. The lecture course IR300.1 The Foreign Policies of the Powers may also be of interest.

Reading List: Students are not particularly advised to purchase any book since the more comprehensive introductions are not necessarily in print. However, they are advised to have read, before the beginning of the course: M. E. Yapp, *The Near East Since the First World War*; and/or C. Lenczowski, *The Middle East in World Affairs*.

In addition they are recommended to consult: M. Kerr, *The Arab Cold War*; W. B. Quandt, *Decade of Decisions: American Policy Towards the Arab-Israeli Conflict*; R. Freedman, *Soviet Policy Toward the Middle East since 1970*; B. Lewis, *The Arabs in*

History; 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*.

Methods of Assessment: There is one three-hour examination in the Summer Term.

IR420

Revolutions and the International System

Teacher Responsible: Professor Fred Halliday, Room D510

Availability and Restrictions: Course intended primarily for interested students.

Core Syllabus: An examination of the relationship between social and political revolutions and the dynamics of the inter-state system.

Course Content: Theories and definitions of revolution in social science; conceptualisations of revolutions and the reactions of the international system (realist, pluralist, historical materialist); the contribution of international and transnational factors to revolution (socio-economic transformation, colonialism, war, nationalism); the foreign policy programmes of revolutionary states, their impact on the international system, and the response of status quo powers; case studies of France, Russia and China, and of certain more contemporary examples, e.g. Iran, Cuba, Eastern Europe; the place of revolutions and the 'order-maintaining' response to them in the study of international relations.

Teaching Arrangements and Written Work: 15 lectures (IR420.1) in the Michaelmas and Lent Terms and 15 one-and-a-half-hour seminars (IR420.2) in the Lent and Summer Terms. At least three essays will be set and marked by their seminar teacher.

Reading List: Theda Skocpol, *States and Social Revolutions*; Eric Hobsbawm, *The Age of Revolutions*; David Armstrong, *Revolution and International Society*; Henry Kissinger, *A World Restored*; E. H. Carr, *The Bolshevik Revolution*, Vol. 3; Franz Borkeuau, *World Communism*; Chalmers Johnson, *Peasant Nationalism and Communist Power*; Kyung-Won Kim, *Revolution and International System*; Richard Rosecrance, *Action and Reaction in World Politics*. A detailed reading list will be provided.

Methods of Assessment: There is a three-hour written examination in the Summer Term, requiring three questions out of twelve to be answered.

IR421

Concepts and Methods of International Relations

Teacher Responsible: Mr. M. Hoffman, Room D512

Availability and Restrictions: Course intended primarily for M.Sc. International Relations (Specialist and Research Tracks), M.Sc. History and Theory of International Relations and M.Sc. Politics of the World Economy (Specialist and Research Tracks) and research students. The teaching for this course is also designed as general background for students taking the Diploma in World Politics; and the B.Sc. in International Relations, 3rd Year. The course assumes an elementary knowledge of international relations.

Core Syllabus: A critical examination of the nature, assumptions and implications of the theoretical literature on international relations.

Course Content: Evolution and characteristics of the international relations discipline and associated fields. Schools of thought: traditionalist, behaviouralist and contemporary. State-centric, pluralist and structuralist paradigms. Critical and postmodern perspectives. Current trends and controversies.

Teaching Arrangements: There are 10 lectures (IR421.1) in the Michaelmas Term. A weekly seminar (IR421.2) for M.Sc. and Diploma candidates for examination in the subject will be held in the Lent and Summer Terms, open also to research students.

Written Work: At least three essays are set and marked by the seminar teacher.

Reading List: A detailed reading list will be provided at the first meeting. Useful surveys and textbooks are: K. Booth and 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).

Methods of Assessment: The M.Sc. examination in Concepts and Methods consists of a three-hour paper taken in mid-June, with three questions out of twelve to be answered. Copies of the question papers from the previous three years are attached to the reading list which is distributed during the lectures.

IR422

Conflict and Peace Studies

Teacher Responsible: Mr. M. Hoffman, Room D512

Availability and Restrictions: Course intended primarily for M.Sc. International Relations (Specialist and Research Tracks), M.Sc. History and Theory of International Relations and M.Sc. in the Politics of the World Economy (Specialist and Research Tracks); the seminar is open to Diploma in World Politics and others by permission. No pre-requisites, but as the course is interdisciplinary and assumes familiarity with theories of international relations and mainstream theories of war and peace, students are encouraged to attend the lecture series **Concepts and Methods of International Relations** (IR421.1) and **Strategic Aspects of International Relations** (IR305).

Core Syllabus: This course draws upon the relevant interdisciplinary literature in order to examine the problems of conflict and peace in international relations.

Course Content: A survey of theoretical approaches to problems of conflict and violence, together with associated concepts including stability, change, order and justice. General theories, particular theories, classification schemes and debates concerning them. Interdisciplinary contributions including anthropological, legal, psychological, sociological, sociobiological and philosophical approaches. Various models for the analysis of conflict dealing with its properties, causes, dynamic processes, functions and effects. Techniques of conflict management and possible means of conflict resolution. Applications of theories of conflict to problems of international relations, including civil and interstate war, crisis behaviour and revolutions. Peace movements and various attempts to enhance peaceful conduct in international relations.

Teaching Arrangements: 20 seminars (IR422), beginning in the sixth week of the Michaelmas Term.

Written Work: At least three essays will be set and marked by the seminar teacher.

Reading List: A detailed reading guide will be provided at the first meeting. Useful survey texts are: J. Bercovitch & J. Rubin (Eds.), *Mediation in International Relations: Multiple Approaches* (1992); J. Burton (Ed.), *Conflict: Human Needs Theory* (1990); C. Crocker & F. O. Hampson (Eds.), *Managing Global Chaos: Sources of and Responses to International Conflict* (1997); V. Jabri, *Discourses on Violence: Conflict Analysis Reconsidered* (1996); C. R. Mitchell & M. Banks, *Handbook of Conflict Resolution: The Analytical Problem-Solving Approach* (1996); D. Sandole & H. Van der Merwe (Eds.), *Conflict Resolution: Theory and Practice* (1993); I. W. Zartman & L. Rasmussen (Eds.), *Peacemaking in International Conflict: Methods and Techniques* (1998).

Methods of Assessment: There is a three-hour written examination in the Summer Term, requiring three questions out of twelve to be answered.

IR425

Soviet and Post-Soviet Foreign Policy

Teacher Responsible: Dr. Margot Light, Room D411

Availability and Restrictions: Course intended primarily for M.Sc. International Relations (Specialist and Research Tracks), M.Sc. History and Theory of International Relations and M.Sc. Russian and Post-Soviet studies. Other students may take this course as permitted by the regulations for their degrees. Familiarity with international relations theory and/or some knowledge of international history and Russian and Soviet history and government are desirable.

Core Syllabus: The development of Soviet and post-Soviet foreign and defence policy from 1917 to 1998 in relation to its ideological and historical roots. Particular attention will be paid to the similarities and differences between the relations of the Soviet Union with different kinds of states; to the relationship of theory to practice and to the continuity and change in Russian foreign policy.

Course Content: Historical, geographic and ideological factors affecting Soviet and Russian security perceptions. Foreign policy decision-making. Marxist-Leninist theory and its influence on foreign policy. Conflict and amity in East-West relations. The cold war and detente as case-studies of conflict and amity. Socialist internationalism and relations within the socialist system. Soviet-Third World relations. Perestroika, glasnost and the 'new thinking'. Russia and the 'near and far abroad'. Nationalism and foreign policy.

Teaching Arrangements: 10 lectures (IR425.1) in the Michaelmas Term and 15 one-and-a-half hour seminars (IR425.2) in the Michaelmas and Lent Terms. Students without an International Relations background will find the related courses IR300.2, IR417.1, IR417.2 and IR420.1 useful. Students should also attend the lectures on Soviet and Russian foreign policy in IR300.1 during the Lent Term and the foreign-policy related seminars in the seminar on Post-Communist Politics and Policies, EU451.

Written Work: Students will be expected to write at least three essays, to be marked by the seminar teacher, and to present at least one seminar topic.

Reading List: A more detailed list will be distributed at the beginning of the lecture course but students will find the following preliminary reading useful:

Paul Dibb, *The Soviet Union: The Incomplete Superpower*, Macmillan, 1988; F. Fleron, E. Hoffman & R. Laird (Eds.), *Classic and Contemporary Issues in Soviet Foreign Policy*, Aldine de Gruyter, 1991; M. S. Gorbachev, *Perestroika: New Thinking for Our Country and the World*, Collins, 1987; Fred Halliday, *The Making of the Second Cold War*, Verso, 1983; Margot Light, *The Soviet Theory of International Relations*, Wheatsheaf, 1988; Joseph L. Nogee & Robert H. Donaldson, *Soviet Foreign Policy since World War II* (3rd edn.), Pergamon Press, 1988; Mark Webber, *The International Politics of Russia and the Successor States*, Manchester University Press, 1996; N. Malcolm, A. Pravda, R. Allison & M. Light, *Internal Factors in Russian Foreign Policy*, Cambridge University Press, 1996.

Methods of Assessment: One three-hour examination in the Summer Term. Students have to answer three out of twelve questions.

IR426

Modernity and International Relations

(Availability to be advised)

Teacher Responsible: To be arranged

Availability and Restrictions: The course is intended primarily for M.Sc. in International Relations (Specialist and Research Tracks) and M.Sc. History and Theory of International Relations. Other postgraduate students may take this course as permitted by the regulations for their degrees. There are no other course prerequisites.

Course Syllabus: A theoretical and historical exploration which develops the understandings of 'modernity' advanced by Marx and Weber into rival accounts of the institutional form, historical emergence and subsequent evolution of the modern international system.

Course Content: The course begins with an introduction to the works of Marx and Weber as theorists of modernity, contrasting Marx's explication of capitalism with Weber's theory of rationalization. These themes are developed into contrasting ways of understanding the international system. We shall also consider the role played by the idea of 'modernity' in the legitimation of Western power in the modern world.

The second part of the course explores the dominant institutional forms of the modern international system under three headings: exchange, rule, space and time. In each case, the modern form is contrasted with its equivalents in earlier, different geopolitical systems. And rival Marxian and Weberian explanations of these differences are compared.

Finally, we turn to an overview of the processes of geopolitical expansion and social transformation involved in the making of the modern international system: the construction of the world market; the role of colonialism in the construction of non-European states; World War and 'general crisis' in the international system; the international significance of peasant revolutions; the question of the historical character of the Soviet states-system; and the American Century.

Teaching Arrangements: 12 lectures (IR426.1) (each of one hour's duration) will be given in the Michaelmas and Lent Terms. 17 one-and-a-half hour seminars (IR426.2) will also be given in

the Michaelmas and Lent Terms and there will be two revision sessions at the beginning of the Summer Term.

Written Work: Students will be expected to submit at least three essays, to be marked by the seminar teacher, and to introduce at least one seminar topic.

Reading List: A comprehensive reading list is provided with lecture handouts. Some of the core texts used on the course are listed below. C. Wright Mills, *The Sociological Imagination*, OUP, 1959; K. Marx, *Readings from Karl Marx*, Ed. D. Sayer, 1989; M. Weber, *From Max Weber: Essays in Sociology*, Eds. H. H. Gerth & C. Wright Mills, Routledge, 1948; D. Sayer, *Capitalism and Modernity: An Excursus on Marx and Weber*, 1991; E. Wolf, *Europe and the People Without History*, 1982; E. Hobsbawm, *The Age of Revolutions*, 1963; L. Potts, *The World Labour Market: A History of Migration*, 1990; R. D. Sack, *Human Territoriality: Its Theory and History*, 1986.

Methods of Assessment: Students will be required to sit a three-hour examination in which they will be asked to answer three of twelve questions.

IR427

International Politics of Africa

(Not available, 1998-99)

Availability and Restrictions: Course intended primarily for M.Sc. International Relations (Specialist and Research Tracks), M.Sc. History and Theory of International Relations and M.A. Area Studies Africa.

Core Syllabus: The relations of African states with one another and with the major external powers.

Course Content: Decolonization and Pan-Africanism. The African regional order: the formation and operation of the O.A.U. Boundary and Ethnic Conflicts; irredentism, secession and external intervention in African conflicts. The struggle for power in Southern Africa. The role of African States in the international system; and international organizations. Association with the EU. Relations with outside powers.

Teaching Arrangements and Written Work: A course of 10 lectures (IR427.1) is given in the Michaelmas and Lent Terms beginning in week 6 of the Michaelmas Term. A weekly seminar (IR427.2) is held in the Lent and Summer Terms. Students present papers on agreed topics. At least three essays will be set and marked by the seminar teacher. The following courses may also be of interest: IR300.2 **Foreign Policy Analysis**, IR902 **New States in World Politics**, EU201 **Theories and Problems of Nationalism**. Students taking the M.Sc. in International Relations will be assigned a personal Tutor in the International Relations Department who will supervise their overall preparation for the examination. **Professor Mayall** will, however, provide guidance relating to this paper for those students who are not his personal tutees.

Reading List: This is not a subject for which there is a minimal reading list which covers the entire syllabus. Students are therefore advised to consult the supplementary reading list which will be distributed at the beginning of the Course. The following titles, however, provide a useful introduction; those marked with an asterisk are available in paperback. I. Wallerstein, *Africa: The Politics of Unity*; Ali Mazrui, *Towards a Pax Africana*; Z. Cervenka, *The Unfinished Quest for Unity*; Saadia Touval, *The Boundary Politics of Independent Africa*; J. Mayall, *Africa: The Cold War and After*; *A. Gavshon, *Crisis in Africa: Battleground of East and West*, Penguin, 1982; *T. Shaw & N. Sola Ojo, *Africa and the International Political System*, University of America Press, 1982; W. T. Levine & T. W. Luke, *The Arab-African Connection: The Political and Economic Realities*; Douglas Rimmer (Ed.), *Africa 30 Years On* (James Currey, 1991).

Methods of Assessment: Separate three-hour examination papers are set for the M.Sc. African Government and Politics; M.Sc. in International Politics; M.Sc. in International Politics of Africa and the Middle East; M.A. Area Studies Africa. Candidates answer three of the questions set. In the first two of these papers the questions follow the syllabus - for examples see the annex to the supplementary reading list. In the case of the M.A. the paper is designed to reflect the special interests of the candidates on subject to be discussed with **Professor Mayall** during the Michaelmas and Lent Terms.

IR428

The Suez Crisis: Origins and Impact, 1945-1962

Teacher Responsible: Dr. John Kent

Availability and Restrictions: For M.A./M.Sc. International Relations, M.Sc. Theory and History of International Relations

and M.A./M.Sc. History of International Relations. Please note that students taking this option will not be allowed to take IR419 **The International Relations of the Middle East**.

Core Syllabus: The course examines the importance of the Middle East in Britain's global strategy (defence and foreign policy) and the relationship between imperialism, Cold War and regional conflicts.

Course Content: The Middle East in relation to British global strategy; the Arab-Israeli conflict; American policy towards the Middle East; British relations with Egypt and the other Arab states; the Baghdad Pact; plan Alpha; a detailed analysis of the crisis from the Egyptian purchase of Czech arms to the Anglo-French-Israeli attack on Egypt and the aftermath of the invasion.

Teaching Arrangements: There are 20 seminars of two hours duration including an introduction to the study of primary documents which form an integral part of the course.

Reading List: K. Kyle, *Suez* (1991); W. Scott Lucas, *Divided We Stand: Britain, the United States and the Suez Crisis* (1991); D. Carlton, *Britain and the Suez Crisis* (1988); P. L. Hahn, *The United States, Great Britain and Egypt* (1991); R. Owen & Wm. Roger Louis (Eds.), *Suez* (1989); *British Documents on the End of Empire*; J. Kent (Ed.) *Egypt and the Defence of the Middle East* (3 Vols., 1998).

Methods of Assessment: One three-hour unseen examination paper in which students are required to comment on three documentary extracts from a choice of eight and to answer two from six essay questions.

IR450

International Political Economy

Teachers Responsible: Dr. G. Sen, Room D513 and Dr. A. Walter, Room D413

Availability and Restrictions: Course intended primarily for M.Sc. in Politics of the World Economy (Specialist and Research Tracks).

Core Syllabus: The evolution of international economic relations since the formation of the modern state system during the mercantilist period.

Course Content: The purpose of this core course for the M.Sc. (Econ.) degree in the Politics of the World Economy is to give students with a first-degree background in economics and/or economic history, and politics (including international relations) and/or international history an appraisal of the theories and history of international economic relations, and a detailed understanding of specific issues of significance during the twentieth century.

The course is therefore concerned to analyse the emergence and evolution of the international economy since the mercantilist period of inter-state relations. The key question analysed is the impact of the system of states, with its distinctive goals of military security and autonomy, on the functioning of both the international and national economies and the consequences for the relationship between them. Though the emphasis is primarily on this political impact on the operation of the market and the opportunities and constraints posed by the latter on the former, attention will also be devoted to the international economic relations of the formerly planned economies in transition.

In seeking to investigate the relevance of the interaction of the parameters identified above (the state and the market), the growth and location of production, and its distribution between countries will be of special interest for the course. In this context, the analysis will refer to both inter-state conflict and co-operation (including its institutional expression) in the arena of international political economy, the particular divergences between the richer and poorer countries, the role of non-state actors like multinational corporations, and the altering structure of the international order itself under the influence of economic change. It is not a course in elementary international economics nor in the politics of international economic thought nor in the history of the world economy, although students will be expected during their course to acquire, if they do not already have, some knowledge of all these. Rather it attempts to familiarise students with the basic concepts that help them to unite theory and history. Similarly, the aim is to teach students how to think about international political economy, not what to think; and to teach them how to analyse issues of international public policy, not to tell them what policy should be. Students are expected to present papers for discussion at the individual seminars which accompany each lecture. These seminars are organised in terms of a list of questions formulated to reflect issues raised in each lecture and also encompasses the subject more generally.

Teaching Arrangements and Written Work: There will be a lecture course (IR450.1) on **International Political Economy** given by Dr. Sen and others. Students are also required to attend a seminar on **Selected Topics in International Political Economy** (IR450.2) and 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 M.Sc. PWE programme. At least three essays will be set and marked by the seminar teacher. A short series of lectures on **Introduction to Some Concepts in Economics** will also be given as part of IR450.1, explaining the law of comparative costs, purchasing power parity, the quantity theory of money, the balance of payments and other concepts currently used in the literature. The lecture series is primarily intended for those with little or no background in international economics. Those with no previous academic experience in international relations are strongly advised to attend the lectures in **Concepts and Methods of International Relations** (IR421.1).

Reading List: It is advisable to absorb the less technically economic parts of the course before the lectures begin. Only such sources are quoted below. A more complete source-list is circulated at the beginning of the lectures. A small amount of technical economics is required, and taught as part of the course. Eli F. Hecksher, *Mercantilism*; J. Baechler, *The Origins of Capitalism*; F. Braudel, *Afterthoughts on Material Civilization and Capitalism*; Rober Gilpin, *The Political Economy of International Relations*; Susan Strange, *States and Markets*; Angus Maddison, *Phases of Capitalist Development*; Phyllis Deane, *The State and the Economic System*; Smith, Ricardo, List, Keynes in Robert L. Heilbroner, *The Worldly Philosophers*, 1955 edn., Chs. 3, 4, 9 (and 6, if hitherto you have read nothing on Marx).

Methods of Assessment: Students will be required to sit a three-hour examination on the full syllabus of the International Political Economy course. Students will be asked to answer three out of twelve questions.

IR451

Politics of Money in the World Economy

Teachers Responsible: Dr. D. Josselin, Room D515 and Dr. A. Walter, Room D507

Availability and Restrictions: Course intended primarily for M.Sc. International Relations (Specialist and Research Tracks); M.Sc. Politics of World Economy (Specialist and Research Tracks) and other graduates by permission.

Core Syllabus: This course is designed as a component of the study of an international system in which the management and mismanagement of money are matters of increasing consequence, both for international political relations and for domestic politics. It may also be of particular help to students specialising in the politics of international economic relations.

Course Content: It will deal with the basic concepts regarding the creation, use and management of money in the international system. Students will be introduced to the outlines of international monetary relations over the past century and the central focus will be on the notion of financial power in the world economy. Issues to be covered will 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.

Teaching Arrangements and Written Work: One lecture course (IR451.1) and one seminar course (IR451.2). Lectures begin in the first week of Michaelmas Term and continue in the Lent Term. Seminars begin in the sixth week of the Michaelmas Term and continue in the Lent Term. Students are expected to make presentations on topics of their choice and to write three papers, to be marked by the seminar teacher. A series of five initial 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; the core lectures begin in week 6.

Reading List: No one book covers the entire syllabus, but the following general works will provide 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, *Casino Capitalism*; 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* (2nd edn.), section IIC; C. Randall Henning, *Currencies and Politics*. A detailed list of recommended reading will be given at the beginning of the course.

Methods of Assessment: There is a three-hour formal examination in the Summer Term based on the lecture course and work covered in the seminars. The paper contains about twelve questions, of which three are to be answered.

IR456

International Business in the International System

Teacher Responsible: Mr. Louis Turner, c/o Room D611

Availability and Restrictions: Course intended primarily for M.Sc. International Relations (Specialist and Research Tracks); M.Sc. Politics of the World Economy (Specialist and Research Tracks); Diploma in Business Studies; M.Sc. Management; M.Sc. Development Studies. Other interested students should apply to Dr. Michael Hodges for permission to take this course.

Core Syllabus: The course aims at a broad introduction to the impact that multinational corporate strategies, global competition, comparative shifts in industrial policies and technological evolution have on international relations.

Course Content: Introduction to the debate on multinational companies, global competition and international relations theory. Relevant technological developments. Role of industrial deregulation. Multinational power. Rise of Japanese multinationals. Questions of control and regulation. State-firm diplomacy. Comparative industrial policies and industrial cultures.

Teaching Arrangements and Written Work: 20 lectures (IR456.1) will be given in the Michaelmas and Lent Terms to which any interested students are welcome. The undergraduate lecture course on **The Politics of International Economic Relations** (IR304) is also relevant. A seminar (IR456.2) built round presentations by students taking the examination will be held in the Michaelmas and Lent Terms (15 meetings in all). At least three essays will be set and marked by the seminar teacher.

Reading List: No one book covers the entire syllabus; reading should be spread over: Manuel Castells, *The Rise of the Network Society*, Vol. 1 (1996); Peter Dicken, *Global Shift: Transforming the World Economy*; 1998; Robert Gilpin, *The Political Economy of International Relations*, 1987; Michael E. Porter, *The Competitive Advantage of Nations*, 1990; Robert Reich, *The Work of Nations*, 1991; John Stopford & Susan Strange, *Rival States, Rival Firms*, 1991; Lester Thurow, *Head to Head*, 1992; Louis Turner & Michael Hodges, *Global Shakeout*, 1992; U.N. *World Investment Report*, 1998; D. Yergin and J. Stanislaw, *The Commanding Heights*, 1998.

Methods of Assessment: There is a three-hour formal examination in the Summer Term based on the lecture course and topics covered in the seminars, and requiring some familiarity with the extensive literature. The paper will contain about twelve questions, of which three are to be answered. It is important to answer all three. Copies of previous years' papers are available.

IR457

Politics of International Trade

Teachers Responsible: Dr. Razeen Sally, Room D416

Availability and Restrictions: Course intended primarily for M.Sc. in the Politics of the World Economy (Specialist and Research Tracks).

Core Syllabus: An examination of the major political issues and controversies in international trade.

Course Content: The evolution of foreign 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, taking into account the general structure of commercial relations among developed countries, between developed and developing countries, and between developed and transition countries. Finally, the course examines a number of specific problems and issues in contemporary trade policy, e.g., WTO negotiations on tariff and non-tariff barriers; anti-dumping actions; intellectual property rights; MNEs and international trade; regional trading arrangements in the world economy; 'new' issues, e.g., environmental and labour standards, competition policy; specific sectors like agriculture and financial services.

Teaching Arrangements and Written Work: A series of 19 lectures (IR457), and 16 seminars (IR457) based on student presentations beginning in the sixth week of the Michaelmas Term. A short series of lectures on **Introduction to Some Concepts in Economics** will also be given as part of IR450.1, explaining the law of comparative costs, purchasing power parity, the quantity theory of money, the balance of payments and other concepts currently used in the literature. The lecture series is primarily intended for those with little or no background in international economics. Also recommended for M.Sc. PWE students without any background in economics. At least three essays will be set and marked by their seminar teacher.

Reading List: Paul Krugman & Maurice Obstfeldt, *International Economics*; Paul Krugman, *Pop Internationalism*; Douglas Irwin, *Against the Tide: An Intellectual History of Free Trade*; Jagdish Bhagwati, *Protectionism and Writings on International Economics*; B. Hoekman & M. Kostecki, *The Political Economy of the World Trading System*; Jacob Viner, *International Economics and Studies in the Theory of International Trade*; John Jackson, *The World Trading System*; Jagdish Bhagwati & Robert Hudec (Eds.), *Fair Trade and Harmonisation: Prerequisites for Free Trade?* A detailed reading list will be distributed at the beginning of the session.

Methods of Assessment: Summer Term formal three-hour examination, three questions to be chosen from twelve.

IR458

International Political Economy of Energy

Teacher Responsible: Professor P. Odell, c/o Room D611

Availability and Restrictions: Course intended primarily for students taking the M.Sc. in the Politics of the World Economy (Specialist and Research Tracks) and the M.Sc. in Development Studies. Other suitably qualified and interested graduate students may take this course as permitted by the regulations for their degrees and with the permission of the teacher responsible. A background in elementary economic political theory and a knowledge of global energy/environmental issues would be an advantage.

Core Syllabus: Analysis of the key issues involved in the exploitation of energy resources and their use. The assessment of decision-making and policy formulation at the levels of companies, governments and international organisations.

Course Content: A continuing and, generally, an expanding supply of energy at affordable prices is an essential input to the process of economic development, to the security of nations and to the well-being of their populations. Access to energy supplies is thus a strategic issue which influences the economic and political relations between have and have-not nations. It also explains the creation of international energy institutions (such as international oil companies) with objectives of maximising returns from energy resource exploitation and of organisations and of alliances (such as OPEC and the IEA) which seek to achieve guaranteed production and/or supplies.

Additionally, however, geological and other natural phenomena constitute supply-side opportunities or limitations, while environmental considerations are playing an increasingly important role in energy production and use developments and decisions. Moreover, evolving knowledge and improving technology change the significance of these physical components over time so that energy resource and use issues become even more highly dynamic.

In this course of lectures and seminars an attempt will be made both to expose and to synthesise these multi-faceted characteristics of the international political economy of energy; and to show how they have changed over time, particularly over the period since the end of the Second World War.

Teaching Arrangements and Written Work: There will be a course of 12 lectures (IR458) commencing in week one of the Michaelmas Term and up to eight seminars (IR458) in the Lent Term, for which students will prepare short papers for discussion. The seminars will be followed by two concluding lectures in the Summer Term. At least three essays will be set and marked by the seminar teacher.

Reading List: The following basic reading material will be found helpful: M. A. Adelman, *The Genie out of the Bottle: World Oil since 1970*, MIT Press, Cambridge, MA, 1995; S. Bramley, *American Hegemony and World Oil*, Blackwell, 1991; John G. Clark, *The Political Economy of World Energy*, Harvester/Wheatsheaf, 1990; R. L. Gordon, *World Coal: Economics, Policies and Prospects*, CUP, 1987; E. B. Kapstein, *The Insecure Alliance: Energy Crises and Western Politics Since*

1944, OUP, 1990; J. Estrada *et al.*, *The Development of European Gas Markets*, Wiley, 1995; P. Horsnell & R. Mabro, *Oil Markets and Prices*, Oxford University Press, 1993; Ø. Noreng, *Oil and Islam: Social and Economic Issues*, Wiley, 1997; K. Roland, *Oil and Gas – a Sunset Industry? The Role of Petroleum in the 21st Century*, Econ, Oslo, 1998.

Methods of Assessment: One three-hour unseen examination held in June.

IR459

History of Ideas in International Political Economy

Teachers Responsible: Dr. Razeen Sally, Room D416 and Dr. Andrew Walter, Room D507

Availability and Restrictions: Course intended primarily for M.Sc. in the Politics of the World Economy [Specialist and Research Tracks].

Core Syllabus: An examination of the major thinkers and traditions in international political economy over the last two centuries.

Course Content: The course covers 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 economics, English radical liberalism, Marx, the German Historical School], followed by turn-of-the-century and twentieth century traditions [Austrian economics, Hayek, Keynes, Schumpeter, German neoliberalism, the early Chicago School, the post-Keynesian neoclassical synthesis, social democratic dissent]. The course ends with a coverage of more recent schools of thought [new political economy, new institutional economics, neoliberal institutionalism and constitutional economics].

Teaching Arrangements and Written Work: A series of 15 lectures (IR459.1) and 15 seminars (IR459.2), the latter based on student presentations followed by a discussion. No prior knowledge of economics is required, but those with little or no economics background should attend the short series of lectures **Introduction to Some Concepts in Economics** [part of IR450]. At least three essays will be set and marked by the seminar teachers.

Basic Reading: No one book covers the syllabus but the following will provide a useful overview. Jacob Viner, *Essays on the Intellectual History of Economics*; Adam Smith, *An Inquiry into the Nature and Causes of the Wealth of Nations*; F. A. Hayek, *The Constitution of Liberty*; Razeen Sally, *Classical Liberalism and International Economic Order*; John Stuart Mill, *The Principles of Political Economy*; Joseph Schumpeter, *History of Economic Analysis*; J. M. Keynes, *The General Theory of Employment, Interest and Money*; Douglas Irwin, *Against the Tide: An Intellectual History of Free Trade*. A detailed reading list will be distributed at the beginning of the session.

Methods of Assessment: Summer Term formal three hour examination, three questions to be chosen out of twelve.

IR900

Current Issues in International Relations (Seminar)

Teacher Responsible: Mr. G. Stern, Room D509

Availability and Restrictions: Course intended for M.Sc. and B.Sc. students specialising in International Relations as well as students taking the Diploma in World Politics. Students will be expected to have some familiarity with current affairs as well as some background in International Relations.

Core Syllabus: The aim of the course is to provide a weekly forum for the discussion of topics of current interest to the student of International Relations. Matters of moment are examined and analysed in terms of their international significance and of the issues they raise for the academic study of International Relations.

Teaching Arrangements: There are 10 weekly seminars, five in the Michaelmas Term, and five in the Lent Term (IR900). Since the emphasis is on verbal fluency in the articulation of ideas about international relations, no class papers or other written work is involved.

IR901**The Moral Imagination in the Late 20th Century**

Teacher Responsible: Professor Michael Ignatieff, c/o Room D607

Availability and Restrictions: This is a non-examinable course for all interested students.

Core Syllabus: A course on the attempt to re-cast the ethics of international politics after 1945: the Universal Declaration, the Genocide Convention, the Geneva Conventions, the UNSECO statement on Race: and the enduring gap between liberal good intentions and the realities of post Cold War politics.

Course Content: (1) The Problem: The ideal of moral progress and the reality of barbarism. (2) The Holocaust And After: Genocide and its Place in late Modern Moral Thinking. (3) The Cold War and the Two Rights Traditions: from the Universal Declaration to the Helsinki Final Act. (4) The Human Rights Revolution: Universal Values versus Cultural Tradition. (5) The Return of Nature: Environmental Ethics and National Sovereignty. (6) The Death of the Master Race: The Ethics of Ethnicity and Race in the Post-Colonial Era. (7) The Moral World of Ethnic Nationalism. (8) The Right of Humanitarian Intervention: National Sovereignty, Ethnic War and Humanitarian Catastrophe: from Biafra to Bosnia. (9) Truth, Reconciliation and Justice: The Ethical Dilemmas of National Reconstruction. (10) The Liberal Experiment: Tolerance, Difference and the Politics of Inclusion.

Teaching Arrangements: There are 10 lectures (IR901), the timetabling arrangements for which are to be arranged.

Reading List: A reading list will be provided at the beginning of the course.

IR902**New States in World Politics**

Teacher Responsible: Dr. Peter Lyon, Institute of Commonwealth Studies (Secretary, Miss S. Jansen 0171-580 5876)

Availability and Restrictions: Course intended primarily for B.Sc., M.Sc., Dip. World Politics & other graduate students. This course is not intended as preparation for any particular examination.

Core Syllabus: This is a comparative and thematic treatment of the subject, not only of contemporary new states but also viewed historically at least since the 18th century.

Course Content: Comparative evaluation of the ways in which new states emerge into independence, their assets and liabilities for the conduct of their international affairs, and their roles as producers or consumers of international order. The contemporary new states in terms of: statehood and nationhood; neutralism and non-alignment; imperialism, colonialism and neo-colonialism; praetorianism and populism; autonomy and autarchy; irredentism and secessionism. The viability of statehood and future prospects.

Teaching Arrangements: One lecture course of one lecture a week taught in the Lent Term (IR902).

Written Work: None.

Basic Reading: Benedict Anderson, *Imagined Communities*; Hedley Bull (Ed.), *The Expansion of International Society*; P. Calvocoressi, *New States and World Order*; S. E. Finer, *The Man on Horseback*; C. Geertz (Ed.), *Old Societies and New States*; J. Mayall, *Nationalism and International Society*; R. Mortimer, *Third World Coalition in International Politics*; H. Seton-Watson, *States and Nations*; Robert H. Jackson, *Quasi-States: sovereignty, international relations and the Third World*. [Further reading will be provided as the course proceeds.]

IR903**Disarmament and Arms Limitation**

(Not available 1998-99)

Teacher Responsible: Mr. N. A. Sims, Room D609

Availability and Restrictions: Course intended primarily for all students interested. This course is not intended as preparation for any particular examination.

Core Syllabus: These lectures seek to identify and explore the essential problems of disarmament and arms limitation, and the patterns of diplomacy and theory they have generated; and to show how they relate to the central concerns of International Relations.

Course 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. The review conference and its significance as a feature of treaty régimes. Negotiations and proposals for new treaties. Evolution and reinforcement of treaty régimes in relation to theories of the disarmament process. Public opinion and other non-governmental influences on disarmament; institutional frameworks of policy formation and international negotiation; international behavioural assumptions underlying approaches to disarmament.

Teaching Arrangements: 15 lectures, Michaelmas and Lent Terms (IR903).

Written Work: None.

Reading List: V. Adams, *Chemical Warfare, Chemical Disarmament*; 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*; S. de Madariaga, *Disarmament*; A. Myrdal, *The Game of Disarmament*; P. J. Noel-Baker, *The Arms Race*; M. Sheehan, *Arms Control: Theory and Practice*; N. A. Sims, *The Diplomacy of Biological Disarmament*. Contextual reading is also advised, for students to derive full benefit from this course, and a longer list with publication details of books, related articles available in the learned journals, and guidance on other materials, is included in the course literature 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 A231. For longer meetings appointments may be made with his secretary in A229.

IR904**International Verification**

(Not available 1998-99)

Teacher Responsible: Mr. N. A. Sims, Room D609

Availability and Restrictions: Course intended primarily for all students interested. This course is not intended as preparation for any particular examination. This course is intended to complement the lecture series IR139 which students should attend in the Michaelmas Term and first half of the Lent Term. 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.

Course 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 Arrangements: Five lectures, Lent Term (IR904).

Written Work: None.

Reading List: I. Bellamy & C. D. Blacker (Eds.), *The Verification of Arms Control Agreements*; 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*; E. M. Spiers, *Chemical Warfare*; B. ter Haar, *The Future of Biological Weapons*; O. R. Young, *Compliance and Public Authority*.

Methods of Assessment:

Office Hour: See under IR903.

IR905**Disarmament and Verification Seminar**

(Not available 1998-99)

Teacher Responsible: Mr. N. A. Sims, Room D609

Availability and Restrictions: Course intended primarily for all students interested. The seminar is intended to complement the lecture series IR903 and IR904.

Core Syllabus: This seminar offers an opportunity for students to discuss with outside speakers and one another topics of particular interest in disarmament and verification. Current diplomatic problems, treaty reviews and policy issues in this field receive special emphasis. The seminar also affords research students a meeting-place and, on occasion, a chance to share

the fruits of their own research; but it is by no means limited to research students.

Teaching Arrangements: Six meetings in the Summer Term (IR905).

Written Work: None.

Reading List: None.

IR906**'Capital Reading Group'****Research Seminar**

(Not available 1998-99)

Teacher Responsible: To be arranged

Availability and Restrictions: This is an open seminar available to any members of the School at any level.

Course Content: The purpose of this seminar is to read systematically through the whole of Volume One of *Capital*, by Karl Marx.

IR907**Economic Diplomacy**

Teacher Responsible: Sir Nicholas Bayne, c/o Room D607 and other

Availability and Restrictions: Course intended for all interested students.

Course Content: Economic negotiation at the bilateral, regional and multilateral levels, featuring guest speakers in addition to Sir Nicholas Bayne, KCMG.

Teaching Arrangements: Eight one-and-a-half-hour meetings, commencing in the second half of the Michaelmas Term and concluding in the Lent Term.

Department of Law

LL.M.

Note: The following regulations are subject to amendment by the University.

Additional Entry Qualifications

A first degree with a substantial law content or a degree in another subject together with a CPE.

Duration of Course of Study

Full-time: A period of twelve months commencing October.

Part-time: A period of twenty-four months commencing in October.

Subjects of Study

Courses marked with an asterisk in the list below are normally given by teachers of the School. Those not so marked are given at the other Colleges of the University. Students registered at this School must choose the equivalent of at least two full courses given by teachers of the School.

Each year a special topic or topics may be prescribed and details will be announced before the beginning of the academic year in which the topic(s) will be offered. Each special topic will be approved by the Board of Studies in Laws and will be designated a half subject.

Candidates should note that not all subjects listed may be available in any one year.

Paper Number	Paper Title	Course Guide Number
1.	Jurisprudence and Legal Theory*	LL400
2.	Law and Social Theory*	LL465
3.	Legal History	ICL001
4.	Modern Legal History* (this option is examined by a 15,000 word long essay)	LL474
5.	Administrative Law*	LL483
9.	The Principles of Civil Litigation*	LL480
10.	Evidence and Proof (This course will also be available as two half subjects)	ICL071
11.	The Legal and Political Thought of Jeremy Bentham	ICL002
14.	Regulation of Financial Markets*	LL484
15.	Alternative Dispute Resolution*	LL402
16.	UK Government and the Constitution	ICL003
17.	Ethnic Minorities and the Law	ICL077
18.	Equality and the Law: the Legal Regulation of Discrimination (Part I of the course is also available as a half subject, 18A-ICL005)	ICL004
19.	Media Law	ICL073
20.	Telecommunications Law	ICL081
21.	Company Law* (may not be offered with subject 60)	LL408
22.	Insurance (excluding Marine Insurance)	ICL006
23.	Marine Insurance* (not available 1998/99)	LL472
24.	Carriage of Goods by Sea*	LL405
25.	Admiralty Law	ICL076
27.	Law of Finance and Foreign Investment in Emerging Economies	ICL008
28.	Taxation of Business Enterprises*	LL491
29.	Taxation Principles and Policy*	LL492
30.	Tax, Social Security and the Family* (not available 1998/99)	LL493
31.	International Tax Law*	LL455
32.	Law of Credit and Security	ICL075
33.	Commercial Arbitration* (may not be offered with half subject 125) (not available 1998/99)	LL433
35.	Corporate Insolvency (can be taken as two half subjects) (may not be offered with subject 38) (35A-ICL08A; 35B-ICL08B)	ICL008
36.	Securities Regulation* (Part I may be offered as a half subject - ICL09A)	LL503
37.	Commercial Conflict of Laws (may not be offered with subjects 89 & 90)	ICL010
38.	General Principles of Insolvency Law* (may not be offered with subject 35 or 35A or 35B)	LL439
39.	European Community Tax Law (half subject)	ICL011
40.	Commercial Fraud	ICL072
41.	Industrial and Intellectual Property*	LL436
42.	Information Technology Law	ICL012
43.	Franchising Law (half subject)	ICL013
44.	Transfer of Technology Law (half subject)	ICL014
45.	Law of Management and Labour Relations*	LL463
46.	Individual Employment Law*	LL434
47.	Monopoly, Competition and the Law (may not be offered with the Competition Law special subject of subject 66, nor with subject 67 nor with subject 71)	ICL016
48.	Economic Analysis of Law	ICL017
49.	International and Comparative Labour Law	ICL018
50.	Compensation and the Law*	LL415
51.	The Law of Property Development	ICL019
52.	EC Regulation of the State in Competitive Markets (half subject)	LL449
54.	Internet Law (half subject)	ICL091
55.	Bailment and Chattel Leasing	ICL092
56.	Tax and Estate Planning	ICL020
57.	Taxation of Property and Investments	ICL021
58.	The Law of Restitution*	LL487
59.	Comparative Development of Roman and Common Law	ICL093
60.	Comparative European Company Laws (may not be offered with subject 21)	ICL022
61.	International and Comparative Insolvency Law (half subject) ICL051 (may not be offered with subject 63)	ICL051
62.	Comparative European Law (The Soviet Law option for this subject may not be offered with subject 142A and 142B)	ICL023

LL.M. (continued)

Paper Number	Paper Title	Course Guide Number
63.	Comparative Commercial Law (may not be offered with subject 61)	ICL052
64.	Comparative Family Law* (Candidates offering Commonwealth Africa in Section B may not offer subject 101)	LL411
65.	Comparative Conflict of Laws	ICL024
66.	European Community Law. NOTE: Available as discrete half subjects only, as follows:	
66A.	European Community Law relating to Companies	ICL25A
66B.	European Community Law relating to Competition	ICL25B
66C.	European Community Social Policy*	LL429
66D.	External Legal Relationships of the European Community	ICL25D
66E.	European Community Law relating to Regional Policy	ICL25E
66F.	European Community Law relating to Agriculture	ICL25F
66G.	European Community Law relating to Monetary and Economic Policy* (The Competition Law special subject of this paper may not be offered with subject 47, nor with subjects 67 or 71)	LL501
67.	European Community Competition Law* (This subject may not be offered with subjects 47, or 71, nor with the Competition Law special subject of subject 66B) (not available 1998/99)	LL430
68.	The European Internal Market*	LL431
69.	Arab Comparative Commercial Law	ICL026
70A.	Foreign Investment in Russia and the CIS (half subject)	ICL027
70B.	Legal Framework of East-West Trade (half subject)	ICL028
71.	Comparative US and EEC Antitrust Law (May not be offered with the Competition Law special subject of subject 66, nor with subject 47, nor with subject 67)	ICL029
72.	Law and Urbanisation in Developing Countries* (not available 1998/99)	LL498
73.	Comparative Energy and Mineral Resources Law	ICL030
74.	Comparative Immigration and Nationality Law	ICL031
75.	History of International Law	ICL032
76.	Methods and Sources of International Law	ICL033
77.	Comparative Approaches to International Law (half subject)	ICL034
78.	United Nations Law*	LL461
79.	Constitutional and Institutional Law of the European Union*	LL459
80.	Human Rights of Women*	LL454
82.	International Air Law (excluding Law of Carriage by Air)	ICL036
83.	Space Law (half subject)	
84.	Law of Carriage by Air (half subject)	ICL037
85.	International Law of the Sea*	LL451
86.	International Economic Law*	LL447
87.	International Law of Armed Conflict and the Use of Force*	LL452
88.	International and Comparative Trust Law	ICL039
89.	International Business Transactions I: Litigation* (may not be offered with subject 37)	LL442
90.	International Business Transactions II: Substantive Law* (may not be offered with subject 37)	LL443
91.	International Law of Natural Resources* (not available 1998/99)	LL450
92.	Multinational Enterprises and the Law* (not available 1998/99)	LL476
93.	Legal Aspects of International Finance* (may not be offered with subject 138)	LL467
94.	International Environmental Law(not available 1998/99)	LL448
95.	International Trade Law*	LL502
96.	Law of Treaties	ICL041
97.	International Protection of Human Rights*	LL453
98.	Human Rights in the Developing World	ICL042
99.	Foreign Relations Law	ICL043
100.	Law and Development	ICL044
101.	African Law of the Family and Succession (May not be offered with Commonwealth Africa under Section B of subject 64)	ICL045
102.	Land Law and Policy in Sub-Saharan Africa (half subject)	ICL046
103.	Law and Society in South Asia	ICL047
104.	Law, State and Family in S.E. Asia (Also available as two half subjects)	ICL048
105.	Islamic Law of Succession	ICL049
106.	Islamic Law	ICL050
107.	Traditional Chinese Law and Custom (Also available as two half subjects, 107A-ICL51A; 107B-ICL51B)	ICL051
108.	Foreign Trade and Investment Law of East Asia (Also available as two half subjects - Part A-ICL52A; Part B-ICL52B) (may not be offered with subject 111)	ICL52
109.	Modern Chinese Law (Also available as two half subjects - Part A-ICL53A; Part B-ICL53B)	ICL53
110.	Selected Aspects of Chinese Economic and Commercial Law (half subject) (may not be offered with subject 111)	ICL054
111.	Commercial Law of the People's Republic of China (Candidates offering this full subject may not offer 108 Part A and 110 as half subjects)	ICL055
112.	Theoretical Criminology*	LL496
113.	Crime Control and Public Policy*	LL417
115.	Juvenile Justice*	LL457
116.	Child Law	ICL056
117.	Criminal Procedure*	LL419
118.	Policing and Police Powers*	LL478
119.	Theoretical and Comparative Criminal Law*	LL495
120.	International Criminal Law*	LL445
121.	Comparative Environmental Law (half subject)	ICL078
122.	European Community Environmental Law*	LL427
123.	Environmental Law and Policy*	LL426
124.	Planning and Property Development	ICL070
125.	International Construction Contract Arbitration (may not be offered with subject 33)	ICL057
126.	International Law on the Rights of the Child	ICL058
127.	International and Comparative Law of Patents, Trade Secrets and Related Rights (Candidates who also offer subject 41 Intellectual Property will not be permitted at examination to answer questions on the overlapping sections of the syllabuses)	ICL059

LL.M. (continued)

Paper Number	Paper Title	Course Guide Number
128.	International and Comparative Law of Copyright and Related Rights (<i>Candidates who also offer subject 41 Intellectual Property will not be permitted at examination to answer questions on the overlapping sections of the syllabuses</i>)	ICL060
129.	International and Comparative Law of Trade Marks, Designs and Unfair Competition (<i>Candidates who also offer subject 41 Intellectual Property will not be permitted at examination to answer questions on the overlapping sections of the syllabuses</i>)	ICL061
130.	The Law and the Environment in Africa and Asia	ICL062
131.	European Community Commercial Law and the Wider Europe (half subject)	ICL063
132.	Electronic Banking (half subject)	ICL064
133.	Law of Cultural Property	ICL065
135.	Employee Share Schemes (half subject)	ICL066
136.	Value Added Tax*	LL494
137.	Banking Law*	LL470
138.	Law of International Finance (<i>may not be taken offered with subject 93</i>)	ICL067
139.	Japanese Law	ICL068
140.	Japanese Commercial Law: Corporate and Business Environment	ICL069
142A.	Russian and other CIS Legal Systems I (<i>may not be offered with subject 62</i>)	ICL70A
142B.	Russian and other CIS Legal Systems I: Selected Special Subjects	ICL70B
143.	Japanese International Trade and Competition Law	ICL099
144.	European Administrative Law	LL504

Each year special topic or topics may be prescribed and details will be announced before the beginning of the academic year in which the topic(s) will be offered. Each special topic will be approved by the Subject Panel in Law.

With the permission of the School a candidate may be permitted to select one or exceptionally two complementary subjects or the equivalent of comparable level from any other Master's course in the University. A complementary subject may be chosen in substitution for either a full or a half subject. Applications for permission must be made by the end of the Michaelmas Term. The examination in the substituted subject or subjects will be taken in accordance with the Regulations appropriate to the particular course under which the subject is listed.

Curriculum

Candidates must offer:

Four of the full subjects listed above or a combination of full and/or half subjects to a total value of four full subjects;

or With the leave of the School of registration, full and/or half subjects and an essay or essays to a total value of four full subjects.

A candidate's choice of essay will be subject to the availability of a supervisor. Candidates may replace a full or half subject by an essay, provided that (i) they attend courses for not less than three LL.M. subjects (or half subject equivalents) and (ii) no more than the equivalent of two full subjects are examined by means of an essay.

The syllabuses for the full subjects and half subjects are set out in a separate booklet which is available either from the Academic Registrar or from the School at which the student is registered.

Examination

Candidates will be examined on all elements of the course, i.e., to a total value of four full subjects. A full subject is normally examined by means of one three-hour written paper; for certain specified subjects the examination is by a three hour written paper and a course essay not exceeding 7,000 words in length. A half subject is normally examined by means of one two-hour written paper, but some half subjects are examined by means of an essay of not more than 8,000 words in length. In both cases the essay is submitted in the same year as the written part of the examination. Other methods of examination may be approved from time to time and candidates should consult the LL.M. Syllabus Booklet which sets out the mode of assessment for each course in detail.

Where permission has been granted for an essay to be submitted in place of a full or half subject the essay must be submitted in duplicate in typescript by 1 July and must not exceed 15,000 words in length (for a full subject) or 8,000 words (for a half subject) (inclusive of all appendages). The essay should be written on a legal topic approved by the School and notified to the University and most provide evidence of original work or a capacity for critical analysis. The title of the essay must be notified to the University by the last day of February in the year in which the candidate presents himself or herself for examination.

An oral examination may be held if the examiners so determine.

Candidates following the part-time course may, with the approval of the School of registration, take the examination in two parts. The first part will consist of written papers or a written paper or papers and an essay or essays to a total value of two full subjects which will be taken in the first year of the course. The second part will consist of the remaining parts of the examination (including any essay(s) taken in the second year) and will be taken in the final year of the course.

Questions may be set on recent legislation and current proposals for law reform within the scope of the syllabus.

Statutes and other materials may not be brought into the examination room except in accordance with the following regulations:

Candidates are permitted to take into the examination

(1) a Queen's Printer copy of any statute which the Board of Examiners for the time being state that a candidate may take into the examination room and of any statute, amending the permitted statutes, passed since 1980 or such later date as may be stated by the Board of Examiners

(2) a copy of any other material which the Board of Examiners for the time being state that a candidate may take into the examination room.

Candidates may use underlining or coloured highlight markers to annotate materials taken into the examination, but all other forms of personal annotation on statutes and other materials permitted to be taken into the examination are strictly forbidden.

Candidates who have passed at least three subjects from one of the categories set out below, or two subjects and an essay or essays which in the opinion of the University falls within the same category (in either case counting two half subjects as one full subject), may elect to have the title of their subject grouping included on the degree certificate. Such election must be made at the time of entry to the examination and, where it includes an essay or essays, must be supported by the essay supervisor. Not more than one subject grouping may be included on the certificate. A subject grouping may include any relevant complementary subject.

Dates of Examination

Written papers The examination will normally be held during the five weeks commencing on the Monday two weeks preceding the August Bank Holiday.

Essay 1 July.

(Except that subjects permitted to be taken from other Master's courses will be examined at the time the respective courses of which they form a part are examined.)

Subject Groupings

The following subject groups are recognised by the University for the purpose of including the grouping on the degree certificate:

Group I: Public Law. Subjects, 5, 13, 16, 17, 18, 19, 20, 72, 74, 79, 97, 98, 100, 104, 109, 123, 124, 130.

Group II: Criminology and Criminal Justice. Subjects 40, 112, 113, 115, 117, 118, 119, 120.

Group III: Public International Law. Subjects 74, 75, 76, 77, 78, 80, 82, 83, 84, 85, 86, 87, 91, 94, 96, 97, 99, 120, 126.

Group IV: Commercial and Corporate Law. Subjects 14, 20, 21, 22, 23, 24, 27, 28, 31, 32, 33, 35, 36, 37, 38, 40, 41, 42, 43, 44, 47, 58, 60, 61, 63, 66, 67, 68, 69, 70A, 70B, 71, 81, 83, 84, 86, 88, 89, 90, 91, 92, 93, 95, 108, 110, 111, 125, 127, 128, 129, 131, 132, 137, 138.

Group V: Tax. Subjects 28, 29, 30, 31, 39, 55, 56, 57, 136.

Group VI: Maritime Law. Subjects 23, 24, 25, 85.

Group VII: European Law. Subjects 19, 39, 41, 60, 62, 66, 67, 68, 71, 79, 122, 131.

Group IX: Labour Law. Subjects 21, 45, 46, 49, 50, 135.

Group XI: Legal Theory and History. Subjects 1, 2, 3, 4, 10, 11, 13, 14, 15, 48, 75, 100, 107.

Group XII: Economic Regulation. Subjects 13, 14, 20, 27, 36, 40, 44, 48, 86.

Group XIV: Procedural Law. Subjects 9, 10, 13, 15, 33, 50, 89, 117, 125.

Group XV: International Business Law. Subjects 14, 20, 21, 23, 24, 27, 28, 31, 33, 36, 37, 44, 61, 63, 65, 67, 68, 69, 70A, 70B, 71, 73, 83, 84, 86, 89, 90, 91, 92, 93, 95, 108, 110, 111, 125, 127, 128, 129, 131, 132, 138.

Group XVI: Islamic Law. Subjects 69, 105, 106.

Group XVIII: Law and Development. Without prejudice to an application for a complementary subject to be included in the group, in order to qualify for this Subject Grouping candidates must offer subjects to the value of at least one full subject from list A below, and other subjects to the value of at least two full subjects from either of the lists below:

List A: 27, 72, 86, 91, 94, 98, 100, 130.

List B: 15, 44, 63, 66(d), 70A, 70B, 80, 85, 92, 97, 101, 102, 103, 104, 106, 108, 109, 110, 111, 126, 142A, 142B. The special topic (*if a Law and Development topic*); an essay on law and development.

Group XIX: East Asian Law. Subjects 70A, 70B, 104, 106, 107, 108, 109, 110, 111, 139, 140, 141, 142A, 142B.

Group XX: Environmental Law. In order to qualify for this Subject Grouping candidates must offer subjects to the value of at least two full subjects from list A below, and a subject or subjects to the value of at least one other full subject from any lists A, B or C below:

List A: 94, 121, 122, 123, 124, 130.

List B: 72, 85, 86, 91, 100.

List C: The special topic (*if offered*); an essay on environmental law.

Group XXI: Intellectual Property. Subjects 19, 41, 42, 43, 44, 127, 128, 129.

Group XXII: Banking Law. Subjects 14, 27, 32, 35, 36, 40, 86, 88, 93, 95, 100, 132, 137, 138.

Group XXIII: Human Rights Law. Subjects 18, 49, 80, 97, 98, 120, 126.

(N.B. The subject group, if appropriate, for the following half subject will be recommended by the course convener at the time of notification of the essay title: 18.)

Group XXIV: Computer and Communications Law. Subjects 19, 20, 42, 54, 83, 132.

The above regulations are laid down by the University of London and may be amended before the academic year begins. Up-to-date information may be obtained from the University.

Students are advised to refer to the University of London Syllabuses for the LL.M. Degree for Internal Students for further information regarding subject groupings.

Course Guides

LL400

Jurisprudence and Legal Theory

Teachers Responsible: Professor G. Teubner, Room A342, Dr. S. Guest (UCL) and others

Availability and Restrictions: For LL.M. students.

Course Content: The course is divided into two parts.

Part A: A detailed historical and critical study of the development of Anglo-American Jurisprudence from 1750 to the present day. Recent critical perspectives on legal reasoning and legal theory. Topics include Marxism, feminism, systems theory, law and psychoanalysis, law and interpretation, and American Critical Legal Studies, and postmodernism.

Part B: Theories of Justice and Liberty.

Teaching Arrangements: 28 two hour seminars Sessional (LL400).

Reading List: For Part A texts will be prescribed annually. Seminar teachers will suggest additional readings for Part B.

Methods of Assessment: This subject is examined by one three-hour paper and one course essay, not exceeding 8,000 words on a topic chosen in consultation with the teachers responsible for the course. The essay must be submitted in duplicate not later than 1 July of the year of examination. In the overall assessment of the candidate's performance the essay shall carry a weighting of 40 percent of the total marks awarded, and the examination 60 percent.

LL402

Alternative Dispute Resolution

Teacher Responsible: Professor Simon Roberts, Room A150

Availability and Restrictions: For LL.M. degree. No previous knowledge of alternative dispute resolution is required.

Core Syllabus: The principal focus of the course is upon methods of resolving disputes other than by adjudication. The course brings together theory and practical exercises. It is divided into two parts: following an examination of the history of the "informal justice" movement, and contemporary debates surrounding it, the focus of the first part of the course is on the general features of negotiation and mediation. The second half of the course examines alternatives to adjudication in particular subject areas, as well as giving students some opportunity for regional specialization. The course is designed to complement the option on Commercial Arbitration.

Course Content:

GENERAL PART

I. *Introduction* - Conflict and dispute theory. The history of the informal justice movement; the debates surrounding the role of courts and the case for alternative modes of dispute resolution (two seminars).

II. *Taxonomy* The characteristics of different forms of dispute process; modes of third-party intervention; the location of power in alternatives to adjudication (one seminar).

III. *Negotiation* Theories of negotiation and bilateral decision-making. Process (phases in negotiations; strategies and techniques); lawyers in negotiations; ethical questions. The relationship of negotiation and adjudication (three seminars).

IV. *Mediation* The nature of mediation and the role of the mediator. The context and form of mediated negotiations. The different forms of mediation. Mediation distinguished from other forms of third-party intervention. Problems of confidentiality. The protection of weaker parties and safeguarding of third-party interests (three seminars).

V. *Umpiring processes* Adjudication and its alternatives in outline (one seminar).

VI. *The role of lawyers in dispute resolution* Negotiations between lawyers. Lawyers in mediation. Lawyers and the choice of process (one seminar).

VII. *Research methods and evaluation* (one seminar).

SPECIAL SUBJECTS

For the second part of the course, students will attend seminars on special subjects approved by the Subject Area Board. Until further notice the special subjects will be:

VIII. International Dispute Resolution (three seminars).

IX. Mediation in family disputes (three seminars).

X. Labour dispute resolution (three seminars).

XI. A choice of Dispute Resolution in Japan OR China OR India OR Africa (three seminars on a chosen topic).

Teaching Arrangements: Teaching will be by 28 two-hour (LL402) seminars, held weekly at IALS and LSE.

Reading List: A reading list will be distributed at the beginning of the course. Main texts are: 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, 1989).

Methods of Assessment: The subject will be examined by one three-hour paper and one course essay, not exceeding 5,000 words on a topic chosen in consultation with the teachers responsible for the course. The essay must be submitted in duplicate not later than 1 July (of final year for part-time students). In the overall assessment of the candidate's performance such essay shall carry weighting of 30 per cent of the total marks awarded in the examination in the subject.

LL405

Carriage of Goods By Sea

Teachers Responsible: Mr. Loftus (LSE), Dr. Mandaraka-Sheppard (UCL) and Dr. Howard (UCL)

Availability and Restrictions: For LL.M. A knowledge of the law of contract is essential, of tort useful.

Core Syllabus: The law of carriage of goods by sea under bills of lading or charter-parties.

Course Content: Historical development of liability of carrier by sea. Commercial practice. Voyage and time charter-parties. Express and implied undertakings of the parties. Representations, conditions and warranties. Frustration. Bills of lading and their function.

Carriage of Goods by Sea Act 1924. Usual clauses and implied undertakings in bills of lading. Transfer of rights and liabilities under the bills of lading. Preliminary voyage. Loading discharge and delivery. Exclusion and limitation of shipowners' liability. The Master. General Average (including York-Antwerp Rules, 1974). Demurrage. Freight. Liens. Construction of charter-parties and bills of lading.

Teaching Arrangements: There is a weekly seminar (LL405) of two hours duration (10 Michaelmas, 9 Lent and up to 8 in the Summer Term).

Reading List: The recommended texts are (1) Martin Dockray, *Cases and Materials on the Carriage of Goods by Sea* (Professional Books, 1987) and (2) either J. F. Wilson, *Carriage of Goods by Sea* (Pitman, 1988) or Payne & Ivamy, *Carriage of Goods by Sea* (13th edn., Butterworths, 1989).

Other Books: Carver, *Carriage by Sea* (British Shipping Laws, 2 Vols., 13th edn., 1982); Scrutton, *Charterparties and Bills of Lading* (19th edn., 1974); Lowndes & Rudolf, *The Law of General Average and the York-Antwerp Rules* (British Shipping Laws, Vol. 7, 10th edn., 1975); Wilford, *Time Charters* (2nd edn., 1982). A full reading list will be distributed.

Methods of Assessment: There is a three-hour written paper in the period August-September. Candidates may take an unmarked Queen's Printer copy of the *Carriage of Goods by Sea Act 1924* into the examination.

LL408

Company Law

Teachers Responsible: Mr. B. Pettet (UCL) and Dr. S. Worthington, Room A326

Availability and Restrictions: For LL.M. students. A knowledge of legal techniques preferably in a common law system is required. Most LL.M. students who have a knowledge of any system of commercial or company law should be able to study this course.

Core Syllabus: The object of the course is to examine the operation of British Company law (winding up and insolvency only in outline) in greater depth than can be attained in a first-degree course.

Course Content: Corporate personality and types of company. The historical development of companies. The legal capacity and constitution of companies. The concept of capital. Directors as organs and as agents. Formation and flotation of companies. Shares and debentures. The general meeting; majority and minority shareholders. Duties of directors and those in control. Enforcement of duties in company law. Reconstructions and amalgamations. Liquidation (in outline). Corporate governance and the position of employees in company law.

Teaching Arrangements: One inter-collegiate seminar (LL408) is held weekly of two hours (normally Thursday 5.30 p.m.) 10 in Michaelmas, 11 in Lent; seven in Summer. Discussions in smaller classes are arranged *ad hoc* for LSE students which are sometimes attended by other graduate students studying company law at higher level (e.g. M.Phil. or Ph.D.)

Reading List: L. C. B. Gower, *Modern Company Law* (1997); J. H. Farrar, *Company Law* (1991); Hicks & Goo, *Cases & Materials on Company Law* (1997); and Parkinson, *Corporate Power and Responsibility* (1994); plus any company law statutes later in date. (Considerable further reading will be recommended in seminars.) Useful works are Butterworth's *Company Law Handbook*, *CCH British Company Legislation* (Vols. 1 and 2); also L. Sealy, *Cases and Materials on Company Law* (1996).

Methods of Assessment: There is a three-hour written paper, taken in the period August-September. Normally it is in two parts, and students are asked to answer questions in both parts. Answers are required to a certain number of questions; and failure to answer that number of questions may lead to failure in the subject even if the answers offered are above the pass level. Students are allowed to take into the examination an unmarked copy of specified statutory materials.

LL411

Comparative Family Law

This course is offered jointly by the London School of Economics and Political Science and the School of Oriental and African Studies.

Teacher Responsible: Mr. D. C. Bradley, Room A465 (Co-ordinating Member of Staff)

Availability and Restrictions: For LL.M. students.

Core Syllabus: The general objective of the course is to examine from a comparative perspective systems of family law and issues of contemporary importance in this field of law in developed and less developed countries.

Course Content: The course is in two parts. Section A covers the family laws of developed countries, and Section B covers less developed countries. The jurisdictions to be covered in Section A will be selected from: England and common law jurisdictions; Russia and former socialist jurisdictions; France; The Federal Republic of Germany; Sweden and the Nordic countries; Japan. Other jurisdictions may be included. The regions to be covered in Section B will be selected from: China, India, Commonwealth Africa, Islam.

The focus will be on the evolution and structure of legal regulation, the basis of legal policy, the context in which domestic relations laws operate and critical and institutional perspectives on this field of law. The topics to be considered will be selected from: marital capacity and divorce, abortion, sexual equality, the code of sexual morality including the treatment of unmarried cohabitation, children of unmarried parents and homosexuality, conciliation and mediation, domestic violence, child custody and protection; economic and property relations, succession and reproductive technology. Other topics may be covered.

Teaching Arrangements: One weekly lecture or seminar (LL411) lasting from one-two hours at IALS.

Reading List: Detailed reading lists are provided.

General Reading: M. A. Glendon, *State, Law and Family*; J. Eekelaar, *Family Law and Social Policy*; M. A. Glendon, *The New Family and the New Property*.

Methods of Assessment: One three-hour paper. The Method of Assessment is currently under review.

LL415

Compensation and the Law

Teacher Responsible: Dr. Julian Fulbrook, Room A368

Availability and Restrictions: For LL.M. degree. Some

knowledge of torts and welfare law will obviously be helpful, but is not essential.

Core Syllabus: The aim of the course is to analyse compensation claims in torts and in the welfare state at an advanced postgraduate level. The course will also consider alternative methods of compensation in other countries and the various proposals for reform which have been suggested in Britain.

Course Content:

1. Introductory Topics. The inter-relationship of Torts Liability, private insurance and social security.

A. Negligence Liability

- Elements of Personal Injuries litigation.
- Employer's Liability. Health and Safety at Work.
- Transport Liability.
- Medical Malpractice litigation., Psychiatric Damage.
- Occupier's Liability.
- Vicarious Liability.
- Breach of Statutory Duty. Products Liability.
- Trespass to the Person and the Criminal Injuries Compensation Board.

10. Causation Problems.

11. Contributory Negligence.

12. Volenti non fit injuria.

13. Damages for personal injuries and death.

B. The Welfare State

- Workman's Compensation and the origins of National Insurance.
- The Industrial Injuries system.
- Industrial Diseases.
- Sickness and other benefits.
- The personal social services.

Teaching Arrangements: A weekly seminar (LL415) of one-and-a-half-hours. Detailed reading is handed out one week in advance. The seminars are on the basis of general discussion but students will be asked to make a presentation from time to time.

Written Work: Students are advised to write an essay during both the Christmas and Easter vacations.

Reading List: Students should purchase a copy of *Atiyah's Accidents, Compensation and the Law* (5th edition by Dr. Peter Cane), Hepple & Matthews, *Casebook on Torts* and a torts textbook.

Methods of Assessment: There is a three-hour written examination in September with a choice of four questions from a total of eight.

LL417

Crime Control and Public Policy

Teachers Responsible: Professor R. Reiner (LSE), Dr. J. Peay (LSE), Dr. J. Rumgay (LSE), Professor Richardson (QMW), Professor Nelken (UCL), Dr. Genders (UCL) and Dr. Player (KCL)

Availability and Restrictions: For LL.M. and M.Sc. Criminal Justice Policy.

Core Syllabus: This course is taught on an inter-collegiate basis and is held at the Institute for Advanced Legal Studies, Russell Square. It deals with the institutions and public policies concerned with the control of crime. The research on the origins, structure and functioning of these will be reviewed, and their impact evaluated. Proposals for reform will be analysed. The seminars will be conducted by different teachers in the University of London and outside speakers including some drawn from the Home Office.

Course Content:

- The Emergence of Criminal Legislation.*
- The Development, Structure and Functioning of the Criminal Justice System.*
- The Pattern and Trends of Crime and Control.* The uses and limitations of official statistics. Their construction by agencies of control.
- Crime Prevention and Control.* Formal and informal mechanisms. Assessments of effectiveness.
- The Role and Treatment of Victims.*
- The Operation and Effectiveness of Particular Institutions.* Police, criminal courts, penal institutions and alternatives.
- Penal Policy and Institutions.* The origins, nature, organisation and effects of custodial and non-custodial sanctions.
- The Role and Impact of Criminological Research on Public Policy.*

Teaching Arrangements: LL417 28 MLS (one-and-a-half hour seminars) at IALS.

Written Work: Students may have an opportunity to prepare and present papers to the seminar. Copies of these papers will be supplied to the other students.

Reading List: Detailed lists will be supplied at the commencement of the course. A recent text covering most topics on the course is M. Maguire, R. Morgan & R. Reiner (Eds.), *The Oxford Handbook of Criminology* (1997). Preliminary reading could include: T. Morris, *Crime and Criminal Justice Since 1945*; V. Stern, *Bricks of Shame*; A. Rutherford, *Prisons and the Process of Justice*; R. Reiner, *The Politics of the Police*; R. Reiner & M. Cross, *Beyond Law and Order: Criminal Justice Policy and Politics into the 1990s*; M. Cavadino & J. Dignan, *The Penal System*; K. Stenson & D. Cowell, *The Politics of Crime Control*; D. Downes, *Unravelling Criminal Justice*; T. Newburn, *Crime and Criminal Justice*; M. Davies, H. Croall & J. Tyrer, *Criminal Justice*.

Methods of Assessment: There will be one three-hour examination which will count for 100 per cent of the marks.

LL419

Criminal Procedure

Teacher Responsible: Professor Michael Zander, Room A149, Dr. Kate Malleson, Room A357, Professor I. Dennis.

Availability and Restrictions: For LL.M. and (with permission) M.Sc. in Criminal Justice Policy.

Core Syllabus: The purpose of this course is to examine selected topics in criminal procedure in such a way as to cover the main institutions of English criminal procedure. Comparative material will be introduced to point up issues of contemporary concern in the procedural aspects of criminal justice.

Course Content:

- Theories of criminal procedure: accusatorial and inquisitorial systems; mixed systems.
- The police and criminal process: arrest, questioning of suspects, cautioning, search and seizure, the decision to charge.
- The prosecution of offences: the Crown Prosecution Service and its relations with the police; prosecutions by other government agencies; private prosecutions. Prosecutorial discretion.
- The screening process: committal proceedings; bills of indictment; referral by Serious Fraud Office. Screening and discovery.
- Release or detention of the accused: the bail system; powers of police; of magistrates= courts; bail by trial courts; by Court of Appeal (Criminal Division).
- Classification of offences and choice of court for trial; safeguards against abuse.
- Discovery: pre-trial hearings, Crown Court; offences triable either way. Effect of dispositions, especially on guilty plea.
- Plea: ensuring the integrity of the plea; plea bargaining.
- Criminal pleadings: responsibility for formulating; form of in Crown Court and Magistrates' Court; significance of joinder, severance.
- The judge and the criminal trial: his functions in relation to the jury; controls over sufficiency of evidence; over admissibility; discretion to exclude; fairness to accused; charging the jury; limits of powers over jury.
- Multiple incrimination: double jeopardy, issue estoppel, discretion to halt proceedings; compare American formulations. Double jeopardy and new trials.
- Appeal: from magistrates' courts; from Crown Court. Appeals from conviction; appeals against sentence; references; powers of Court of Appeal. Justice and efficiency. Criminal Cases Review Commission.

Teaching Arrangements: Weekly seminars (LL419) of one-and-a-half-hours Sessional.

Written Work: None.

Reading List: There is no single satisfactory text. As a general textbook, we suggest Emmins, *Criminal Procedure* (5th edn., 1992); Archbold, *Criminal Evidence, Practice and Procedure* and Blackstone's, *Criminal Practice* (1995) are the practitioner's treatises. On particular topics: M. Zander, *Police and Criminal Evidence Act 1984* (3rd edn., 1995); Lord Devlin, *The Judge* (1979); B. Harris, *Powers of Magistrates' Courts* (1985); A. Zuckerman, *Criminal Evidence* (1989); J. Pradel, *Procedure Penale* (current edition); J. Langbein, *Comparative Criminal Procedure: Germany* (1979). Pertinent articles are carried in the *Criminal Law Review* and in *La Revue Internationale de Droit*

Penal (in French and English) and in other British, Commonwealth and American journals.

Methods of Assessment: One three-hour written examination.

LL426

Environmental Law and Policy

(Not available 1998–99)

Availability and Restrictions: For LL.M. students; however, other students with a keen interest in the environment are welcome.

Core Syllabus: This course provides an examination of the legal and policy issues raised by the need to regulate the environment in the interests of present and future generations. The course focuses on law and policy within and applicable to the United Kingdom.

Course Content:

- (i) Issues of the environment: philosophies of the environment; theories of environmental regulation – law, markets and economics.
- (ii) British approach to the environment: integrated pollution control and best practicable environmental options; impact of European Community and international environmental programmes; sustainable development.
- (iii) Toxic waste disposal: contaminated land; liability regimes; insurance implications.
- (iv) Nuclear waste: British nuclear energy programme; the politics of disposal and the NIMBY syndrome.
- (v) Water pollution: implications of privatisation; drinking water; bathing water; municipal waste water.
- (vi) Air pollution: controls under the Environmental Protection Act 1990 and the Environment Act 1995; British response to global air pollution problems such as ozone depletion and the greenhouse effect.
- (vii) Interface between environmental and planning law (with special reference to environmental impact assessment).
- (viii) Controls relating to biotechnology and genetically modified organisms.
- (viii) Risk assessment in the environmental field.

Teaching Arrangements: A weekly one-and-a-half-hour seminar (LL426) supplemented by individual discussions on essays as required.

Reading List: No one book covers the whole course. Detailed reading lists will be handed out at the start of each topic. Materials will be both legal and interdisciplinary in nature, and will be taken from a wide range of sources. The following books provide useful introductory reading: R. Churchill, L. Warren & J. Gibson (Eds.), *Law, Policy and the Environment* (1991); A. Blowers, D. Lowry & B. Solomon, *The International Politics of Nuclear Waste* (1991); M. Sagoff, *The Economy of the Earth* (1988); M. Jacobs, *A Green Economy* (1991); N. Evernden, *The Social Creation of Nature* (1992).

Methods of Assessment: The students can choose between either a two-hour examination and an essay of no more than 8000 words, or a three-hour examination.

LL427

E.U. Environmental Law

(Not available 1998–99)

LL429

European Community Law (Social Policy)

(Half subject)

Teacher Responsible: Professor Paul Davies, Room A457

Availability and Restrictions: For LL.M. students. Candidates are expected to have or to acquire adequate knowledge of the institutions of the European Community. The course Law of European Institutions may be taken concurrently.

Core Syllabus: Social Policy may be taken either as a sub-option for European Community Law or as an independent half-unit course. It is concerned with the law relating to the social policy of the European Community.

Course Content: The legal base of social policy law; equal treatment; citizenship; free movement of persons; third-country migrants; citizenship of the Union; health and safety; restructuring of undertakings; employment rights; worker participation and consultation; education and vocational training.

Teaching Arrangements: 10 two-hour seminars Michaelmas Term, five Lent Term (LL429).

Reading List: Nielsen & Szyszczak, *The Social Dimension of the EC*; Barnard, *EC Employment Law*; Bercusson, *European Labour Law*; Burrows & Mair, *European Social Law*.

Methods of Assessment: Two-hour written examination paper. Unmarked copies of Rudden & Wyatt or Sweet & Maxwell's *European Community Treaties or Blackstone's EC Legislation* may be taken into the examination.

LL430

European Community Competition Law

(Not available 1998–99)

Teacher Responsible: Mr. P. T. Muchlinski, Room A156

Availability and Restrictions: For LL.M. students. There are no pre-requisites but it is desirable that students should be, or become, familiar with the general law and institutions of the EC.

Core Syllabus: A comprehensive review of EC law relating to competition with some attention to economic analysis.

Course Content: The competition rules and practice of the EC; Articles 85–90 of the Treaty of Rome, the implementing regulations and other relevant provisions. Price-fixing and market sharing agreements; boycotts and discrimination. Exemptible forms of collaboration; exclusive distribution and purchasing agreements. Free movement of goods and industrial property rights. Abuse of a dominant position. Merger controls. The relationship between Community and national competition laws.

Teaching Arrangements: One two hour seminar (LL430) each week.

Reading List: Whish, *Competition Law*; Bellamy & Child, *European Community Competition Law*; Kerse, *EEC Antitrust Procedure*; Korah, *EC Competition Law and Practice*; Goyder, *EEC Competition Law*; Van Buel & Bellis, *Competition Law of the European Community*. A full reading list will be distributed at the beginning of the course.

Methods of Assessment: Three-and-a-quarter-hour written examination (including fifteen minutes reading time) in September following the end of the course.

LL431

The European Internal Market

Teachers Responsible: Mr. D. Chalmers, Room A361.

Availability and Restrictions: For LL.M. students. A good general knowledge of European Community law is required.

Core Syllabus: The course is concerned with the legal aspects of the European internal market.

Course Content:

General: The course will study the development of the European internal market which promised economic freedom (by 1992) to the movement of goods, people, companies, services, and capital throughout the Member States of the EC.

The course will consider both legislative and judicial economic integration. The first occurs where liberalising laws (regulations, directives etc.) are issued by the EC, and is a process which has been slower than was originally envisaged. The second occurs when, in the absence of implementing laws, the Court, seized of a case against a Member State or a request to interpret Community law, finds in the Treaty itself the principles of a common market.

Particular Topics:

1. *The idea of one market.*

Original plans for customs union and common market; successes and failures. Reasons for the latter – economic, political and institutional. The stock-taking of the mid-1980s, and future prospects. The Single European Act's commitment to "an area without internal frontiers"; its amendments to the EEC Treaty in substance and procedure.

2. *Common customs tariff*

The purpose of Arts 18–29 EC, as amended, and implementing legislation. The Court's control over uniform application, and its restrictions on national initiatives. Community exclusive jurisdiction in foreign commerce generally.

3. *Goods*

Prohibition against customs duties, their equivalents, and transit charges (Arts 9–16 EC and directives) as interpreted by the ECJ. Discriminatory internal taxation: Arts 95–6 EC and case law. Quotas and equivalents on import or export: Arts 30–36 EC, directives and case law.

4. *Intellectual property*

Its relation to the free movement of goods: Arts 30, 36, 222 EC and case law.

5. *People*

Employment and self-employment: the field of activities (including sports and entertainment) covered by the word 'economic': Arts 7, 48–57 EC and implementing measures. The public service exceptions of Arts 48(4) and 55 EC. Considerable weight will be given to the fact that Community law in this general field has developed mainly through case law on equal treatment, access, residence and qualifications.

6. *Social Policy*

History; legal and political framework.

7. *Services*

The abolition of restrictions on commercial services, especially in insurance, broadcasting, vocational training, and tourism: Arts 59–66 EC, implementing measures and case law. The importance of transport in an internal market: the difficulties and the slow solutions.

8. *Capital and Banking*

The scope of Arts 67–73 EC and The Implementing Directives.

The liberalisation of capital movements after the transitional period.

Permissible protection measures to protect capital markets in Member States.

The European Monetary System – structure, operation and prospects for enlargement.

Progressive liberalisation of banking services and establishment; the obstacles to progress.

Note The above topics will not all be taught each year.

Teaching Arrangements: Lectures and Seminars: (LL431) Lent and Summer Terms.

Teachers: Mr. Chalmers.

Reading List: Nielsen & Szyszczak, *The Social Dimension of the EC*; Weatherill & Beaumont *EC Law*, (2nd edn, 1995); Chalmers and Szyszczak, *Towards a European Polity?* (1998, Ashgate).

Methods of Assessment: Normal three-hour written examination.

LL433

Commercial Arbitration (Not available 1998–99)

Teachers Responsible: Professor Christine Chinkin, Room A154 and others

LL434

Individual Employment Law

Teacher Responsible: Professor H. Collins, Room A340.

Availability and Restrictions: For the LL.M. degree. Knowledge of at least one system of labour law or industrial relations is an advantage but it is NOT essential.

Core Syllabus: The main aim of the course is to provide a detailed analysis of the law as it affects the relationship between each individual worker and his or her employer in Britain. Because of its common law base, this has relevance for other common law systems. European Community social policy and international influences on British law are part of the course.

Course Content: Form of the employment relationship: form and size of the labour market; regulation of working time. Content of the employment relationship: employee status, self-employment; express and implied terms; common law rights of employer and employee, discipline, duty of confidentiality, protection of intellectual property rights; pay – equal pay, occupational and social security schemes of sick pay and maternity pay, security of earnings, minimum wages.

Right to fair treatment at work: discrimination; health and safety; protective legislation; trade union membership/non-membership. Job protection: wrongful dismissal; unfair dismissal, grievance and disciplinary procedures; redundancy, lay off and short-time working; reorganisation of work. Regulation and deregulation of the labour market.

Theoretical perspectives on labour law.

Teaching Arrangements: The course is taught on an intercollegiate basis. A weekly seminar (LL434) is held throughout the year. LL434 – 28 Sessional. The seminars will cover each topic of the syllabus above in detail. Detailed reading for the seminars is handed out in advance. The seminars are usually conducted on the basis of general discussion. Students are advised to write an essay during both the Christmas and the Easter vacations.

Written Work: See above.

Reading List: Students should purchase a textbook as advised at the first seminar each year. Students should also purchase the latest edition of Butterworths, *Employment Law Handbook*. Subject to confirmation by the examiners, candidates are allowed to take an unannotated copy of this work into the examination.

Methods of Assessment: There is a three-hour formal examination in September based on the syllabus above. The paper normally contains eight to ten questions of which four are to be attempted.

LL436

Industrial and Intellectual Property

Teachers Responsible: Ms. A. Barron, Ms. A. Firth, Mr. R. Gardiner and Mr. L. Bentley (KCL)

Availability and Restrictions: For LL.M. No previous knowledge of the subject is required, nor is a scientific background needed for the treatment of patent law.

Core Syllabus: The course provides a review of the major topics in this rapidly developing field: patents, copyright, confidential information, industrial designs, trade marks and names.

Course Content:

Patents: History and economic purpose. British and European patent systems: infringements; validity; ownership; assignments and licences; compulsory licensing and Crown Use; international arrangements.

Confidential Information: Scope of present law; relation to patents and copyright.

Copyright: History and objectives; types of copyright; infringement; ownership and transactions; copyright in special circumstances.

Industrial Designs: Artistic copyright; registered designs.

Trade Marks and Names: Protection at common law; passing off, injurious falsehood. Trade marks registration: relation to common law protection; entitlement to register and objections to registered marks; dealings in marks; infringement. Relation to consumer protection law.

EEC Law: the impact of free movement and competition rules of the Common Market on intellectual property rights; integration and harmonisation of intellectual property.

Teaching Arrangements: The main teaching is by lectures (LL436) given throughout the Session. From the second half of the first term onwards there are supplementary meetings. It is not essential to attend these latter. They are designed partly to broaden appreciation of particular aspects by bringing in guest speakers and partly to revise material dealt with earlier in the course.

Reading List: The main textbook is W. R. Cornish, *Intellectual Property; Patents, Copyright Trade Marks and Allied Rights* (3rd edn., Sweet & Maxwell, 1996). Other reading is recommended in a guide issued at the beginning of the course and in further detailed lists of cases and materials.

Methods of Assessment: One three-hour formal examination, in which four questions must be answered.

LL439

Insolvency Law: General Principles

Teacher Responsible: Vanessa Finch, Room A540

Availability and Restrictions: For LL.M. students.

Core Syllabus: This course is concerned with the general principles underlying the legal treatment of insolvency. It considers how the nature of the problems raised by insolvency varies depending on the legal identity of the insolvent (whether it is an individual, a company with limited liability, any other type of legal entity or an economic unit not recognised as a legal entity), and it examines the legal responses to these problems. This involves a consideration of the procedures presently available for the enforced realisation of the assets of different types of insolvent, in the light of the justifications and objectives of such procedures. Other methods of dealing with insolvency, as alternatives to enforced realisation of assets, are also considered, and an examination is made of the impact of insolvency procedures on the rights of the individuals who become involved in the insolvency.

Course Content:

Part I – Role and Objectives of Insolvency Law and Procedures

1. Introduction: Aims and Objectives
2. Particular problems posed by different entities
3. Outline of procedures available
4. Insolvency Practitioners

Part II – Averting Bankruptcy and Liquidation

5. Voluntary advice and assistance schemes
 6. Rescue Procedures I
 7. Rescue Procedures II
 8. Rescue of non-corporate businesses
- Part III – Liquidation and Bankruptcy*
9. Economic efficiency of liquidation and bankruptcy
 10. Control of Procedures
 11. Assets available for distribution
 12. Distribution of assets

Part IV – Repercussions of Insolvency on Individuals

13. Company directors
14. Treatment of individual insolvents
15. Families and dependants
16. Employees

Teaching Arrangements: 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: Cork Report, *Report of the Review Committee on Insolvency Law and Practice* (Cmd. 8558, 1982); Australian Law Reform Commission, *General Insolvency*, Enquiry Discussion Paper No. 32 August 1987 (and earlier discussion papers and Reports on specific aspects of insolvency law); Tasse Report 1970, *Report of the Study Committee on Bankruptcy and Insolvency Legislation* (Canada); T. H. Jackson, *The Logic and Limits of Bankruptcy Law*, Harvard (1986); Baird & Jackson, *Cases, Problems and Materials on Bankruptcy* (1985); Justice, *Insolvency Law: An Agenda for Reform* (1994).

Methods of Assessment: A three-hour written examination at the end of the course.

LL442

International Business Transactions I: Litigation

Teacher Responsible: Professor T. C. Hartley, Room A467

Availability and Restrictions: For LL.M. students intending to offer this subject in the examinations. Other students may attend only with the prior permission of Professor Hartley. It is not available for students taking Diplomas or M.Sc. students. Students must have a good general knowledge of law. Knowledge of conflict of laws (private international law) would be useful but is not essential. **Note: A maximum of 90 students will be permitted to attend this course.**

Core Syllabus: Litigation resulting from international business transactions.

Course Content: The following topics will be studied from the point of view of English, Commonwealth, American and (where relevant) European Community law:

1. Judicial jurisdiction in cases involving international business transactions, especially
 - (a) jurisdiction over companies (the "doing business" test);
 - (b) products liability actions;
 - (c) branches and agents;
 - (d) constitutional limitations on jurisdiction in the United States;
 - (e) forum-selection clauses;
 - (f) *forum non conveniens*;
 - (g) *lis alibi pendens*.
2. Obtaining evidence in transnational business litigation: extraterritorial application of the forum's own discovery rules, international judicial assistance, blocking statutes and injunctions.
3. Provisional remedies and procedural problems in transnational business litigation: Mareva injunctions, Anton Piller orders and equivalent remedies.
4. Enforcement of foreign judgements in commercial matters.

Teaching Arrangements: Seminars: Sessional (LL442)

Teacher: Professor Hartley. Extensive case materials are provided by the School for sale to students. These should be read before each seminar. **Students will not be admitted to the course unless they purchase the materials.**

Reading List: (Students are not expected to buy any of these books): T. C. Hartley, *Civil Jurisdiction and Judgments*; Lawrence Collins, *Civil Jurisdiction and Judgments Act 1982*; Georges R. Delaume, *Transnational Contracts: Applicable Law and Settlement of Disputes*; Henry J. Steiner & Detlev F. Vagts, *Transnational Legal Problems*; Dicey & Morris, *The Conflict of Laws*; J. H. C. Morris, *The Conflict of Laws*; Cheshire & North, *Private International Law*; Robert A. Leflar, *American Conflicts Law*; Russell J. Weintraub, *Commentary on the Conflict of Law*; P. E. Nygh, *Conflict of Laws in Australia*; Eugene Scoles &

Peter Hay, *Conflict of Laws*; J.-G. Castel, *Canadian Conflict of Laws*.

Methods of Assessment: Normal three-hour written examinations.

LL443

International Business Transactions II: Substantive Law

Teachers Responsible: Professor T. C. Hartley, Room A467 and Professor B. Morse (KCL)

Availability and Restrictions: For LL.M. students intending to offer this subject in the examinations. Other students may attend only with the prior permission of Professor Hartley. It is not available for students taking Diplomas or M.Sc. students. Students must have a good general knowledge of law. Knowledge of conflict of laws (private international law) would be useful but is not essential. **Note: A maximum of 90 students will be permitted to take this course.**

Core Syllabus: Legal problems (other than litigation) relating to international business transactions.

Course Content: The following topics will be studied from the point of view of English, Commonwealth, American and (where relevant) European Community Law:

1. Applicable law in international commercial contracts.
2. International sale of goods.
3. The international reach of legislation for the regulation of business and the protection of consumers and employees.
4. The private international law aspects of boycotts and embargoes.
5. The application of international conventions to international business transactions.
6. The international aspects agency.
7. Exchange controls.
8. Financing international business transactions: documentary credits and other financial mechanisms.
9. Currency problems in international contracts.
10. The international aspects of property transactions.
11. The recognition of foreign expropriations and other governmental acts affecting property (including financial assets).
12. The problem of extraterritoriality with special reference to American antitrust law and EEC competition law.

Teaching Arrangements: Seminars: (LL443) Sessional.

Teachers: Professor Hartley and Professor Morse (King's College). Extensive case materials are provided by the School for sale to students. These should be read before each seminar. **Students will not be admitted to the course unless they purchase the materials.**

Reading List: (Students are not expected to buy any of these books): Georges R. Delaume, *Transnational Contracts: Applicable Law and Settlement of Disputes*; Henry J. Steiner & Detlev F. Vagts, *Transnational Legal Problems*; Dicey & Morris, *The Conflict of Laws*; Cheshire and North, *Private International Law*; P. M. North, *Contract Conflicts*; Robert A. Leflar, *American Conflicts Law*; Russell J. Weintraub, *Commentary on the Conflict of Law*; P. E. Nygh, *Conflict of Laws in Australia*; Eugene Scoles & Peter Hay, *Conflict of Laws*; J. G. Castel, *Canadian Conflict of Laws*; Philip Wood, *Law and Practice of International Finance*; F. A. Mann, *The Legal Aspects of Money*; Richard Plender, *The European Contracts Convention*.

LL445

International Criminal Law

Teacher Responsible: Professor C. Chinkin (LSE); Professor C. J. Greenwood (LSE).

Availability and Restrictions: For LL.M. students.

Core Syllabus: The protection of individuals by international criminal law. Standards of protection and procedures for their enforcement.

Course Content:

Part I – The Context**I. Basic Concepts and principles.**

1. Delimitations and interdependencies between the disciplines of "human rights", "humanitarian law", "municipal (constitutional, criminal) law"
2. Conceptual and terminological distinctions: Droit penal international, droit international penal, international ordre public, crimes and delicts etc.
3. The definition of international crimes by the ILC

4. Constituent elements of international crimes.
5. The individual in international law.

II. Theory and Historical Evolution

1. Theory of international criminal law and criminology.
2. Elements of history: Evolution of the *ius puniendi* (private-state-universal); "aut dedere aut punire"; the impact of the Nurnberg and Tokyo trials; standards of international criminal justice by the League of Nations and the United Nations; the question of an international criminal court; technology and the creation of new prescriptive norms.

III. Sources of International Criminal Law and Procedure

1. Rules of Public International Law
2. Principles of Municipal Law
3. Interaction of these rules and principles; enforcement through domestic courts; International Criminal Court – ideas and reality.

IV. Jurisdiction

1. Basic principles
2. The limits of the *ius puniendi* of states
3. Principal bases for the exercise of jurisdiction over offences: principle of territoriality; protective, principle; active and passive personality principle; universality; flag state jurisdiction.
4. Conflicts of jurisdictional principles.
5. Immunities from criminal jurisdiction.

Part II: International Crimes**I. Norms and Standards.**

- A. Typology of crimes: International crimes and transnational crimes.
- B. Main Crimes: crimes against peace, war crimes and international humanitarian law, crimes against human rights (genocide, apartheid etc.), terrorism, illicit traffic in narcotics, recruitment and use of mercenaries, piracy.
- C. The Draft Code of Offences Against the Peace and Security of Mankind and "New" International Crimes.

II. Implementation and application in state practice

- A. The Nurnberg and Tokyo precedents
 1. The judgment of the IMT; 2. Cases in Allied military tribunals; 3. Decisions of municipal courts: Eichmann, Demjanyuk, Artukovic, Barbie etc.
- B. Contemporary State practice of war crimes prosecutions: national approaches in USA, Australia, Canada, United Kingdom, France, Israel.

Teaching: Seminars (LL445). 10 Michaelmas; 10 Lent; eight Summer Term.

Methods of Assessment: Three-hour written examination.

LL447

International Economic Law

Teacher Responsible: Mr. D. Bethlehem, Room A159

Availability and Restrictions: For LL.M. students.

Core Syllabus: The aim of the course is to study in detail those aspects of public international law which are concerned with the actors of international economic relations, the principles governing the production and distribution of goods, currency and finance, related services and the structure and operations of international organisations concerned with such activities.

Course Content: General Part

The course is organised into two parts: the general part, as described below, and a modular part which allows each student to specialise in particular areas of law in which they have a particular interest.

Fundamentals. The sources, history and economic foundations of international economic law.

The principles of international economic law.

Economic sovereignty and the co-existence of sovereign and economies. Limitations of economic sovereignty.

The Persons of international economic law. Natural, legal persons, subjects of International Law, International Organisations, Transnational enterprises, state trading Countries. *The New International Economic Order.* Development and tensions within the traditional legal order of economic relations.

The Law of International Trade. This part of the course will focus particularly on the World Trade Organisation and the law applied thereunder.

Modules:

Each year a number of modules will be offered drawn from the following:

- international economic sanctions
- extra-territorial jurisdictions
- regional economic integration

- dispute settlement
- trade and environmental protections
- GATT Services and TRIPS
- Monetary Law
- Trade and Development

Teaching Arrangements: There is a seminar (LL447) of one-and-a-half-hours duration each week. Seminar: Sessional.

Reading List: Recommended: J. Jackson, *The World Trading System* (1989); J. H. Jackson & W. J. Davey, *Legal Problems of International Economic Relations: Cases, Materials and Text* (3rd edn.); Trebilcock & Howse, *The Regulations of International Trade* (1995); E. Petersmann, *Constitutional Functions and Constitutional Problems of International Economic Law* (1991).

Methods of Assessment: There is a three-hour formal examination in September, based on the full syllabus. At the moment the paper contains around ten questions, of which four are to be answered. The paper counts for 100% of the assessment of the course.

LL448

International Environmental Law

(Not available 1998–99)

Teachers Responsible: Dr. L. D. M. Nelson, Dr. Elias (KCL) and Dr. M. Fitzmaurice (QMW)

Availability and Restrictions: For LL.M. students. Some knowledge of concepts of international law is required.

Core Syllabus: The course aims at providing a good introduction to the customs, treaties and concepts of international law relating to control or prevention of pollution and for protection and conservation of living resources.

Course Content:

Introduction:

Definition of International Environmental law; factors influencing development; applicable principles of international law preceding 1972 UN Conference on the Human Environment (UNCHE); the UNCHE and UNEP (UN Environment Programme); developments under UNEP.

Prevention of Pollution:

All sources; general principles; creation of standards; regulatory powers; organisational framework; principles of responsibility and liability for pollution damage; regional and international approaches; influence of developing states; relevant regional and international treaties and customary laws.

Conservation of Living Resources:

Emerging principles of international wildlife law concerning land-based and maritime species needing protection for survival; regulatory techniques and powers; state responsibilities; regional and international approaches; organisational framework; dispute settlement; new enforcement techniques, such as control of trade in endangered species; protection of habitats; relevant international and regional conventions and customs.

Teaching Arrangements: Teaching is by weekly two-hour seminars (LL448) held at the IALS for 10 weeks in the Michaelmas Term, 11 weeks in the Lent Term and seven weeks in the Summer Term.

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.

Methods of Assessment: There is a three-hour written examination paper in September, consisting of at least ten questions, four of which must be answered.

LL449

EC Regulation of the State in Competitive

Markets (Half subject)

Teachers Responsible: Ms. M. Cremona (QMW), Dr. E. Szyzszak (LSE) and Mr. P. Trepte

Availability and Restrictions: Background knowledge of the substantive law of the EU is required, particularly knowledge of the internal Market and Competition Law.

Core Syllabus: The subject matter of this course is the status under EC law of state intervention in the market. The course will be grounded in the Treaties and subordinate legislation and the case-law of the ECJ but participants will be encouraged to look at the historical, institutional and economic background to the subject.

Course Content:

- The Treaty context, theory of regulation of the state, the EC as a regulatory state, the emergence of an economic constitution to the EC.
- Articles 5, 85 and 86 EC. The application of private competition rules to state anti-competitive activity.
- Article 90 EC *lex specialis* of public undertakings. Case study, telecommunications and privatisation.
- Article 37 EC. Case study of Nordic alcohol monopolies.
- State Aids, procedures, case study.
- Public Procurement, use of public procurement to further non-economic aims.

Teaching Arrangements: Seminars one x two hours each week in the Lent Term. Students will be asked to make presentations, using case studies. An introductory talk will be given in the second week of the Michaelmas Term.

Reading List: A. Evans, *EC State Aids* (OUP, 1997); H. Micklitz & S. Weatherill, *European Economic Law* (Dartmouth, 1997); K. Kruger, R. Nielsen & N. Bruun, *European Public Contracts in a Labour Law Perspective* (DJOF Publishing, 1998); D. Chalmers & E. Szyszczak, *Towards a European Polity?* (Ashgate, 1998); J. M. Fernandez Martin, *the EC Public Procurement Rules. A Critical Analysis* (Oxford, 1996).

LL450

The International Law of Natural Resources (Not available 1998-99)

Availability and Restrictions: For LL.M. students. A solid grounding in public international law is required.

Core Syllabus: This course is concerned with international and transnational law relating to the protection, exploitation and allocation of natural resources. It addresses the problems of all those concerned with natural resources, whether developed or developing countries, whether capital exporting or capital importing, whether resources-rich or lacking in natural resources.

Course Content: The relevant law and its development: international contracts, *pacta sunt servanda*, vested rights, *restitutio in integrum*, nationalization, compensation. Pressures for change: permanent sovereignty over natural resources, the new international economic order. Insurance for non-commercial risk. New methods of investment settlement dispute. Coercion and access to natural resources.

Studies of particular resources: petroleum – the UK North Sea experience, licences, controls, regulations, state oil companies, privatization.

Teaching Arrangements: Teaching is by seminar (LL450), with one-and-three-quarter-hours per week being offered for 10 weeks in the Michaelmas Term, 11 weeks in the Lent Term; and for seven weeks in the Summer Term.

Reading List: Course materials are available for purchase.

Methods of Assessment: There is a three-hour formal examination in the September following the end of the course, based on the entire syllabus. There are usually nine questions of which four are to be answered. The paper comprises both essay and problem questions.

LL451

International Law of the Sea

Teacher Responsible: Dr. L. D. M. Nelson

Availability and Restrictions: For LL.M. 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.

Course Content:

- Sources of the Law.
- Historical Development of the Law of the Sea.
- The Regime based on the 1992 Convention on the Law of the Sea and the Agreement Relating to the Implementation of Part XI of the United Nations Convention on the Law of the Sea of 10 December 1982.

(i) The Territorial Sea and Contiguous Zone.

- International Straits and Archipelagos.
- The Exclusive Economic Zone.
- The Continental Shelf.
- High Seas.
- Fisheries.
- Deep Seabed Mining Regime.
- Landlocked and Geographically Disadvantaged States.
- Protection and Preservation of the Marine Environment.
- Marine Scientific Research.
- Settlement of Disputes.

4. Current status of the 1982 Convention; its relation to customary law.

Teaching Arrangements: One seminar (LL451) of two-and-a-half-hours each week, Sessional.

Written Work: Students, individually or in groups, may be asked to present one paper in a seminar during the session. They should have prepared the required reading for each seminar to be able to benefit from discussions.

Reading List: Brownlie, *Principles of Public International Law* (4th 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* (2nd edn., 1988); 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 U.N. 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).

A comprehensive reading list and book of materials to be issued to participants.

Methods of Assessment: three-hour written examination in September; nine questions, four to be answered.

LL452

The International Law of Armed Conflict and the Use of Force

Teachers Responsible: Professor C. J. Greenwood (LSE) and Professor R. Mullerson (KCL)

Availability and Restrictions: For LL.M. students. Some prior knowledge of international law is useful but not essential.

Core Syllabus: The aim of this course is to develop an understanding of the principles of international law which regulate the use of force in international society. The course examines both the law relating to when it is permissible to use force and the law governing the conduct of hostilities once the decision to resort to force has been taken (the law of armed conflict or **International Humanitarian Law**).

Course 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 Arrangements: Teaching is by seminar given by Professors Mullerson and Greenwood. There is normally one two-hour seminar each week. Seminars are held at L.S.E.

Reading List: A detailed reading list will be issued at the first seminar. See, in particular: – Kalshoven, *Constraints in the*

Waging of War; Brownlie, *International Law and the Use of Force by States*; Bowett, *Self-defence in International Law*; Roberts and Guelff, *Documents on the Laws of War* (2nd edn.) and Rogers, *Law on the Battlefield*.

Methods of Assessment: There is a three-hour formal examination in the September following the end of the course, based on the entire syllabus. The examination will contain not fewer than eight questions, of which four are to be answered.

LL453

International Protection of Human Rights

Teacher Responsible: Dr. C. Beyani, Room A456

Availability and Restrictions: For LL.M. students. Some knowledge of public international law is required.

Core Syllabus: Introduction to the rapidly expanding international law of human rights, both at a universal and regional level.

Course Content:

Conceptual Issues: definitions of human rights; distinguishing features from international law generally; the individual and the state; the relevance of different cultures, stages of development, ideologies; human rights as absolute or qualified rights; individual and group rights.

The UN System and human rights. Detailed examination of the various UN institutions and techniques for the protection of human rights.

The Inter-American System and the OAU and human rights: the Commission and the Court.

The European Convention on Human Rights: the institutions of the European Convention and procedural requirements.

About half of the course is devoted to a study of specific rights, drawing largely upon the case law of the European Convention, the American Convention and the African Charter but also of the UN Covenants. Among the rights examined through the case law are freedom of expression; access to courts; fair trial; freedom from torture; the right to life; the right to organize and associate; freedom of religion; family life and privacy; non-discrimination; minority rights; property rights; freedom of movement; rights of indigenous groups; the prohibition on genocide; rights of women, children and refugees, economic, social and cultural rights.

Also various non-institutional methods for promoting human rights, including treaty making the question of the incorporation of international rights into domestic law. Non-Governmental organisations.

Teaching Arrangements: This course (LL453) is taught by one-and-a-half-hour weekly seminars (10 in Michaelmas, nine in Lent, eight in Summer).

Reading List: Course materials are available for purchase.

Methods of Assessment: There is a three-hour formal examination in the September following the end of the course. There are usually nine questions, of which four are to be answered.

LL454

Human Rights of Women

Teacher Responsible: Professor Christine Chinkin, Room A154.

Availability and Restrictions: For LL.M. students.

Core Syllabus: An introduction to a gender based analysis of the mainstream normative and institutional frameworks for human rights.

Course Content: The concept of women's human rights; International Instruments guaranteeing women's rights; the approach of the mainstream human rights mechanisms and institutions, including the Human Rights Committee and the European, American, and African Commissions and Courts of Human Rights. The role of the Commission on the Status of Women and the development of specific normative standards relating to women. The background, drafting, content and experience of the Convention on the Elimination of All Forms of Discrimination Against Women 1979 will be focussed upon. The work of the Committee on the Elimination of Discrimination Against Women in report monitoring and the elaboration of recommendations. Integration of gender into the mainstream human rights institutions. The establishment of new standards at the global and regional levels: Declaration on the Elimination of Violence Against Women; Council of Europe and Violence Against Women; The Convention of Belem do Para and violence against women in armed conflict.. The establishment of new mechanisms: Special Rapporteur on Violence against Women; Draft Optional Protocol relating to the Convention on the

Elimination of All Forms of Discrimination against Women. Examples of domestic protection of women's rights, including India and Commonwealth Africa. Women refugees; the rights of the girl child.

Teaching Arrangements: This course is taught by two-hour weekly seminars in Michaelmas, Lent and Summer Terms.

Reading: detailed readings are arranged for each class.

Methods of Assessment: One three-hour written paper (70%) and a course essay (30%), not exceeding 5,000 words on a topic chosen in consultation with the teachers responsible for the course. The essay must be submitted in duplicate no later than 1 July (of final year for part-time students).

LL455

International Tax Law

Teachers Responsible: Dr. P. Baker (QMW) with LSE contribution from Professor John Avery Jones, Dr. I. Roxan and Professor David Oliver

Availability and Restrictions: For the LL.M. degree. Students will be assumed to have a working knowledge of the tax system of at least one country (not necessarily the UK) or be studying the **Tax Principles and Policies** Course. This course also combines well with the **Taxation of Business Enterprises** Course.

Core Syllabus: The course is designed to examine taxation law and policy from a comparative and international viewpoint. It is intended to complement the other taxation options in the LL.M. by providing an international, non-U.K. approach to taxation.

Course Content: The course is in two parts, though greater weight is given to the second. The first part looks at comparative tax policy and highlights those differences between various tax systems which give rise to problems in the international sphere. The second part looks at international fiscal law and policy and examines the solutions adopted by states, both unilaterally in their domestic law and by agreement with other countries, to tackle these problems.

Particular emphasis is given to double taxation agreements and to the special problem of the taxation of corporations operating internationally.

Throughout the course examples will be drawn from various tax systems of different countries. Some of these examples will be drawn from the law of the U.K., but the course is not and is not intended to be a course in U.K. tax law.

Part 1: Comparative Tax Policy:

A. Fiscal Systems:

- Types of taxes and tax systems.
- The theory of tax structure, change during development.
- Taxation in developing economies: tax incentives to encourage development.
- Taxation in the developed economies.
- Taxation in planned economies: socialist approaches to taxation.
- Other fiscal systems: taxation and customary law; taxation and religious law; Islamic taxation.
- Tax havens as fiscal systems: the uses of tax havens.

B. Tax Administration

- Methods of assessment and collection of taxes.
- Revenue Authorities: administrative control of revenue authorities.
- Tax appeals and judicial control of revenue authorities.
- Approaches to tax avoidance: measures to counter tax avoidance (in outline).

Part 2: International Fiscal Law and Policy

- Taxation and public international law:
 - Jurisdiction to tax: conflicts of tax jurisdiction.
 - Rules of public international law governing the assessment and collection of tax.
 - Introduction to international fiscal policy: outline history.
 - International settlement of fiscal disputes.
- International fiscal policy and income/profits taxation:
 - Causes of international double taxation of income/profits.
 - Methods of unilateral relief from international double taxation.
 - Bilateral relief from international double taxation: double taxation agreements and their operations: analysis of the major model double taxation agreements (OECD Model, U.N. Model, U.S. Model); the double taxation agreements.
 - Special issues in the international taxation of corporations: multinationals and the taxation of intra-group transfers: international mergers and taxation: the taxation of international financial transactions.
- International fiscal policy and inheritance/gift taxation:
 - Causes of international double taxation of gifts and inheritance.

- (b) Unilateral relief from international double taxation.
 (c) Double taxation agreements, analysis of the OECD Model agreement.
4. International fiscal policy and indirect taxation:
 (a) Causes of international double taxation of indirect taxes; origin and destination; bases of taxation.
 (b) Unilateral relief from double taxation.
 (c) Bilateral relief.
 (d) GATT and its relevance to taxation.
5. Proposals for harmonisation of tax laws:
 (a) EEC proposals and achievements.
 (b) Other proposals: regional developments in tax harmonisation.
6. International Co-operation between tax administration:
 (a) International co-operation by bilateral agreement: analysis of model agreements on administrative co-operation.
 (b) Multilateral co-operation between tax administrations: regional developments on co-operation.
7. Policy issues in international tax avoidance and evasion:
 (a) Analysis of the problem: the problem of definition.
 (b) An outline of domestic approaches to international tax avoidance.
- (c) Bilateral and multilateral approaches to international tax avoidance.

Reading List:**General reading:**

P. Baker, *Double Taxation Conventions and International Tax Law*; Publications of: the Fiscal Committee of the OECD; the U.N. Group of Experts on Double Tax Treaties; the Bureau of International Fiscal Documentation; the International Fiscal Association; the Commission of Taxation of the International Chamber of Commerce; the Board of Inland Revenue.

General journals:

The Bulletin of the Bureau of International Fiscal Documentation; *Cahiers de Droit Fiscal International*; *European Taxation*; *BIFD Tax News Service*; *British Tax Review*; *Intertax*.

Detailed reading lists will be provided during the course.

Teaching Arrangements: 27 one-and-three-quarter-hour seminars (LL455) Sessional (weekly) held at IALS.

Methods of Assessment: The examination will be by three-hour written paper.

Candidates will be provided in the examination with copies of the *OECD Model Tax Convention on Income and on Capital*.

LL457**Juvenile Justice**

Teachers Responsible: J. Fionda (KCL), Dr. J. Rumgay (LSE) and Mr. W. Morrison (QMW)

Availability and Restrictions: For LL.M. It is provided on an intercollegiate basis and held at King's College. It is available to M.Sc. Criminal Justice Policy.

Course Content:

- Theory.* Treatment and welfare. Justice and punishment. The concept of care. The definition of "child" and "young person".
- History and background.* The development of special legislation. The classification of offenders. Juvenile courts and their alternatives.
- Pre-trial procedures.* The police and juveniles - juvenile bureaux. Cautioning and diversion. Reports for courts - social, education, psychiatric, medical. Remands on bail and in custody. "The unruly". Rights of juveniles.
- Present arrangements.* Absolute and conditional discharges. Binding over. Fines upon offenders and parents. Supervision orders - the role of social workers and the probation service. Intermediate treatment and other special conditions. Attendance centre orders. Care orders, residential care orders and community homes. Young Offender Institutions for juvenile offenders. After-care. Fostering schemes. Community service orders. Imprisonment. Youth treatment centres and secure units. The use of s.53 of the Children and Young Persons Act 1933.
- Special categories of offenders.* Mentally disturbed juveniles. Truants. Alcohol and drug misuses. Girls. Recidivists.
- Social policy.* Future development.

Teaching Arrangements: 28 seminars (LL457) Sessional.

Reading List: Elizabeth Burney, *Sentencing Young People* (1985); Allison Morris et al., *Justice for Children* (1980); Allison Morris & Henri Giller (Eds.), *Providing Criminal Justice for Children* (1983); Allison Morris, *Juvenile Justice?* (1978); Howard Parker et al., *Receiving Juvenile Justice* (1981); Andrew Rutherford, *Growing Out of Crime* (1986).

Supplementary Reading List: Will be given during the course.

Methods of Assessment: There will be one three-hour examination, which will count for 100 per cent of the marks.

LL459**Constitutional and Institutional Law of the European Union**

Teacher Responsible: Professor T. C. Hartley, Room A467

Availability and Restrictions: This course is open to students on the LL.M. **Note: A maximum of 50 students will be permitted to take this course. Preference will be given to LL.M. students.** No previous knowledge of the European Community is expected but general legal skills and some knowledge of constitutional and administrative law (in any system) are required. Students without a law degree may not take this course.

Core Syllabus: The course is concerned with the law relating to the institutions of the European Community (constitutional and administrative law) and other aspects of European integration and co-operation.

Course Content:*Part 1: The European Communities*

- The Commission, the Council, the Parliament and the Court: structure and functions.
- Sources of Community Law: constitutive Treaties, subsidiary conventions, acts of the representatives of the Member States; Community acts: legislative powers, delegation of powers, form and procedure; general principles of law (with special reference to human rights); agreements with third countries.
- Community Law and National Law: direct applicability, direct effect, the supremacy of Community law; problems raised by national constitutional law, especially in the United Kingdom.
- Preliminary Rulings: references on interpretation and validity by national courts and tribunals to the European Court.
- Actions against Member States: enforcement of Community law by means of proceedings brought in the European Court by the Commission or another Member State.
- Judicial Review of Community Action (with special reference to the rights of individuals): actions to annul Community acts; failure to act; indirect challenge; the plea of illegality; grounds of review.
- Community Liability: contract, quasi-contract and tort, with special reference to liability for legislative and executive acts and the problem of concurrent remedies in the European Court and in national courts.

Part 2: Other European Institutions

The institutional aspects of the European Economic Area; the European Convention on Human Rights in relation to European Institutional Law; the Council of Europe and other institutions of the wider Europe.

Teaching Arrangements: Two-hour weekly seminars (LL459) Sessional by Professor Hartley. Case materials are provided by the School for sale to students. Students will not be admitted to the course unless they purchase the materials.

Reading List: T. C. Hartley, *The Foundations of European Community Law*; Henry G. Schermers, *Judicial Protection in the European Communities*; N. Brown & F. Jacobs, *The Court of Justice of the European Communities*; D. Lasok & J. W. Bridge, *Introduction to the Law and Institutions of the European Communities*; Lawrence Collins, *European Community Law in the U.K.*; Bernard Rudden & Derrick Wyatt, *Basic Community Laws*. Students should buy Rudden & Wyatt and either Hartley or Schermers.

Methods of Assessment: Normal three-hour written examination paper. Unmarked copies of Rudden & Wyatt, *Basic Community Laws*, Sweet & Maxwell's *European Community Treaties* or Blackstone's, *EEC Legislation* (Foster) may be taken into the examination.

LL461**United Nations Law**

Teacher Responsible: Professor C. J. Greenwood, Room A387

Availability and Restrictions: For LL.M. students. Some knowledge of public international law is required.

Core Syllabus: The aim of the course is to provide an understanding of the international legal aspects of international institutions. The focus is primarily on the United Nations, which is dealt with in depth.

Course Content: International legal personality: the capacity to sue, treaty-making power, implied powers. The Secretariat: powers of the Secretary General, role of the international civil service, privileges and immunities. Membership, representation and credentials. Participation of non-members. Structure and voting of General Assembly of UN. Structure and voting of Security Council of UN. Functions and powers of major organs. Financial problems of UN. Securing compliance with obligations: suspension, expulsion. UN peacekeeping and dispute settlement. Enforcement through the Security Council. Regional agencies and peace enforcement. Law making by international institutions. The International Court of Justice: problems of use and jurisdiction; its role in dispute settlement; its advisory function.

Teaching Arrangements: Teaching is by seminar (LL461), with one-and-a-half-hours per week being offered for 10 weeks in the Michaelmas Term and nine weeks in the Lent Term and for eight weeks in the Summer Term.

Reading List: Simma, *Charter of the United Nations*; Conforti, *The Law and Practice of the United Nations*; White, *The Law of International Organisations*. Required readings of extracts from books, of articles and cases are available in the syllabus issued. UN materials are provided.

Methods of Assessment: There is a three-hour formal examination in the September following the end of the course, based on the entire syllabus. There are usually nine questions, of which four are to be answered. The paper comprises both essay and problem questions.

LL463**Law of Management and Labour Relations**

Teacher Responsible: Professor Lord Wedderburn

Availability and Restrictions: For LL.M. and for M.Sc. students in Industrial Relations with adequate background knowledge. LL.M. students should consider the advantages in studying this course together with LL434 **Individual Employment Law**. There is a separate course for M.Sc. students with less legal background, ID480 **Labour Law**. This is the LL.M. course on "Collective" Labour Law. It is well suited to students who have already studied British Labour Law or British industrial relations, and readily available to students with a law degree from a common law jurisdiction. Other graduate law students who have some knowledge of similar systems of law or labour relations may find the course attractive and can quickly make up the necessary background reading. Students who have no knowledge of either English law or British industrial relations or of a comparable labour law system will find this course demanding; but increasingly a knowledge of social law in the European Union can assist them. Students who have little up-to-date knowledge of British labour law will find it useful to attend lectures in **Labour Law**, Course LL115.

Core Syllabus: This course examines British legal problems arising from collective relationships at the place of work, and the context of industrial relations in which such problems arise. The aim is to study both the legal and the industrial perspectives of such problems in depth. Some comparison will be made with Labour Law systems in other European countries.

Course Content: (in outline) Management and recognition of, and consultation with unions and workers' representatives; disclosure of information. Freedom of Association and rights to organise (national, European and international sources). Workers' rights and trade unions. Employers' associations. The role of the state agencies. Collective bargaining and the law: Legal enforceability; "extension" procedures and collective agreements. Consultation, voluntary and compulsory. Structure of corporate enterprise. Management and boards of directors; control and duties. Corporate governance and interest groups. "Industrial Democracy" and employee involvement (especially in the European context). Industrial discipline and industrial conflict: strikes, lockouts, etc. Union security and dismissal. Job-control; discrimination; industrial action and discipline of workers. The place of statutory and other legal regulation in industrial relations. The historical development of labour law in Britain and elsewhere in Europe. Law and the labour market: training, incomes policy and job subsidies. Labour law in the European Community (in outline).

Teaching Arrangements: There is normally one one-and-a-half-hour seminar (LL463) each week which must be attended regularly. In some years visiting speakers address the seminar. Students should be prepared to discuss the class papers distributed before each seminar. From time to time they may be asked to make a written presentation.

Reading List: Students should buy and read Smith & Wood, *Industrial Law* (6th edn., 1996) or Deakin & Morris, *Labour Law* (1996); or Wedderburn, *The Worker and the Law* (3rd edn., 1986; new edition forthcoming) with Butterworth's *Employment Law Handbook*; also O. Kahn-Freund, *Labour and the Law* (1983); Wedderburn, *Labour Law and Freedom* (1995); C. Barrow, *Industrial Relations Law* (1997).

Methods of Assessment: There is a three-hour written paper, taken in the period August-September. Normally this is in two parts and students are required to answer questions in both parts. When answers are required to a certain number of questions, failure to answer that number may lead to failure in the subject, even if the answers offered are above the pass level. Students are allowed to take into the examination unmarked copies of specified statutory materials.

LL465**Law and Social Theory**

Teacher Responsible: Mr. W. T. Murphy, Room A372.

Availability and Restrictions: For LL.M. students and other students with some background in legal, social or political theory. **Core Syllabus:** This course is designed to introduce students to the study of law through the perspective of modern social theory.

Course Content:

- Law, Modernity and Society
- Rules and the Boundaries of the Social
- The Human and the Social Subject.

Select Bibliography: Bourdieu, *The Logic of Practice*; Habermas, *The Philosophical Discourse of Modernity*; Habermas, *Between Facts and Norms*; Luhmann, *Social Systems*; Luhmann, *Risk*; Foucault, *The History of Sexuality* (3 vols); Foucault, *Discipline and Punish*; Teubner, *Law as an Autopoietic System*; Murphy, *The Oldest Social Science?*; Butler, *Bodies that Matter*.

Teaching Arrangements: 27 two-hour seminars (LL465).

The seminars will be conducted by Ms. Barron, Professor Collins, Professor Lacey, Mr. Murphy, and Mr. Pottage.

Methods of Assessment: The course is assessed by means of ONE three-hour examination. The marks obtained count for 60% of the composite mark for the course. In addition, students are required to submit an essay of 8,000 words maximum.

LL467**Legal Aspects of International Finance**

Teacher Responsible: Professor Ross Cranston (LSE)

Availability and Restrictions: For LL.M. students.

Core Syllabus: The course examines the legal issues which arise as a result of the international operations of large commercial banks, merchant banks and investment banks.

Course Content:

- Euro-Currency Term Loans
- Syndicated Loans
- Euro-Bonds
- Project Finance
- Derivatives and Swaps
- Conflict of Laws aspects
- Special Topics.

Teaching Arrangements: There is a weekly seminar of two hours duration, Sessional (LL467).

Reading List: Phillip Wood, *The Law and Practice of International Finance* (6 volumes); Tennekoon, *The Law and Practice of International Finance*.

A full reading list will be distributed during the course.

Methods of Assessment: This subject is examined by means of one three-hour written paper.

LL470**Banking Law**

Teachers Responsible: Professor J. J. Norton (QMW), Dr. C. Hadjiemmanuil (LSE, Room A360) and others.

Availability and Restrictions: For LL.M. Knowledge of company law and contract law, as well as general EC law, is desirable but not necessary.

Core Syllabus: This course is effectively taught in two separate halves. Part I focuses on EC and UK banking regulation, while Part II on banking services and the legal responsibilities of banks towards their clients. The course, however, is constituted as a single integrated programme, and the halves cannot be taken separately. The purpose of Part I is to introduce the student to

the process of international convergence in the area of banking regulation and to provide a solid description of the current state of relevant European legislation. In addition to the analysis of developments at the European level, the domestic UK legislation and supervisory practices will be examined in detail. Indeed, knowledge of the UK position in these matters is particularly important even for the international student of banking law, since the City of London is (alongside New York and Tokyo) one of the three leading financial centres of the world. Part II explores the legal duties and liabilities of banks to their customers and to third parties in selected fields of bank services activity. In this part, the course deals with deposits and bank loans generally, the transfer of funds and payment mechanisms, the giving of advice and the use of confidential information. Particular attention is devoted to ongoing developments such as electronic funds transfer. The course does not cover the finance of international trade or medium-to-long-term international lending, since these are covered in other LL.M. courses.

Course Content:

Part I: EC and UK Banking Regulation addresses the following topics:

- (1) Introduction: Banks and theories of banking regulation.
- (2) International Regulatory Convergence: Basle Committee on Banking Supervision, EC programme of banking and financial harmonisation.
- (3) Banks' Freedom of Establishment and Freedom to Provide Services in EC Law: The Second Banking Directive and the single banking license. Regulatory responsibilities of Home and Host Member States. Continuing applicability of general good provisions of the host Member State.
- (4) Supervision of Financial Institutions in the EC: Financial requirements and solvency. Large exposures limitations. Consolidated supervision. Deposit guarantee schemes.
- (5) EC Law and the Organisation of the Supervisory Function.
- (6) UK Banking Supervision: Banking Act 1987. Authorisation of deposit-taking institutions. Continuing supervision and the role of bank auditors.
- (7) Organisation of the Supervisory Function in the UK: Bank of England Act 1998. The role of the Financial Services Authority.
- (8) Judicial Control of Regulatory Decision-Making: Appeals against authorisation decisions of the supervisory authority. The questions of judicial review and regulatory liability.

Part II: Banking Services and Legal Responsibilities of Banks covers the following issues:

- (9) Introduction to Bank Services: Overview of both traditional bank services and recent innovations and developments. Identification of the general types of legal relationships and legal principles and issues entailed. Interconnection of private law with statutory and regulatory developments.
- (10) The Relationship of Banker and Customer: Who is a customer, the significance of the question. Creation and termination of the banker-customer relationship. Maintaining accounts with branches. Current account and other types of account. Special categories of customers. Distinctions between depositor and lending relationship.
- (11) Paper-based Funds Transfers: Paper-based contrasted with paperless (electronic) funds transfers. Cheques and similar instruments, London and international clearing systems.
- (12) Legal Implications of Electronic Funds Transfer: Verification of the payment instruction; the finality of payment; mistaken payment instructions; errors in transmission. Teller machines and point of sale electronic funds transfer; the distribution of risks as between banker, customer and supplier.
- (13) The Banker's Liability as Constructive Trustee: The constructive trust in relation to the receipt, retention and payment of money by a bank. The concept of notice and its application.
- (14) The Banker as Adviser: The duty of care in giving advice, and methods of limiting or excluding liability. Conflicts of interest.
- (15) The Duty of Confidentiality: Data protection generally. The banker's duty to keep customers' business confidential. The dissemination of information from one department or branch of a bank to another, and from one member of a banking group to another. Bankers' reference generally. Chinese walls and their application to the operations of clearing banks and merchant banks.
- (16) Lender Liability: Exploration of basic common law and regulatory bases of lender liability and of the practical situations in which such liability might arise.

Teaching Arrangements: 28 two-hour seminars held at LSE and QMW.

Reading Materials: Part I: A set of primary materials and essential secondary materials will be made available to the students. In addition, students are referred to Dasseuse, Isaacs & Penn, *EC Banking Law* (1994); Van Empel & Smits (Eds.), *Banking and EC Law: Commentary* (looseleaf, 1992); Hadjiemmanuil, *Banking Regulation and the Bank of England* (1996); **Part II:** Cranston, *Principles of Banking Law* (1997); Ellinger & Lomnicka, *Modern Banking Law* (1995).

Methods of Assessment: The subject will be examined by means of a three-hour written examination. The paper will be divided into two parts; students must answer two questions from each part. Students may bring an unannotated copy of the primary materials into the final exam.

LL472

Marine Insurance (Not available 1998-99)

Availability and Restrictions: For LL.M. students. A general knowledge of the law of contract is essential.

Core Syllabus: A detailed analysis of the law of marine insurance, including its historical evolution and commercial context.

Course Content:

1. *Introductory Topics:* The evolution of marine insurance, the marine insurance business, the development of legal regulation of marine insurance transactions, the Marine Insurance Act 1906.
2. *The Principles of Marine Insurance Law:*
 - (a) *The making of the contract:* The nature of the marine insurance contract, the avoidance of wagering or gaming contracts, insurable interest, duties of a broker in effecting the policy, non-disclosure, misrepresentation, the premium.
 - (b) *The Policy:* The types of policies, form and contents, designation of subject-matter, attachment and duration of risk, perils insured against, risks covered by Protection and Indemnity Associations, exceptions, termination and cancellation, rectification and alteration, warranties, assignment, construction of the policy, the duties, authority, and rights of the broker after effecting the policy.
 - (c) *Loss and Abandonment:* Type of loss, actual total loss, constructive total loss, abandonment.
 - (d) *The Measure of Indemnity:* Total loss, partial loss of ship, freight and goods, liabilities of third parties, sue and labour clause.
 - (e) *The Rights of the Insurer on Payment:* Subrogation, the right of contribution.
 - (f) *Reinsurance:* The relation between the original assured and the reinsurer, the relation between the reassured and the reinsurer.
 - (g) *Mutual Insurance*

Teaching Arrangements: There is a weekly seminar (LL472) of one-and-a-half hours duration (10 Michaelmas, 10 Lent and six in the Summer Term respectively).

Reading List: The recommended text is Ivamy, *Marine Insurance* (4th edn.).

Other Books: Chalmers, *Marine Insurance Act 1906* (9th edn., Ivamy 1983); Arnould, *The Law of Marine Insurance and Average* (16th edn., by Mustill & Gilman, 1981, Vols. 9 & 10, British Shipping Laws); Dover, *Analysis of Marine Insurance Clauses* (8th edn., 1960); Martin, *The History of Lloyds and of Marine Insurance in Great Britain* (1876); Wright & Fayle, *A History of Lloyds* (1928). A full reading list will be distributed at the beginning of the course.

Methods of Assessment: There is a three-hour written examination in the period August-September following the course. Candidates may take unmarked copies of the Marine Insurance Act 1906 and the Institute Clauses into the examination.

LL474

Modern Legal History

Teacher Responsible: Mr. W. T. Murphy, Room A372

Availability and Restrictions: For LL.M. students. Some knowledge of British political and economic history in the period is desirable.

Core Syllabus: A survey of developments in English law in the period 1750-1950 in their social, economic and political context. Not all the specific topics listed in the syllabus will be covered in any year.

Course 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 Arrangements: One weekly two-hour seminar (LL474), Sessional.

Reading List: A detailed reading list is available at the beginning of the course from either of the teachers responsible.

Written Work: No formal written work is prescribed but students will be expected to make presentations to the seminar.

Methods of Assessment: By means of 15,000 word long essay.

LL476

Multinational (Transnational) Enterprises and the Law (Not available 1998-99)

Availability and Restrictions: For LL.M. students. Some knowledge of at least one of the following subjects is preferred: Public International Law; Private International Law; Company/Commercial Law.

Core Syllabus: An interdisciplinary analysis of the legal issues relating to the activities of multinational (MNEs) enterprises both in national and international law.

Course Content:

1. *Introduction:* MNEs and ideas of business and industrial organisation; the historical growth of the modern MNE; economic analysis of the evolution of the MNE.
2. *Structure and Organisation of MNEs:* The forms of international corporate organisation; the legal organisation of MNEs and the doctrine of incorporation; other types of international economic entities.
3. *The Problems created by MNEs:* The political and economic impact of MNEs on home and host states and upon international relations; the regulation of MNEs; liberalisation of investment conditions policies and problems involved.
4. *The Role of Law in the Regulation of MNEs:* The relationship between different jurisdictions and the MNE, the MNE as an object of international regulation.
5. *Regulation by the Home Country* (with emphasis on UK and US law): The control of overseas subsidiaries; the remission of overseas profits and their taxation.
6. *Regulation by the Host Country:* Restrictions on entry and establishment, investment incentives and export processing zones, control of capital flows and transfer pricing, control through company, law corporate disclosure, control through anti-trust law, labour relations, expropriation, technology transfer.
7. *International Regulation:* The work of the UN, UNCTAD, ILO, OECD codes of conduct on MNEs, The World Bank Convention for the Settlement of Investment Disputes. The Multilateral Investment Guarantee Agency, Bilateral Investment Treaties, The Uruguay Round, GATT and investment issues.

Teaching Arrangements: A two-hour weekly seminar (LL476), (10 Michaelmas, nine Lent and eight Summer Term respectively).

Reading List: Recommended Text: P. T. Muchlinski, *Multinational Enterprises and the Law*.

Further Reading: Dunning, *Multinational Enterprises and the Global Economy* (1992). A full reading list will be supplied at the beginning of the course.

Methods of Assessment: There will be a formal three-hour paper in September after the end of the course.

LL478

Policing and Police Powers

Teacher Responsible: Professor R. Reiner, Room A207

Availability and Restrictions: For LL.M. and M.Sc. Criminal Justice Policy.

Core Syllabus: The police are a central part of the criminal justice system and of the State's formal machinery for maintaining order and enforcing law. It is difficult to underestimate their importance in the process of criminal law enforcement and social policy more generally. There is a burgeoning research, policy-oriented and theoretical literature

analysing the nature and functions of policing. In the last decade policing and police powers have been central focal points for debate in the politics of criminal justice, as well as one of the fastest-growing areas in academic research and publishing within criminology. This course will review research and policy about policing and policing policy.

Course Content:

1. *The nature and functions of 'policing':* What is the role of the police in the State and legal system?
2. *The historical development of policing.* Theoretical debates about the explanation and interpretation of this.
3. *Police work and the impact of police organisations.* Particular stress will be laid on issues of police discretion, discrimination, and the measurement and enhancement of 'effectiveness'.
4. *The characteristics and dynamics of police organisations.* Particular attention will be paid to questions of management, personnel issues, and 'canteen culture' i.e. informal organisation.
5. *Specialist aspects of policing organisations,* notably criminal investigations, and the control of public order, will be examined.
6. *The relationship between State and 'private' forms of policing.*
7. *The legal powers of the police.* Their operations and the controls over their exercise will be analysed.
8. *Police accountability and control.* The complaints system and the debates about governance will be discussed.
9. *The role of police organisation in the formulation of law and criminal justice policy.* The politics of police representative associations, and their role as pressure groups for legal and policy change.

Teaching Arrangements: A weekly one-and-a-half-hour seminar (LL478) Sessional.

Reading List: General surveys of the field include: R. Reiner, *The Politics of the Police* (2nd edn., 1992); M. Brogden, T. Jefferson & S. Walklate, *Introducing Police Work* (1988); and R. Morgan & Newburn, *The Future of Policing* (1997).

Useful collections of research papers include: R. Reiner (Ed.), *Policing Vols. I and II* Dartmouth (1996); S. Savage et al., *Core Issues in Policing*.

For police powers: L. Leigh, *Police Powers in England and Wales* (1985) and the volumes on the *Police and Criminal Evidence Act* by M. Zander or M. Freeman (as well as subsequent research on this).

For the accountability debate: L. Lustgarten, *The Governance of the Police* (1986); R. Reiner, *Chief Constables* (1991); R. Reiner & S. Spencer (Eds.), *Accountable Policing* (1993).

Methods of Assessment: One three-hour examination, counting for 100% of the marks.

LL480

Principles of Civil Litigation

Teachers Responsible: Professor Michael Zander, Room A149 with Professor Cyril Glasser at University College and Dr. Adrian Zuckerman of Oxford University

Availability and Restrictions: For LL.M. 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.

Course Content: The course will consist of selected topics chosen from the following: general principles and practice of civil litigation, including: the organisation, jurisdiction and functions of the various Courts and Tribunals and of the legal profession including in particular the Courts and Legal Services Act 1990. The remedies afforded by civil proceedings (both interlocutory and final) including enforcement of judgements and orders. The procedures adopted in the High Court and in the County Court in ascertaining and dealing with disputed issues, in preparation for trial, in the trial and post-trial assessment of damages or other consequential relief; the system and right of appeal and the procedure on appeal; (knowledge of the law of evidence will not be required, except so far as it affects the general procedure). The social and economic effects and value of present system of civil litigation.

Teaching Arrangements: There is one lecture per week (LL480) on a Monday at University College at 1815-2000.

Written Work: No written work is set during the year but students wishing to do essays can get them marked.

Reading List: Students will be issued with a full reading list at the beginning of the year with reading suggested for each lecture

topic. The subject does not have a single book that covers the course. Students will probably wish to buy one or two books. The most useful are: W. B. Odgers, *Pleading and Practice*; P. St. Langan & D. G. Lawrence, *Civil Procedure*; D. Barnard, *The Civil Court in Action*; D. B. Casson & I. H. Dennis, *Modern Developments in the Law of Civil Procedure*; M. Zander, *Cases and Materials on the English Legal System*; Sir Jack Jacob, *The Fabric of English Civil Litigation*; Sir Jack Jacob, *The Reform of Civil Procedural Law*.

Methods of Assessment: There is a three-hour formal examination in September based on the syllabus and the series of lectures. There are normally ten or eleven questions out of which the candidate is expected to answer four.

LL481

Economic Analysis of Law (Not available 1998-99)

Availability and Restrictions: For LL.M. degree. Students would benefit from some knowledge of elementary microeconomics.

Core Syllabus: First to introduce students to the economics of law and second to build from this to deal in depth with some important policy problems.

Course Content: Economic theories of legal topics such as:

- Property Rights – allocation and transfer of rights, pollution control.
- Torts – negligence, foreseeability and risk, strict liability, products liability, medical malpractice, valuation of human life.
- Contract – consideration, frustration, mistake, specific performance, damages, fraud, penalty clauses, unilateral contracts, bargaining power.
- The Legal System – class action suits, reimbursement of costs, contingent fees, payment into court, legal aid, the efficiency of the common law, precedent.
- Crime and Law Enforcement.
- Racial and Sexual Discrimination.
- Divorce and Alimony.
- Rent Control.

Teaching Arrangements: One Seminar (LL481) each week. Students are advised to attend lectures in LL.B. (LL223) course as grounding in basic analysis.

Written Work: Students are required to present one paper each term in seminar.

Reading List: Posner, *Economic Analysis of Law* (2nd edn.); Burrows & Veljanovski (Eds.), *The Economic Approach to Law*; Ackerman (Ed.), *Economic Foundations of Property Law*; Kronmann & Posner (Eds.), *Economics of Contract Law*; Rabin (Ed.), *Perspectives on Tort Law*.

Papers in the following journals: Journal of Legal Studies, Journal of Law & Economics, Yale Law Journal, Univ. of Chicago Law Review.

Methods of Assessment: Three-hour formal exam in September, ten questions, four to be attempted.

LL483

Administrative Law

Optional course for the LL.M. taught jointly with other colleges

Teachers Responsible: Mr. R. Austin (UCL), Professor C. Harlow (LSE), Professor J. Jowell (UCL) and Mr. A. Tomkins (KCL)

Core Syllabus: This course provides a critical evaluation of the development of administrative law in postwar Britain. Students who have never studied administrative law or who are unfamiliar with British constitutional arrangements will be required to undertake preliminary reading and introductory lectures are provided.

Course Content: The legislative, administrative and judicial powers of the administration. The importance of the distinction between these powers.

The legislative powers of the administration: bills and subordinate legislation.

Parliamentary control, judicial control, publicity, consultation. Delegated legislation emanating from the EU.

The judicial and quasi-judicial powers of the administration. Statutory enquiries and administrative tribunals. Grounds and methods of judicial control.

Administrative powers of the administration. Grounds and methods of judicial control. Recent trends regarding the

importance or otherwise of the distinction between administrative and judicial powers of the administration. The Parliamentary Commissioner and his work.

Proceedings against the Crown; tort liability; contract and other forms of liability; procedural advantages enjoyed by the crown. The nature and constitution of public corporations. Relation to ministers and to Parliament. Powers, duties, liabilities and privileges.

Influence of EC Law on national administrative law.

Teaching Arrangements: 27 two-hour seminars held at LSE, and/or KCL/UCL.

Written Work: is set and marked by the teaching staff.

Reading List: A detailed and coordinated reading list is issued. Any student unfamiliar with the British constitution should start by reading Turpin, *British Government and the Constitution*, 3rd edn., 1996.

Methods of Assessment: One three-hour written paper.

LL484

Regulation of Financial Markets

Teachers Responsible: Professor P. Davies, Dr. C. Hadjiemanuil and Dr. J. Black

Availability and Restrictions: For LL.M. and M.Sc. in Regulation.

Core Syllabus: This course examines the regulation of financial markets in the context of economic theory relating to such markets focusing on various theories of how markets operate and different forms of financial market regulation.

Course Content:

- Economic Theory and Financial Markets
- Why Regulate Financial Markets?
- The Impact of Internationalisation of Markets
- Form and Structure of Regulation
- Governmental Involvement in Financial Markets
- Regulation of Financial Markets
- Regulation of Market Participants
- Regulation of Marketing of Investments
- The Ability of the Regulatory System to Adapt to New Developments

Teaching Arrangements: There is a weekly seminar (LL484) Sessional of two hours duration.

Reading List: Posner & Scott, *Economics of Corporation Law and Securities Regulation*; Ogas & Veljanovski, *Readings in the Economics of Law and Regulation*; and J. Franks & C. Mayer, *Risk, Regulation and Investor Protection*. A full reading list will be distributed during the course.

Methods of Assessment: This subject is examined by means of either:

- One three-hour written paper, or
- One two-hour written paper and one course essay not exceeding 8,000 words on a topic chosen in consultation with and with the approval of the teacher of the course.

LL487

Law of Restitution

Teachers Responsible: Mr. R. O'Dair, (UCL), Dr. S. Worthington, Room A326 (LSE) and Dr. C. Mitchell (KCL)

Availability and Restrictions: For LL.M. The course assumes a knowledge of the common law of contract, tort and trusts. Students with only a civil law background have in the past taken the course successfully but only after very intensive study.

Core Syllabus: The course considers in detail the various elements that could properly constitute a law of restitution and the general case for such a classification of rights.

Course Content: The general principles of the law of restitution, including: theoretical basis; personal and proprietary claims. Acquisition of benefit from plaintiff: mistake; compulsion; necessity; ineffective transactions. Acquisition of benefit from third party: attornment; subrogation and related rights; intervention without right; improperly paid beneficiaries etc.; voidable preferences and dispositions in fraud of creditors; imperfect gifts. Acquisition of benefit through a wrongful act: waiver of tort; crime; breach of fiduciary relationship. Defences to restitutionary claims.

Teaching Arrangements: The course has a weekly meeting (LL487) for two hours once a week during each of the three terms. Students are expected to have read and analysed set cases and other materials before each meeting. Discussion of these materials forms the major part of each meeting.

Reading List: The main textbooks are A. Burrows & E. McKendrick, *Cases and Materials on the Law of Restitution*

(OUP, 1997) and P. B. H. Birks, *Introduction to Restitution* (Clarendon Press, revised edition, 1989). Further material will be found in the Course guide issued at the beginning of the course. **Methods of Assessment:** A three-hour formal examination in which both essay and problem questions will be set. Four questions must be answered.

LL491

Taxation of Business Enterprises

Teachers Responsible: Dr. I. Roxan, Room A460, Professor John Avery Jones, Professor David Oliver and others

Availability and Restrictions: For LL.M. degree. Students will be expected to have working knowledge of the U.K. tax system, or to be studying the Taxation Principles and Policy option. Although essentially a UK tax course, this course provides a useful grounding in the tax system for students interested in detailed comparative taxation and combines well with the International Tax Law Course.

Core Syllabus: The course examines the principles governing United Kingdom taxation of business enterprises. It deals with companies, partnerships, individuals, and combinations of these persons. The course deals primarily with income tax, capital gains tax, corporation tax and value added tax. The foreign element is covered and tax planning is considered.

Course Content:

General structure of business taxation: income tax, capital gains tax, corporation tax, value added tax, stamp duties and stamp duty reserve tax, inheritance tax (in outline).

Schedule D Cases I and II (and aspects of cases III and VI), focusing on problems of taxation of trading and professional incomes and of intellectual property. Relationship between income tax and corporation tax.

Alternative business structures and taxation: partnerships; corporations and corporate partnerships.

Alternative methods of corporate taxation.

Corporation tax on income: Imputation system: ACT and Schedule F. Distributions. Computation of income for tax purposes. Charges on income; management expenses; loan relationships; losses; groups and consortia, close companies; reconstructions, mergers and demergers. Special rules for partnerships.

Value added tax (excluding foreign element).

Anti-avoidance. *Furniss v Dawson* doctrine. Specific anti-avoidance legislation, especially cancellation of tax advantages, migrations, and transactions between associated persons.

Foreign elements. Residence. Location of trading. Controlled foreign companies. Treatment of U.K. branches and agencies and foreign trading income of U.K. entities.

Capital taxation relating to businesses. CGT on the business; special provisions. The business owner and CGT. Aspects of inheritance tax.

Proposals for reform.

Reading List:

Textbooks: Tiley and Collison, *U.K. Tax Guide* (latest edition); Shipwright and Keeling, *Textbook on Revenue Law* (latest edition).

Detailed reading lists will be provided during the course.

Teaching Arrangements: 27 two-hour seminars (LL491). Sessional (weekly).

Methods of Assessment: The examination will be by three-hour written paper. Candidates will be permitted to take into the examination room unannotated copies of the *Butterworth Yellow Tax Handbook* and *Butterworths Orange Handbook*, or *CCH British Tax Legislation* Vols. 1a, 1b, and 2, or any Act contained therein and any Finance Act.

LL492

Taxation Principles and Policies

Teachers Responsible: Mrs. J. Freedman, Room A158 and others

Availability and Restrictions: For LL.M. degree. The course is suitable both for those who have not studied taxation before and for those who have studied the subject in a non-theoretical context. Although UK based, this course provides a useful overview of the system for non UK students interested in comparative taxation. It is a pre-requisite for those wishing to take **Taxation of Business Enterprises** and/or **International Tax Law** and 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.

Course Content:

A. Policy Issues

- Objectives of taxation and various criteria for evaluating tax systems.
- Introduction to basic concepts used in the economic analysis of taxation. (e.g., neutrality, vertical and horizontal equity, progressivity, etc.).
- Economic analysis of types of taxation – direct/indirect, capital/income/expenditure.
- Theoretical introduction to income tax and corporation tax and the problem of integration, distinctions between income and capital. Theory of capital taxation, and non-technical introduction to inheritance tax and capital gains tax. Introduction to structure of value added tax.
- Historical background.
- Sources of tax law.
- Interpretation of taxing statutes and introduction to tax avoidance debate.

B. Administration and Enforcement

- Structure of the Inland Revenue and Customs and Excise.
- The Court System in relating to tax cases, including Law and Fact.
- Assessment.
- Enforcement and Collection (including the Black Economy).
- Inland Revenue discretion – practice statements and extra-statutory concessions – judicial review and the Inland Revenue.

C. Income Taxation

- The Schedular System*.
- Personal allowances*, rates of tax, computing personal liability to taxation.
- Schedule D*, Cases I and II and Class 4 social security contributions.
- Schedule E* and Class 1 social security contributions (omitting profit-sharing schemes and profit-related pay). Including foreign element.
- Losses* (in outline).
- Capital Expenditure* (in outline).

D. Capital Taxes

Capital gains tax in detail – basic structure – assets; exemptions and reliefs; disposal; computation.

E. Foreign Element

Domicile and Residence of individuals. Relevance to UK taxation.

F. Detailed Discussion of control of tax avoidance

Legislative and judicial treatments.

Proposals for Reform.

Teaching Arrangements: Seminars (LL492) 27 Sessional (weekly)

Reading List: Shipwright & Keeling, *Revenue Law*; Whitehouse, *Revenue Law Principles and Practice*, Tiley and Collison's U.K. *Tax Guide and Policy Supplement*, current edition; A. Easson, *Cases and Materials on Revenue Law*; Kay & King, *The British Tax System*; James and Nobes, *The Economics of Taxation*. Current editions should be used. Detailed reading lists will be provided during the course.

Methods of 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 British Tax Legislation* may be used if unannotated.)

LL493

Tax, Social Security and the Family

(Not available 1998-99)

Availability and Restrictions: For LL.M. 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.

Course Content:

- 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 Arrangements: Teaching is by seminar (LL493) held weekly.

Reading List: Students are advised not to buy any particular textbook before attending the first seminar. The following are some of the books and other materials to which students are likely to be referred during the course. *Butterworths Yellow Tax Handbook*; or *CCH British Tax Legislation*; *Butterworths U.K. Tax Guide* (latest edition); O. Wylie, *Taxation of Husband and Wife*, 1990; *Butterworths U.K. Tax Guide Policy Supplement* (latest edition); F. R. Davies, *Introduction to Revenue Law*, 1985; S. Mayson, *A Practical Approach to Revenue Law*, 1987; Meade Committee, *The Structure and Reform of Direct Taxation*, 1978; Moores and 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*.

Methods of Assessment: The course is assessed entirely by way of a formal three-hour examination held in September. The examination is based on the above syllabus as covered by the course of seminars.

LL494

Value Added Tax

Teachers Responsible: Dr. Ian Roxan and Professor John Avery Jones (LSE)

Availability and Restrictions: For LL.M. degree. Students will be assumed to have a general knowledge of the laws and institutions of the EC. They are not required to have prior knowledge of tax law, nor are they required to be taking or to have taken any other specific course.

Core Syllabus: The main emphasis in the course will be on VAT as it operates in the United Kingdom. A significant part of the course will be devoted to EC legislation and jurisprudence. Opportunity will be taken to note on a comparative basis variations in the VAT regimes between the member states, and also EC proposals for reform of the system.

Course Content: The course is in two parts. Section A covers an introduction to VAT and will include forms of VAT; general framework of EC VAT; administrative and judicial framework for implementing the tax; taxable persons; taxable supplies; the value of supplies; exemption; the rate structure; deductibility of input tax; procedural aspects. Section B will examine selected problems both of the theory of the tax and its practical application in the EC (particularly the UK). The precise problems studied will take into account current concerns and developments, but the list will include topics such as VAT and land transactions; VAT and financial and related services; taxation of international transactions and taxation of acquisitions from another member state.

Teaching Arrangements: One weekly lecture or seminar lasting two hours.

Reading List: Students will be expected to acquire either the *Butterworths Orange Tax Handbook*, or the *CCH Tax Statutes for the relevant year*. Students will be provided with outlines and reading lists for the course, together with selected materials for further study.

Methods of Assessment: Students will be examined by means of a three-hour formal written examination.

LL495

Theoretical and Comparative Criminal Law

Teacher Responsible: Professor I. Dennis (UCL), Professor N. Lacey (LSE), and Professor A. Norrie (KCL).

Availability and Restrictions: For LL.M. students.

Core Syllabus: Theories of substance and form in criminal law; the moral limits of criminal law; theories of responsibility and punishment. General principles of liability, including fault, complicity, group liability, strict and vicarious liability, mental disorder and defences. Case studies, including personal security and the preservation of life; interests in sexual integrity; interests in security of property; endangerment, negligence; driving offences.

Teaching Arrangements: 27 seminars (LL495) Sessional of two hours duration held at IALS.

Selected Bibliography: Law Commission No. 177, *A Criminal Code for England and Wales* (1989); Law Reform Commission of Canada, *Recodifying Criminal Law* (1986); Fletcher, *Rethinking Criminal Law* (1978); Hart, *Punishment and Responsibility* (1968); Duff, *Trials and Punishments* (1986); Smith, *Justification and Excuse in the Criminal Law* (1989); Dennis (Ed.), *Criminal Law and Justice* (1987); Kadish, *Blame and Punishment* (1988); Feinberg, *The Moral Limits of the Criminal Law* (1984-7); Shute et al., *Action and Value in Criminal Law* (1994); Alan Norrie, *Crime Reason and History* (1993); Lacey & Wells, *Reconstructing Criminal Law* (2nd edn.), (1998).

Methods of Assessment: Three-hour paper.

LL496

Theoretical Criminology

Teachers Responsible: Professor R. Reiner, Room A463, Professor R. Cotterrell (QMW), Dr. W. Morrison (QMW) and Dr. E. Genders (UCL)

Availability and Restrictions: For LL.M. students.

Core Syllabus: This course is given at the I.A.L.S. with teachers from UCL and QMW.

Course Content: The origin and development of crime studies; the classical and positivist schools of criminology, and their relation to modern criminology. Individual theories of crime: psychological, psychoanalytic and biological. Sociological factors, area influences, gang studies. Cultural and subcultural theories of crime. The influence of social class and economic factors. The interactionist approach, labelling theory and the social deviance perspective. Radical criminology. Female crime. The facts about crime as derived from official sources and self-report and victim studies. Prediction studies.

Teaching Arrangements: A weekly seminar (LL496) normally held at IALS lasting one-and-a-half-hours in the Michaelmas, Lent and Summer Terms.

Reading List: F. Heidensohn, *Crime and Society* (1989); (Introductory); G. Vold & T. Bernard, *Theoretical Criminology* (1998); D. Downes & P. Rock, *Understanding Deviance* (1988); P. Rock, *A History of British Criminology* (1988); J. E. Hall Williams, *Criminology and Criminal Justice* (1986); R. Hood & R. Sparks, *Key Issues in Criminology*, 1970 Taylor, Walton & Young, *The New Criminology* (1973); M. Maguire, R. Morgan & R. Reiner (Eds.), *The Oxford Handbook of Criminology* (1997); W. Morrison, *Theoretical Criminology*.

Supplementary Reading List: Will be given during the course.

Methods of Assessment: There will be one three-hour examination which will count for 100 per cent of the marks.

LL498

Urban and Environmental Law in Developing Countries (Not available 1998-99)

Availability and Restrictions: For LL.M. students. No previous knowledge of urbanisation or developing countries is required but some knowledge of planning law and/or administrative law is desirable.

Core Syllabus: An introduction to the phenomenon of urbanisation in developing and newly industrialising countries, the uses and limits of law and public administration in the regulation and management of land, the environment and its use in the process of urban development. The course will focus principally but not exclusively on developing countries within the Commonwealth.

Course Content: The phenomenon of urbanisation; third world cities and their contexts; indigenous and colonial legacies; a diagnosis of the urban policy problem. The role of law in development and social change. The government of cities; local government central governments; the regional dimension; management and participation in urban development; alternatives to local government. Land policy and the law; land tenure in the city; conflicts between statutory and customary law; land registration; land transactions and their control; land use planning and the regulation of land development; compulsory acquisition and compensation; the institutions of planning. Urban services; paying for urban services, taxes and charges; housing, provision and financing; unauthorised urban settlements; building control; the regulation and management of water and sewerage; environmental protection and pollution control.

Teaching Arrangements: There is a seminar of two hours duration each week (LL498) accompanied by classes (LL498.A) as required.

Reading List: There is no set book that covers the course. Students will receive some handouts of materials and a detailed reading list for each topic. S. Angel et al., *Land for Housing the Poor*; R. W. Bahl, *The Taxation of Urban Property in Less Developed Countries*; H. U. Bijlani & M. K. Balachandran, *Law and Urban Land*; R. Bristow, *Land Use Planning in Hong Kong*; K. J. Davey, *Financing Regional Government*; W. A. Doebele (Ed.), *Land Readjustment: A different approach to financing urbanisation*; H. B. Dunkerley, *Urban Land Policies: Issues and Opportunities*; A. Gilbert & J. Gugler, *Cities, Poverty and Development*; Habitat, *Global Report on Human Settlements* (1986); G. W. Kanyeihamba & J. P. W. B. McAuslan, *Urban Legal Problems in Eastern Africa*. In addition, students will be referred to articles in appropriate journals.

Methods of Assessment: One two-hour paper covering the course counting for 60% of the marks in which three out of not less than eight questions must be answered and one essay of between 6,000-8,000 words counting for 40% of the marks. The essay topic must be approved by Professor McAuslan and must be derived from the syllabus for the course.

LL500

Law Department Research Seminar

Teachers Responsible: Dr. J. Peay, Room A462 and Dr. C. Beyani, Room A456

Availability and Restrictions: For M. Phil. and Ph.D. research students and interested LL.M. students.

Course Content: Presentations by currently registered research students on aspects of their own research, focusing on problems of methodology and theory underlying their work. Additional presentations may be made by members of staff and by visiting speakers, upon topics of interest to the research student body of the Department.

Teaching Arrangements: 15 two-hour seminars (LL500) in Michaelmas, Lent and Summer Terms (subject to number of currently registered research students).

Methods of Assessment: There are no examination arrangements. However, each research student is expected to attend regularly and to make periodic presentations.

LL501

European Community Law Relating to Monetary and Economic Policy (Half subject)

Teacher Responsible: Dr. C. Hadjiemmanuil, Room A360.

Availability and Restrictions: For LL.M. students.

Core Syllabus: This half subject will cover the institutional and private law aspects associated with the transition to, and use of, a common European currency (the euro) and the implementation and mechanisms of European Economic and Monetary Union. The course will begin with an introduction to the legal and institutional background of the establishment of EMU. The implications for the economic policies of the Member States will be examined, focusing on the constraints imposed on their economic policy decision-making, including the central government budgeting, by the relevant Maastricht Treaty provisions. Emphasis will then be placed on the competencies of the European Central Bank (ECB) and its interactions with the Commission and other Community institutions and national authorities. Study will be made of banking policies and payments systems, as well as structural aspects. Finally, the course will analyse the potential impact from the transition to a single currency on private parties and their preexisting legal relationships, including those with non-EC parties. The course is extremely topical and is particularly well-suited for students who have an interest in EC law generally, as well as for those with interests in banking, finance and law and economics. Students desiring to pursue the course do not need any special background in EC or banking law.

Course Content:

(1) Introduction: Degrees of integration and the concept of EMU: Common market / Treaty of Rome. Internal market / Single European Act. Monetary union / Maastricht. Economic union / Maastricht. Political union / a necessary consequence of EMU?

(2) The History of Monetary Cooperation in the EC and the EMS: The significance of freedom of movement of capital. The European Community as an optimal currency area: benefits and costs of a monetary union. The Delors report, the principle of parallelism and the three-stage approach: the timetable, convergence criteria and procedures for Stage III.

(3) Economic Union: Budgetary constraints, the excessive deficit procedure and national financing. Macroeconomic coordination and multilateral surveillance: limitations. The Stability and Growth Pact. Microeconomic policies and regional adjustment: the missing links?

(4) The Institutions of Monetary Union: the European Central Bank (ECB) and the European System of Central Banks (ESCB). Constitutional mandate and guarantees of independence of the ESCB and ECB. The problem of accountability.

(5) Complications in Stage III: Monetary policy in Stage III. Countries with a derogation in Stage III. The "ins" and the "outs": a two-speed Europe?

(6) The Transition to Stage III: The technical and legal preparation. Payment systems in the Monetary Union. Private economic transactions and the transition.

Teaching Arrangements: 14 two-hour seminars in the Michaelmas and Lent Terms. Students will be expected to be familiar with the primary and secondary materials relevant to each class, and to participate as required.

Reading Materials: A selection of primary materials will be made available to students. A broad range of additional secondary materials will be made available, covering practically all that the student needs to know for examination purposes. Andenas, Gormley, Hadjiemmanuil & Harden (Eds.), *European Economic and Monetary Union: The Institutional Framework* (1997), may also be consulted.

Methods of Assessment: The assessment will take the form of a three-hour written examination. Students are expected to answer three questions. There will be approximately eight questions from which students can choose. Students may take an unannotated copy of the primary materials into the examination.

LL502

International Trade Law

Teachers Responsible: Professor J. J. Norton (QMW), Dr. C. Hadjiemmanuil (LSE, Room A360), Dr. Stuart Dutton (QMW).

Availability and Restrictions: For LL.M. students.

Core Syllabus: The objective of the course is to make students familiar with the key contracts in international trading transactions. To achieve this aim, the course covers the fundamental characteristics of international contracts for the sale of goods as well as the key ancillary contracts for the financing of trading activities, transportation of goods to their place of

destination and insurance of the cargo. The legal issues addressed by the course arise in a very broad spectrum of common commercial transactions, whose scale ranges from the modest to the very large. For this reason, the course will prove particularly helpful to students who intend to practice commercial law, whether their future clients will be exporting or importing trading companies, carriers of goods or banking institutions providing finance to the various parties.

Course Content: When traders sell or buy goods and commodities on the international markets, their transaction is composed not of one, but of several contracts: the goods are sold under a contract of sale, transported under a contract of carriage, insured under a policy of insurance and frequently financed through a letter of credit. The purpose of this course is to examine the law applicable to each of these contracts under both English law and applicable international law and standards, focusing in particular on the practical problems which arise when the various contracts do not mesh together. This area of the law is both challenging and topical, because it constantly tests fundamental principles of private law against the rapid development of international commercial practice. This raises questions of harmonisation of international trade law as well as of private international law, which will be examined in detail during the year. More specifically, Term 1 (10 classes) will commence with an introduction to the key contracts of international trade transactions. Following that, there will be discussion of the harmonisation of international trade law, the relevant formulating agencies and the instruments of harmonisation. The bulk of Term 1 will then be allocated to issues relating to contracts for the international sale of goods, with an emphasis on the formation and performance of standardised sales contracts (CIF and FOB contracts) under both English law and the UN Vienna Convention on the international sale of goods, including issues of passing of possession, property and risk in the goods concerned and of remedies available to the parties. Finally, private international law issues affecting international sales of goods will also be covered. Term 2 (10 classes) will focus on the transportation of goods from the exporting country to the place of destination and the risk-allocation between the various parties (seller, buyer, carrier, successive carriers), in particular in the context of carriage of goods by sea, as well as on the role of insurance in international trade. Term 3 (8 classes) will cover issues relating to the financing of international trade, including: letters of credit and the role of the ICC Uniform Customs and Practice for Documentary Credits (UCP 500); bills of exchange; factoring and forfaiting; countertrade, and export finance.

Teaching Arrangements: 28 two-hour seminars, taught at QMW.

Reading Materials: A set of primary materials will be made available to students. While there is no single textbook covering in detail the whole course, Goode, *Commercial Law* (1996) may be consulted. For each specific issue, texts will be recommended, while a number of relevant readings (book chapters and articles) will be included in the course materials.

Methods of Assessment: For the final assessment, students must take a three-hour written paper, divided in two parts (case questions and essay questions); students must answer two questions from each part. An unannotated copy of the statutory materials, the UN Sales Convention and UCP 500 may be brought into the final exam.

LL503

Securities Regulation

Teachers Responsible: Professor Eva Lomnicka (KCL), Professor J. J. Norton (QMW), Dr. C. Hadjiemmanuil (LSE, Room A360).

Availability and Restrictions: For LL.M. students.

Core Syllabus: The primary focus of the Part I of the course is on the legal and practical aspects of the UK system of securities regulation. Part II focuses on the relevant regulations in force in the EC and the US, with considerable emphasis placed on comparative issues during the third term. (Part I of the course is offered by KCL alone as a half subject. However, students – especially foreign ones, primarily interested in the subject's non-domestic and comparative aspects – may find more rewarding, and probably more convenient, to take the whole course as a full subject.)

Course Content:

Part I: UK securities regulation:

- (1) Introduction: Traditional theories of corporate securities regulation (in particular the *Afraud* and *Adisclosure*

philosophies). Statutory regulation and self-regulation. Role of the civil and criminal law. Historical background to the UK regulatory system, including the impact of the Gower Report. Comparative aspects. Impact of EC law, especially the Investment Services Directive.

- (2) Scope of Regulation. The Financial Services Act (FSA) approach: the definitions of *Ainvestment*, *Ainvestment* business and *Acarrying* on investment business in the UK. Comparative perspectives.
- (3) The UK regulatory structure. Recent developments. Financial Services Authority. Comparisons with institutional structures elsewhere.
- (4) Authorisation requirements. Modes of obtaining authorisation. Exempted persons. Consequences of not being authorised or exempted.
- (5) Regulation of the conduct of investment business. The main features of the regulation. The making of investment advertisements. Disciplinary powers.
- (6) Collective investment schemes.
- (7) Official listing of securities in the Stock Exchange. The Stock Exchange and the regulation of its markets. FSA, Part IV. Liability for offer documents.
- (8) Unlisted securities. FSA, Part V. Liability for offer documents.

Part II: EC and UK securities regulation:

- (9) Fundamentals of EC securities law. Cross-border provisions of services under the Investment Services Directive (ISD). Access to regulated markets.
- (10) The Capital Adequacy Directive (CAD).
- (11) Investor compensation schemes in the EC.
- (12) Public offering of securities, prospectus and listing requirements in the EC.
- (13) Introduction to US securities laws. Securities Act of 1933. Securities Exchange Act of 1934. Relationship between federal and state securities laws.
- (14) Comparative regulation of take-overs and substantial acquisitions. The UK approach to take-overs and mergers. The EC dimension. US system of tender-offers.
- (15) Criminal offences in the context of securities regulation. Insider dealing. Market manipulation. Misleading statements.
- (16) The enforcement of securities regulation. Criminal, civil and self-regulatory forms of enforcement. Investigative institutions and powers. International aspects of enforcement.
- (17) International cooperation in the field of securities regulation. International Organisation of Securities Commissioners (IOSCO).

Teaching Arrangements: 28 two-hour seminars taught at KCL.

Reading Materials: There is no textbook covering the whole course. For Part I, materials will be handed out in relation to each seminar. The materials will set out the preparatory work to be done for each seminar, especially the reading to be undertaken and itemise *Adiscussion* points and reproduce relevant exam-type questions. For Part II, comprehensive materials relating to EC securities law will be made available to the students, while in relation to US law students will be referred to Steinberg, *Understanding Securities Law* (1996), which they will be able to purchase through QMW.

Methods of Assessment: For students taking Securities Regulation as a full subject, the assessment will take the form of one three-hour written examination. The paper will be divided in two parts; students will be required to answer four questions, of which at least one should be from Part I and one from Part II. Students may take specified unannotated primary materials into the examination.

LL504

European Administrative Law

Teachers Responsible: Professor C. Harlow (LSE), Mr. Richard Rawlings (LSE) and Mr. Adam Tomkins (KCL)

Availability and Restrictions: A knowledge of the structure of European institutions is desirable. Familiarity with the administrative law of another European country will be helpful. The course is open to students with and without a law degree. Those currently studying *Constitutional and Institutional Law of the European Union* (LL459) may not take this course.

Core Syllabus: The course is concerned with the development of a system of European Community administrative law. The course will be based on the comparative method but direct comparison with the administrative law of the Member States is not anticipated.

Course Content:

Part A Governance and Administration

1. Introductory. The comparative law approach. The province of European administrative law. The context of European administrative law. Problems of transnational governance.
2. European Administration. The structure of European administrations. Direct and indirect administration; supervision and enforcement. Concepts of administration. Separation of Powers and administration. Public service ethos. 'New Public Management'. Representative/Participatory analysis. Policy analysis and networking theories.
3. The realms of public and private law.

Part B Administrative Functions

4. Powers of imperium. Lawmaking: the hierarchy of rules. Primary, secondary and tertiary rules. 'Hard' and 'Soft' law. Rulemaking procedures: Council and Parliament. Commission and Comitology. Citizen access to rulemaking procedures. Rules and discretion in administrative law.
5. Regulation. Theories and techniques of regulation. The Commission as regulator ñ European agencies – the role of national administrations and agencies. (Includes casestudies).
6. Powers of dominium. Government contracting and public procurement. Grants and subsidies (structural funds).
7. Implementation and enforcement. The Commission and EC Art 169. National administrations, duties and powers. Problems of effectiveness.

Part C Accountability

8. Political accountability and redress of grievance. The European Parliament (committees, inquiries). The European Ombudsman and the Petitions Committee. Transparency and access to information. Financial accountability and audit culture. The Court of Auditors.

Part D. Courts and the Administrative Process

9. The multiple functions of the ECJ: direct and direct administration, public and private law, constitutional and administrative law. Concrete and abstract review. Access to the Court. Interest-representation. Standing and intervention rights. Repeat-players and one-shotters. The Commission. The Advocate-General.
10. General principles of administrative law. Fair procedures. Reasoned decisions. Codification of administrative procedure.
11. Judicial remedies and effectiveness. State liability.
12. Convergence and Divergence in European administrative law.

Teaching Arrangements: There will be one two-hour seminar weekly.

Reading List: No single text is recommended. A study pack consisting of essential readings will be available for purchase. A full weekly seminar list of appropriate readings will be provided.

Further Suggested Reading: Craig & Harlow (Eds.), *Lawmaking in the European Union*, Kluwer, The Hague, 1998; Dehousse (Ed.), *Europe After Maastricht, An Ever Closer Union?*, Law Books in Europe, Munich, 1994; Dehousse, *The European Court of Justice*, Macmillan, 1998; Harlow & Rawlings, *Law and Administration*, 2nd edn., Butterworths, 1997; Hayward & Page, *Governing the New Europe*, Polity; Held, *Democracy*

and the Global Order: From the Modern State to Cosmopolitan Governance, Polity, 1995; Kickert, *Public Management and Administrative Reform in Western Europe*, Edward Elgar, 1997; Majone, *Regulating Europe*, 1996; Marks *et al.* (Eds.), *Governance in the European Union*, Sage, 1996; Shaw & More (Eds.), *New Legal Dynamics of European Union*, Clarendon, 1995; Ward, *A Critical Introduction to European Law*, Butterworths, 1996.

Casebook: Craig & de Burca (Eds.), *EC Law: Cases and Materials*, 2nd edn., Sweet and Maxwell, 1998.

Principal Journals: Common Market Law Review, European Public Law, European Law Journal, European Review of Public Law, Journal of Common Market Studies, Journal of European Public Policy, European Journal of Legal Integration, Public Law, Modern Law Review, West European Politics.

Methods of Assessment: One three-hour examination.

LL900

Issues in Taxation

Teachers Responsible: Dr. Jonathan Leape, Room R502, Professor J. F. Avery Jones and Mrs. Judith Freedman, Room A158, Dr. I. Roxan, Room A460.

Availability and Restrictions: For all with an interest in taxation including LL.M. and M.Sc. students. The aim of the meetings is to discuss tax problems which are of interest to lawyers, economists, accountants and government officials in an interdisciplinary way.

Course Content: The precise topics for the seminars are chosen each year from subjects of current interest. Discussion is often centred around recent official or semi-official publications and the meetings provide a forum for discussion on taxation involving a wide variety of participants. Those attending the meetings are encouraged to participate but students wishing to observe only are also very welcome.

Teaching Arrangements: Monthly seminars of one-and-a-half-hours each. Sessional (LL900).

Reading List: There is no fixed list, selections being made from year to year on the basis of topicality.

Methods of Assessment: There is no separate examination but the knowledge acquired may help to improve examination answers in other taxation courses. LL.M. taxation students will be informed in class which sessions would be of particular value to them.

ID480

Labour Law

(Please refer to Industrial Relations course guides).

GV488

The Law and Politics of Regulation

(Please refer to Government course guides).

GV489

Law and Politics of Utilities Regulation

(Please refer to Government course guides).

M.Sc. Management and M.Sc. Management (Public Sector)**Duration of Course of Study**

Full-time: One calendar year.

Examination

In the regulations which follow, each course has a value of one unit unless otherwise specified.

Paper Number	Paper Title	Course Guide Number
I	Written papers to the value of 3 whole units as follows:	
Students taking M.Sc. Management:		
1.	(a) Design and Management of Organisations (A) (half unit)	MN403
and	(b) Design and Management of Organisations (B) (half unit)	MN404
and		
2.	The Analysis of Strategy A (half unit)	MN415
	MSc Management students are also required to take Case Studies on Strategy and Organisation (unexamined)	MN422
Students taking M.Sc. Management (Public Sector):		
1.	(a) Public Management Theory and Doctrine (half unit)	MN401
and	(b) Contested Issues in Public Sector Management (half unit)	MN402
2.	Design and Management of Organisations (A) (half unit)	MN403
Students taking M.Sc. Management and M.Sc. Management (Public Sector):		
3.	Papers to the value of three half units selected from the following list:	
(a)	Principles of Finances	AC492
or	Financial Reporting and Management	AC490
(b)	Financial Reporting (half unit)	AC491
(c)	Interpreting Modern Business: The USA, Europe and Japan	EH455
(d)	Introduction to Comparative Public Administration (half unit)	GV480
(e)	Public Choice and Public Policy I – Introduction (half unit)	GV481
(f)	Public Choice and Public Policy II – Advanced Topics (half unit)	GV482
(g)	Management of Human Resources	ID407
(h)	Human Resource Management and Business Performance	ID409
(i)	International Business in the International System	IR456
(j)	Information Systems (half unit)	IS470
(k)	Systems Development (half unit)	IS471
(l)	Information Systems Management (half unit)	IS472
(m)	Quantitative Analysis in Social Research I (half unit)	MI411
(n)	Quantitative Analysis in Social Research II (half unit)	MI412
(o)	Public Management Theory and Doctrine (half unit)**	MN401
(p)	Contested Issues in Public Sector Management (half unit)**	MN402
(q)	Design and Management of Organisations (B) (half unit)**	MN404
(r)	Managing Economic Development**	MN405
(s)	European Economic Development Management**	MN406
(t)	Aspects of Managing Economic Development (half unit)	MN407
(u)	Aspects of European Economic Development Management	MN408
(v)	Marketing and Market Research: An Introduction for Post-Graduates (half unit)	MN413
(w)	Marketing and Market Research Topic (half unit)**	MN414
(x)	The Analysis of Strategy A (half unit)**	MN415
(y)	The Analysis of Strategy B (half unit)**	MN416
(z)	Economic Development: Institutions, Networks and Evaluation (half unit)	MN417
(aa)	Economic Development: Global Change and Local Response (half unit)	MN418
(bb)	Techniques of Operational Research (half unit)	OR401
(cc)	Problem Structuring Methods (half unit)	OR411
(dd)	Operational Research Techniques and Applications	OR416
(ee)	Decision Analysis in Theory and Practice	OR422
(ff)	Organisational Social Psychology	PS404
(gg)	Sociology of Employment	SO412
(hh)	Management Accounting	AC410
(ii)	Operational Research in Less Developed Countries (half unit)	OR413
(jj)	Concepts and Methods in Social Inquiry (half unit)	MI420
(kk)	Social Research Design (half unit)	MI421
(ll)	System Dynamics Modelling (half unit)	OR431

**If not taken in Paper 1 or 2

II A report of not more than 10,000 words on an approved topic

A candidate who does not at his/her first entry successfully complete the examination or part of the examination for which he/she has entered may, subject to the agreement of the School, re-enter the examination on one occasion. Such re-entry will be at the next examination* except where the School has granted permission for the candidate to defer re-entry until the examination in a subsequent year.

*MSc Management and MSc Management (Public Sector) students are not permitted to re-enter examinations for MN403, MN404 or MN415 in the following January. Papers set in January are for students registered on the MSc Management (CEMS Route)/FIPSE Programme ONLY.

Dates of Examinations

Written papers: May–June

Report: 15 September

M.Sc. Management (CEMS ROUTE)/FIPSE Programme

The CEMS (Community of European Management Schools) is a consortium of fifteen European Management Schools of which LSE is the UK representative. The CEMS offers an additional qualification to students who complete study in required subject areas, and both a period of study and work internship in another member country. Students must also demonstrate competence in three languages. Entry onto the CEMS programme has a number of pre-requisites including undergraduate study in Economics, Maths and Statistics, Marketing and Finance. The other member organisations of CEMS are: ESADE, Barcelona, Spain; Universitat zu Koln, Germany; Università Luigi Bocconi, Milan, Italy; Université Catholique de Louvain, Belgium; Erasmus Universiteit, Rotterdam, The Netherlands; Copenhagen Business School, Denmark; Universität St. Gallen, Switzerland; Stockholm School of Economics, Sweden; Wirtschaftsuniversität Wien, Austria; Budapest University of Economic Sciences, Hungary; Groupe HEC, Paris, France; Norwegian School of Economics and Business Administration, Bergen, Norway; Prague University of Economics, Czech Republic; Warsaw School of Economics, Poland.

Opportunities also exist for students to study in North America as part of their M.Sc. Management Studies, via the FIPSE programme. Schools participating in this arrangement are: Stern School of Business, New York University; University of Chicago; and the Fuqua School of Business, Duke University. Full details of the CEMS and FIPSE programmes are available from the Interdisciplinary Institute of Management (Room G506).

Duration of Course of Study

Full-time: One calendar year.

Examination

Paper Number	Paper Title	Course Guide Number
I	Written papers to the value of 2 whole units as follows:	
1.	(a) Design and Management of Organisations (A) (half unit)	MN403
and	(b) Design and Management of Organisations (B) (half unit)	MN404
2.	The Analysis of Strategy A (half unit)	MN415
3.	(a) International Accounting (half unit)	AC470
or	(b) Aspects of Human Resource Management (half unit)	MN409
or	Any other half unit listed under item 3 in the regulations for the MSc Management and MSc Management (Public Sector) that fits in with the time restrictions (CEMS and FIPSE) and the academic requirements (CEMS) of the exchange programmes.	
II	Courses to the value of one unit to be taken at one of the CEMS/FIPSE partner Schools.	
III	A Report of not more than 10,000 words on an approved topic.	

A candidate who does not at his/her first entry successfully complete the examination or part of the examination for which he/she has entered may, subject to the agreement of the School, re-enter the examination on one occasion. Such re-entry will be at the next examination** except where the School has granted permission for the candidate to defer re-entry until the examination in a subsequent year.

**MSc Management (CEMS Route)/FIPSE Programme students are not permitted to re-enter examinations for MN403, MN404 or MN415 in June, but must re-enter the following January. Papers set in June are for students registered on the MSc Management and the MSc Management (Public Sector) ONLY.

Dates of Examination

Written papers: January for the core courses (MN403, MN404, MN415)

May–June for other written papers

Report: 15 September

Course Guides**GV483****(MN401)****Public Management Theory and Doctrine (Half unit course)**

Please refer to Government Course Guide GV483

GV494**(MN402)****Contested Issues in Public Sector Management (Half unit course)**

Please refer to Government Course Guide GV494

MN403**Design and Management of Organisations (A) (Half unit course)**

Teachers Responsible: Dr. James Montgomery, Room G508, Dr.

Michael Barzelay, Room G507 and Dr. David Lane, Room G412

Availability and Restrictions: Core Course for M.Sc. Management students including those taking the Public Sector and CEMS/FIPSE routes.

Core Syllabus: The course will adopt an interdisciplinary perspective, covering ideas from economics, psychology and sociology, on the design of organisations.

Course Content: Economic and sociological perspectives on decision-making. The economic perspective on the firm: the principal/agent model. Alternative perspectives on the firm drawn from organisation theory, sociology, and political science. Critique and integration of the various approaches. Application to contemporary management practices. Additional lectures on system dynamics will introduce students to a problem-structuring method useful for analysing organisational behaviour.

Teaching Arrangements: 10 one-and-a-half-hour lectures and 10 one-and-a-half-hour classes in the Michaelmas Term. Additionally, eight one-and-a-half-hour lectures or classes on system dynamics.

Reading List: P. Milgrom & J. Roberts, *Economics, Organisation and Management*, Prentice Hall (1992); G. J. Miller, *Managerial Dilemmas*, Cambridge (1992); C. Perrow, *Complex Organizations*, Scott Foresman (1986); J. March, *A Primer on Decision Making*, Free Press (1994); N. Macintosh, *Management Accounting and Control Systems*, Wiley (1994).

Method of Assessment: Examination of two-hours.

MN404**Design and Management of Organisations (B) (Half unit course)**

Teachers Responsible: Dr. Diane Reyniers, Room G510 and Dr. A. Faure-Grimaud, Room G511

Availability and Restrictions: Core Course for M.Sc. Management students not taking GV483 **Public Management Theory and Doctrine/GV494 Contested Issues in Public Sector Management**. It is an essential requirement for students wishing to follow the 'CEMS' route. Students opting for this

course should be aware that the material covered will presuppose a basic knowledge of statistics and mathematical analysis. Students who are unclear about whether their previous training will prove adequate should consult the course director.

Core Syllabus: The course will draw on various disciplines including management science, industrial organisation and microeconomics.

Course Content: Topics covered will include: coordination, motivation, bargaining, adverse selection and moral hazard with applications to human resource management, risk sharing, corporate control and financial structures.

Teaching Arrangements: 10 lectures (MN404) and eight classes (MN404.A).

Reading List: P. Milgrom & J. Roberts, *Economics, Organization and Management*, Prentice Hall (1992). Additional materials (articles and case studies) will be made available.

Method of Assessment: Examination of two-hours.

MN405

Managing Economic Development

Teachers Responsible: Dr. G. Duranton, Room S412 and Professor P. C. Cheshire, Room S506

Availability and Restrictions: Primarily for students taking M.Sc. Management, M.Sc. Local Economic Development, and M.Sc. Geography. Also available to other suitably qualified graduate students as permitted by the regulations for their degrees.

Core Syllabus: Analysis of the theory of management of economic development focusing on response to change, stimulation of development, project management and methods of local or regional delivery.

Course Content: Semester A: This course introduces students to key economic ideas and concepts relevant to the field of economic development with an emphasis at the local level. The course seeks to give an overview of the field and to develop concepts and theories on how individuals, private firms and public institutions interact at the local level. The topics covered include the analysis of local interactions, information problems and the necessity of formal and informal institutions. The behaviour of households, entrepreneurs, and small and large firms is also reviewed. Eventually, the emphasis is put on the implications of the division of power between central and local institutions.

Semester B: This course starts with an analysis of how globalization and increased mobility may impose constraints but also provide new opportunities for local and regional development. The topics covered include local vs global growth, regional and international location, cities, infrastructure and urban development. It then moves on to consider local capacity and capacity building, including both human capital and institutional aspects of capacity building. This is followed by an introduction to the principles of evaluation and then application in the context of development projects and capacity building.

Teaching Arrangements: Each semester will have 12 one-hour lectures and six one-and-a-half-hour seminars (MN405.1 and MN405.2).

Reading List: A. Atkinson & J. Stiglitz, *Lectures on Public Economics*, McGraw-Hill (1986); H. Armstrong & J. Taylor, *Regional Economics and Policy*, Harvester Wheatsheaf (1993); P. Dicken, *Global Shift*, Paul Chapman (1992); G. Grossman & E. Helpman, *Innovation and Growth in the Global Economy*, MIT Press (1991); V. Henderson, *Urban Development, Theory, Facts and Illusions*, Oxford University Press (1988); P. Krugman, *Geography and Trade*, MIT Press (1991); P. Milgrom & J. Roberts, *Economics, Organization and Management*, Prentice Hall (1992); M. Temple, *Regional Economics*, St Martin's (1994); R. Bennett & A. McCoshan, *Enterprise and Human Resource Development: Local Capacity Building*, Paul Chapman (1993). A number of more specialised texts will be recommended.

Methods of Assessment: One unseen examination of three-hours (75%) and written work to be submitted during the session (25%).

MN406

European Economic Development Management

Teachers Responsible: Professor P. C. Cheshire, Room S506 and Dr. A. Rodriguez-Pose, Room S408

Availability and Restrictions: Primarily for students taking M.Sc. Management, M.Sc. Local Economic Development, M.Sc. Politics and Economics of Transition and M.Sc. European

Studies. Also available to other suitably qualified graduate students as permitted by the regulations for their degrees.

Core Syllabus: Analysis of management and institutional issues in Europe to stimulate the economic development of local and regional economies, focusing on management of change, stimulation of development, project management methods of local or regional delivery and evaluation.

Course Content: Semester A: This course focuses on the rationale, impact and context of local and regional development policies and projects in Europe. The context of change, external stimuli, technological change, the single market, deregulation and subcontracting structures: regional contrasted with local policy. The origins, objectives and form of regional policy, 'territorial competition', and local economic development policies. The role of infrastructure in development. Factors conditioning the development of local policies and the role of institutional factors and agents. The purpose and techniques of regional policy evaluation: methodological problems and bias. Solutions and examples of evaluation.

Semester B: This section of the course deals mainly with socio-economic restructuring and growth in recent decades and the factors associated with it. The strengths and weaknesses of traditional theories of growth are analysed in detail in the European context. Focuses on the role of capital and technology; the connection between social conditions and regional growth; labour market structure and education; human resources in development organisations and in local economies, mobility, technology transfer and inter-firm partnering; the role of institutions, policy and politics in the genesis of growth. A significant part of this course will be based on case studies.

Teaching Arrangements: Each semester will have 12 one-hour lectures and six one-and-a-half-hour seminars (MN406.1 and MN406.2).

Reading List: R. Boyer, *The Search for Labour Market Flexibility: the European Economies in Transition*, Oxford University Press (1988); G. Rodgers & J. Rodgers (Eds.), *Precarious Jobs in Labour Market Regulation: the Growth of Atypical Employment in Western Europe*, ILO (1989); *Commission of the European Communities, Competitiveness and Cohesion: Trends in the Regions. 5th Periodic Report on the Social and Economic Situation of the Regions of the Community*, OPOCE (1994); K. Ohmae, *The End of the Nation State: the Rise of Regional Economies*, The Free Press (1995); F. Pyke & W. Sengenberger (Eds.), *Industrial Districts and Local Economic Regeneration*, ILO (1992); D. Keeble & E. Wever (Eds.), *New Firms and Regional Development in Europe*, Croom Helm (1986); P. Cheshire & D. Hay, *Urban Problems in Western Europe: an economic analysis*, Unwin-Hyman (1989); L. Rodwin & H. Sazanami (Eds.), *Industrial Change and Regional Economic Transformation: Western Europe*, Harper Collins (1991); R. J. Bennett & G. Krebs, *Local Economic Development: public-private partnership initiatives in Britain and Germany*, Belhaven (1991); R. J. Bennett & A. McCoshan, *Enterprise and Human Resource Development: local capacity building*, Paul Chapman (1993); P. C. Cheshire & I. R. Gordon (Eds.), *Territorial Competition in an Integrating Europe*, Avebury 1995; H. W. Armstrong & J. Taylor, *Regional Economics and Policy*, Harvester Wheatsheaf (1993); M. Olson, *The Logic of Collective Action*, Harvard University Press 1965.

Methods of Assessment: One unseen examination of three-hours (75%) and two essays of 1500 words on a title approved by the course convener, to be submitted by 1 May 1999 (25%).

MN407

Aspects of Managing Economic Development (Half unit course)

Teachers Responsible: Dr. G. Duranton, Room S412 and Professor P. C. Cheshire, Room S506

Availability and Restrictions: Primarily for students taking the 'CEMS' Route of M.Sc. Management. Also available to other students as permitted by the regulations of their degrees.

Course Content: This course introduces students to key economic ideas and concepts relevant to the field of economic development with an emphasis at the local level. The course seeks to give an overview of the field and to develop concepts and theories on how individuals, private firms and public institutions interact at the local level. The topics covered include the analysis of local interactions, information problems and the necessity of formal and informal institutions. The behaviour of households, entrepreneurs, small and large firms is also reviewed. Eventually, the emphasis is put on the implications of the division of power between central and local institutions.

Teaching Arrangements: 12 one-hour lectures and six one-and-a-half-hour seminars (MN405.1).

Reading List: A. Atkinson & J. Stiglitz, *Lectures on Public Economics*, McGraw-Hill (1986); H. Armstrong & J. Taylor, *Regional Economics and Policy*, Harvester Wheatsheaf (1993); P. Dicken, *Global Shift*, Paul Chapman (1992); G. Grossman & E. Helpman, *Innovation and Growth in the Global Economy*, MIT Press (1991); V. Henderson, *Urban Development, Theory, Facts and Illusions*, Oxford University Press (1988); P. Krugman, *Geography and Trade*, MIT Press (1991); P. Milgrom & J. Roberts, *Economics, Organization and Management*, Prentice Hall (1992); M. Temple, *Regional Economics*, St. Martin's (1994). A number of more specialised texts will be recommended.

Method of Assessment: One unseen examination of two-hours.

MN408

Aspects of European Economic Development Management (Half unit course)

Teachers Responsible: Professor P. C. Cheshire, Room S506 and Dr. A. Rodriguez-Pose, Room S408

Availability and Restrictions: For students taking the 'CEMS' route of M.Sc. Management. Also available to other students as permitted by the regulations of their degree.

Core Syllabus: Analysis of middle-management institutional issues in Europe to stimulate the economic development of local and regional economies, focusing on management of change, stimulation of development (includes EEA and central Europe as well as EU).

Course Content: This course focuses on the rationale, impact and context of local and regional development policies and projects in Europe. The context of change, external stimuli, technological change, the single market, deregulation and subcontracting structures: regional contrasted with local policy. The origins, objectives and form of regional policy, 'territorial competition', and local economic development policies. The role of infrastructure in development. Factors conditioning the development of local policies and the role of institutional factors and agents. The purpose and techniques of regional policy evaluation: methodological problems and bias. Solutions and examples of evaluation.

Teaching Arrangements: 12 one-hour lectures and six one-and-a-half-hour seminars (MN406.1).

Reading List: Commission of the European Communities, *Competitiveness and Cohesion: Trends in the Regions. 5th Periodic Report on the Social and Economic Situation of the Regions of the Community*, OPOCE (1994); K. Ohmae, *The End of the Nation State: the Rise of Regional Economies*, The Free Press (1995); D. Keeble & E. Wever (Eds.), *New Firms and Regional Development in Europe*, Croom Helm (1986); P. Cheshire & D. Hay, *Urban Problems in Western Europe: an economic analysis*, Unwin-Hyman (1989); L. Rodwin & H. Sazanami (Eds.), *Industrial Change and Regional Economic Transformation: Western Europe*, Harper Collins (1991); R. J. Bennett & G. Krebs, *Local Economic Development: public-private partnership initiatives in Britain and Germany*, Belhaven (1991); P. C. Cheshire & I. R. Gordon (Eds.), *Territorial Competition in an Integrating Europe*, Avebury (1995); H. W. Armstrong & J. Taylor, *Regional Economics and Policy*, Harvester Wheatsheaf (1993).

Method of Assessment: One unseen examination of two-hours.

MN409

Aspects of Human Resource Management (Half unit course)

Teacher Responsible: Dr. R. Richardson, Room H711

Availability and Restrictions: For students taking the 'CEMS' route of the M.Sc. Management.

Core Syllabus: The course considers the policies that organisations adopt in order to deal with a range of human resource problems.

Course 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. The role of the personnel manager. Internal labour markets and labour market segmentation. Manpower planning models.

Teaching Arrangements: There are 26 hours of lectures (ID407) given by Dr. R. Peccei and Dr. R. Richardson, and eight hours of classes.

Reading List: There is no text book covering the range of material presented. However, students are advised to make extensive use of R. Steers and L. Porter (Eds.), *Motivation and Work Behaviour*, 5th edn., McGraw-Hill.

Method of Assessment: Assessment is determined by an essay of no more than 3,000 words.

MN413

Marketing & Market Research: An Introduction for Post-Graduates (Half unit course)

Teacher Responsible: Dr. Celia Phillips, Room G509

Availability and Restrictions: For M.Sc. Management students + M.Sc. Media and Communications students. Students from other M.Sc. programmes may also be admitted by agreement where regulations permit. Students must have previously studied statistics for one year. Students without the required background may be admitted to the course by special agreement of Dr. Celia Phillips. This course is not available for those who have already taken MN302 or ST327.

Core Syllabus: The course provides an overview of marketing and market research topics and techniques. Examples will be taken from students' areas of study interest.

Course Content: Marketing information systems. Problem formulation and research designs for market and opinion research. Random sampling and statistical inference; stratification, clustering, multistage, multiphase, and area sampling. Sampling frames and non-response. Quota sampling. Data collection methods; interviews, mail questionnaires, observation, panel studies, retail audits and some more qualitative methods. Attitude measurement. Causal designs. Demand forecasting, test marketing, product tests, advertising and public opinion research.

Teaching Arrangements: Lectures (MN413): 20 hours in Michaelmas Term, 10 hours classes in Lent Term.

Reading List: No one book covers the entire syllabus. Students are however advised to purchase: T. C. Kinnear & J. R. Taylor, *Marketing Research: An Applied Approach* (available in paperback). Books which students may wish to consult include: C. A. Moser & G. Kalton, *Survey Methods in Social Investigation*; R. W. Worcester & J. Downham (Eds.), *Consumer Market Research Handbook*; Jordi Montana (Ed.), *Marketing in Europe: Case Studies*.

Method of Assessment: Students will be assessed by two-hour unseen examination in the Summer Term.

MN414

Marketing & Market Research Topic (Half unit course)

Teacher Responsible: Dr. Celia Phillips, Room G509

Availability and Restrictions: For M.Sc. Management students. Students must have previously taken either ST327 **Marketing and Marketing Research** or MN302 **International Marketing and Market Research**. This course may be taken in conjunction with MN413 by students who do not have these pre-requisites.

Core Syllabus: This course is designed for students who have followed an introductory course in the **Marketing and Marketing Research** area and wish to develop their research skills in this area.

Course Content: Students will use the techniques they have acquired in previous **Marketing and Marketing Research** courses to develop their ideas and technical capacity in an area connected with Marketing. They will be expected to demonstrate an understanding of Social Research Methodology and present their work in class in the Summer Term.

Teaching Arrangements: There will be 20 hours of Workshops in the Michaelmas Term (MN414). Students will also be directed to lectures relevant to the research area they have chosen.

Reading List: No one book covers the entire syllabus. Students are however advised to purchase: T. C. Kinnear & J. R. Taylor, *Marketing Research: An Applied Approach* (available in paperback). Books which students may wish to consult include: C. A. Moser & G. Kalton, *Survey Methods in Social Investigation*; R. W. Worcester & J. Downham (Eds.), *Consumer Market Research Handbook*; Jordi Montana (Ed.), *Marketing in Europe: Case Studies*.

Method of Assessment: Students will be assessed on a project presentation given in the Summer Term.

MN415**The Analysis of Strategy (A) (Half unit course)****Teacher Responsible:** Dr. S. Datta, Room G516**Availability and Restrictions:** For M.Sc. Management students.

Core Syllabus: The objective of the two courses (A and B) is to provide students with a critical appreciation of what it takes to be a strategist – about interactions in the real world, within and outside firms and with other strategists. The critical aspect of being a strategist is to anticipate and prepare in advance for possible reactions of competitors. These two courses will help students to understand how managers in the real world ought to read situations from a strategic angle. The particular emphasis is on the perspective provided by economics on the subject of strategy. Besides applications, stress will also be given to the theoretical underpinnings.

Course Content: In this course, students will be introduced to ideas of behaving in strategic situations. This is best illustrated with reference to game theory where the stress is on outplaying a competitor who is trying to outplay you. About 4 lectures and classes will be devoted to building up the flavour of game theory and basic equilibrium concepts (Nash). Then students will be introduced to models of negotiations and cooperation. The focus then switches to the costs and benefits of using markets instead of producing the inputs in-house. We also look at economies of scale and scope, vertical integration and diversification.

Teaching Arrangements: There will be 10 two-hour lectures and eight one-hour classes in the Michaelmas Term.

Reading List: Important Texts: D. Besanko, D. Dranove & M. Shanley, *Economics of Strategy*, John Wiley (1996); A. Dixit & B. Nalebuff, *Thinking Strategically: The Competitive Edge in Business, Politics and Everyday Life*, W.W. Norton and Co. (1991); J. Kay, *Foundations of Corporate Success*, Oxford University Press (1993); A. Brandenburger & B. Nalebuff, *Co-opetition*, Harper Collins (1996); M. Porter, *Competitive Strategy*, The Free Press (1980).

Method of Assessment: The course will be examined by one two-hour unseen paper.

MN416**The Analysis of Strategy (B) (Half unit course)****Teacher Responsible:** Mr. Jörn Rothe, Room G519

Availability and Restrictions: For M.Sc. Management students. MN415 – The Analysis of Strategy (A) – is a pre-requisite.

Core Syllabus: In this course we continue, deepen and extend the analysis of strategy as taught in part A. The success of a firm depends on the decisions it makes, and these decisions have to take the behaviour of competitors into account who themselves try to make optimal decisions. Thus the firm faces a problem of strategic interaction, and game theory takes this interaction into account. This course aims at a strategic understanding of the decision situations that a firm faces. We will study the general principles of strategic thinking, the application of these principles to specific problems and the general conclusions we can draw in these situations.

Course Content: This part of the course focuses more on the strategic aspects of competing against other firms within the same industry. We start by analysing how market structure affects competition. We will then discuss different aspects of strategic commitment and the commitment aspects of pricing, investment and financing decisions. We then focus on the dynamic aspect of pricing rivalry and will examine market entry and exit decisions (limit pricing and predatory pricing). Among the other topics we discuss are the strategic analysis of auctions and manifestations of bounded rationality in decision-making.

Teaching Arrangements: There will be 10 two-hour lectures in the Lent Term and 10 one-hour classes in the Lent and Summer Terms.

Reading List: D. Besanko, D. Dranove & M. Shanley, *The Economics of Strategy*, John Wiley (1996); A. Dixit & B. Nalebuff, *Thinking Strategically*, W.W. Norton and Co. (1991); P. Ghemawat, *Games Businesses Play: Cases and Models*, MIT Press (1997); J. Kay, *Foundations of Corporate Success*, Oxford University Press (1993); D.M. Kreps, *Game Theory and Economic Modelling*, Clarendon Press (1990).

Method of Assessment: The course will be examined by a two-hour unseen paper.

MN417**Economic Development: Institutions, Networks and Evaluation (Half unit course)**

Teachers Responsible: Dr. G. Duranton, Room S412 and Professor P. Cheshire, Room S506

Availability and Restrictions: For students taking M.Sc. Management, M.Sc. Local Economic Development, also available to other suitably qualified graduate students as permitted by the regulations for their degrees. A good background is required in one of the fields of management, economics, economic geography, regional and urban studies.

Core Syllabus: Project management and methods for local or regional economic development.

Course Content: This course starts with an analysis of how globalization and increased mobility may impose constraints but also provide new opportunities for local and regional development. The topics covered include local vs global growth, regional and international location, cities, infrastructure and urban development. It then moves on to consider local capacity and capacity building, including both human capital and institutional aspects of capacity building. This is followed by an introduction to the principles of evaluation and then application in the context of development projects and capacity building.

Teaching Arrangements: 12 one-hour lectures and six one-and-a-half-hour seminars (MN405.2).

Reading List: H. Armstrong & J. Taylor, *Regional Economics and Policy*, Harvester Wheatsheaf (1993); P. Dicken, *Global Shift*, Paul Chapman (1992); G. Grossman & E. Helpman, *Innovation and Growth in the Global Economy*, MIT Press (1991); V. Henderson, *Urban Development, Theory, Facts and Illusions*, Oxford University Press (1988); P. Krugman, *Geography and Trade*, MIT Press (1991); R. Bennett and A. McCoshan, *Enterprise and Human Resource Development: Local Capacity Building*, Paul Chapman (1993). A number of more specialised texts will be recommended.

Method of Assessment: Two-hour unseen examination.

MN418**Economic Development: Global Change and Local Response (Half unit course)****Teacher Responsible:** Dr. A. Rodriguez-Pose, Room S408

Availability and Restrictions: For students taking M.Sc. Local Economic Development, M.Sc. Management, and MSc. Regional and Urban Planning. 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.

Course Content: This course deals mainly with socio-economic restructuring and growth in recent decades and the factors associated with it. The strengths and weaknesses of traditional theories of growth are analysed in detail in the European context. Focuses on the role of capital and technology; the connection between social conditions and regional growth; labour market structure and education; human resources in development organisations and in local economies, mobility, technology transfer and inter-firm partnering; the role of institutions, policy and politics in the genesis of growth. A significant part of this course will be based on case studies.

Teaching Arrangements: 12 one-hour lectures and six one-and-a-half-hour seminars (MN406.2).

Reading List: A. Amin & N. Thrift (Eds.), *Globalization, Institutions, and Regional Development in Europe*, Oxford University Press (1994); P. C. Cheshire & D. Hay, *Urban Problems in Western Europe: an Economic Analysis*, Unwin-Hyman (1989); *Commission of the European Communities, Competitiveness and Cohesion: Trends in the Regions. 5th Periodic Report on the Social and Economic Situation of the Regions of the Community*, OPOCE (1994); G. Esping-Andersen (Ed.), *Changing Classes: Stratification and Mobility in Post-industrial Societies*, Sage (1993); E. Matzner & W. Streeck (Eds.), *Beyond Keynesianism*, Elgar (1991); D. C. North, *Institutions, Institutional Change, and Economic Performance*, Cambridge University Press (1990); K. Ohmae, *The End of the Nation State: the Rise of Regional Economies*, The Free Press (1995); F. Pyke & W. Sengenberger (Eds.), *Industrial Districts and Local Economic Regeneration*, ILO (1992); G. Rodgers & J. Rodgers (Eds.), *Precarious Jobs in Labour Market Regulation: the Growth of Atypical Employment in Western Europe*, ILO (1989); J. Wolch & M. Dear (Eds.), *The Power of Geography. How Territory Shapes Social Life*, Unwin & Hyman (1989).

Method of Assessment: Two-hour unseen examination.

MN422**Case Studies on Strategy and Organisation****Teacher Responsible:** Sir Geoffrey Owen

Availability and Restrictions: Compulsory for MSc Management students (not compulsory for students taking the Public Sector or CEMS/FIPSE Route of the MSc Management).

Course Content: This course 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 other courses. At the start of the Michaelmas Term 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, and some material will be provided to the group. This material will normally consist of a Harvard Business School case, some supporting papers, and a set of questions arising from the company's history and recent performance. Students within each group will be expected to obtain additional material, either direct from the company or from published sources; the FT Profile service, available through the LSE Library, is likely to be useful for this purpose. Most of the companies are important enough to be extensively reported in the business press.

During the Michaelmas Term each group will have a preliminary meeting with Sir Geoffrey Owen to discuss the company and the questions which have been posed in the introductory material, and to explore what additional information might be obtained. The group will then be expected to work as a team in preparing a presentation which will be made to the class during the Lent Term. Linked to these case studies is a set of talks on strategy and organisation given by outside speakers, beginning in the second half of the Michaelmas Term and continuing in the Lent term. Some of these talks will be related to the companies which form the subject of the case studies. Others will deal more generally with management issues.

Teaching Arrangements: Seminars in the Michaelmas and Lent Terms. Case study presentations in the Lent Term.

Method of Assessment: The course is not examined.

AC470**International Accounting (Half unit course)****Teacher Responsible:** To be announced

Availability and Restrictions: For students taking the 'CEMS' route of the M.Sc. Management. Students should have undergraduate level knowledge (or equivalent) of Accounting and Finance (for example, a good grade in AC100 Elements of Accounting & Finance).

Core Syllabus: The course aims to provide a review of the international dimensions of accounting. Comparative aspects are also emphasised.

Course Content: The impact of social and cultural variables on accounting. Comparative aspects of accounting. Accounting in Europe, Russia, Japan and the Third World. Comparative strategies for accounting policy making and regulation. The international standardization of accounting.

Teaching Arrangements: 10 meetings of two hours in the Michaelmas Term (AC450).

Reading List: The course makes extensive use of journal articles as well as technical and policy pronouncements by national and international agencies.

Method of Assessment: Assessment is determined by an essay of approximately 5,000 words.

GV491**The Politics of Regional and Urban Planning (Half unit course)**

This course guide is listed under the M.Sc. Regional and Urban Planning Studies in the section on Interdepartmental degrees.

Department of Mathematics

M.Sc. Mathematics

Additional Entry Qualifications

A candidate for registration will normally be expected to have obtained a B.Sc. with First or Second Class honours, or an equivalent qualification, with Mathematics (or an appropriate branch of Mathematics) as a main field of study. In certain cases, qualifications in other subjects may be acceptable, for example, a First or Second Class Honours degree in Physics or Astronomy.

Curriculum

1. Candidates are required to follow a number of lecture courses and to work on a project. The project shall be approved by the student's Head of Department on behalf of the University. It need not be connected with any of the courses taken.
2. The combination of courses to be offered by a student for examination must be approved by the University through the student's Head of Department. This is an intercollegiate degree, the courses may not overlap in any important respect and together must form a coherent curriculum.
3. A candidate may enter for the examination only in examinable courses listed in the booklet entitled 'Advanced and Postgraduate Lectures in Mathematics', (a copy of which may be obtained from the Secretary of the Mathematics Department). The School's contribution is chiefly in the areas of discrete and applicable mathematics, including operational research.
4. The detailed regulations on the numbers of courses to be taken are set out in the booklet referred to in the previous paragraph.

Duration of Course of Study

For a suitably qualified student, not less than one calendar year of full-time study or not less than two years of part-time study. If a qualifying examination is prescribed, the prescribed period of study for the M.Sc. will only commence after the student has satisfied the qualifying conditions. In some cases candidates may be registered for a course of two calendar years of full-time study with a qualifying examination of the standard described above at the end of the first year.

Examination

Each course is examined separately and the examination is normally by a written paper. Candidates are required to submit a report based on their project. The examiners may hold an oral examination.

A student following a part-time course may either (a) on completion of his course enter for the examination or (b) enter on two occasions (at the end of appropriate academic years) for examination on any of the approved courses completed, provided that the total number of courses examined is the same as is required for the whole examination. Under (b) the first examination shall consist of at most 2 course-units, including at least 1/2 course-unit at the postgraduate level.

No candidate may submit a report until after sitting all the course examinations.

Dates of Examination

Course examinations: the last week of May and the month of June.
Report: by 10 September.

Course Guides

MA401

Computational Learning Theory (Half unit course)

Teacher Responsible: Dr. M. Anthony

Availability and Restrictions: For M.Sc. Mathematics (Intercollegiate), M.Sc. in Information Processing and Neural Networks (Kings). Students should have a good general knowledge of mathematics, such as might be obtained from a degree course in mathematics, computing, or a scientific subject (including economics).

Core Syllabus: Computational Learning Theory may be described as the study of how a machine can acquire knowledge without explicit programming. This course is intended to introduce the main ideas at a level suitable for post-graduate students.

Course Content:

1. Concepts, Hypotheses, Learning Algorithms
2. Learning Boolean Formulae
3. Probabilistic Learning
4. Consistent Algorithms and Learnability
5. Practical Considerations
6. Growth Functions and the VC Dimension
7. VC Dimensions and Learnability
8. Neural Networks

Teaching Arrangements: 20 lectures in the Lent Term.

Reading List: M. Anthony & N. Biggs, *Computational Learning Theory* (Cambridge, 1992).

Methods of Assessment: M.Sc. students will take a written examination paper in the Summer Term.

MA402

Game Theory I (Half unit course)

Teacher Responsible: Professor S. Alpern

Availability and Restrictions: Students should have basic knowledge of matrices as covered in **Mathematical Methods** (MA100) or **Further Quantitative Methods** (MA 207) and some knowledge of probability.

Core Syllabus: The theory of games and its applications in economics.

Course Content: Basics of noncooperative game theory: extensive and normal forms, classification, Von Neumann-Morgenstern utility theory. Zero sum games, mixed strategies. Minimax theorems and existence of Nash equilibria. Nash bargaining theory, noncooperative bargaining. Analysis of the Nash Threat Game. Also discussions of specific games such as hex, nim, duel.

Teaching Arrangements: The lecture course MA300.1 **Game Theory I** consisting of two lectures a week in the Michaelmas Term. Also about 10 problem classes MA300.1A.

Written Work: Weekly problem sets are given. Written answers will be expected by the class teacher on a regular basis and the problems will be discussed in the class.

Reading List: The text is *Fun and Games* by K. G. Binmore.

Methods of Assessment: M.Sc. students will take a written examination paper in the Summer Term.

MA403

Theory of Graphs (Half unit course)

Teacher Responsible: Professor N. Biggs

Availability and Restrictions: The course is available to M.Sc. students in Mathematics, Operational Research, Statistics, and related areas. Students are expected to familiarise themselves with the definitions of path, cycle, tree and so in advance.

Core Syllabus: An introduction to the theoretical results which form the basis for using graphs and networks in applications, including algebraic methods and theories.

Course Content: Graph colouring. Brooks' theorem. The five-colour theorem. Chromatic polynomials. Planarity. Connectivity and matchings. Hamiltonian properties. Ramsey Theory. Adjacency matrix, eigenvalues, strongly regular graphs. Cycle and cut spaces, applications to networks.

Teaching Arrangements: 20 lectures (MA308) in the Lent Term, plus classes and additional material for postgraduates.

Written Work: Regular sets of examples will be distributed to students, and students' work will be collected and marked.

Reading List: *Introduction to Graph Theory* by R. J. Wilson; *Graph Theory with Applications* by J. A. Bondy & U. S. R. Murty; *Algebraic Graph Theory* by N. L. Biggs.

Methods of Assessment: M.Sc. students will take a written examination paper in the Summer Term.

MA405

Complexity Theory (Half unit course)

Teacher Responsible: Dr. B. von Stengel

Availability and Restrictions: There are no formal prerequisites, but ideally students should have attended a course such as **Introduction to Pure Mathematics** (MA103) and should be familiar with the fundamental concepts of discrete mathematics (as presented, for instance, in **Discrete Mathematics** (MA205)).

Core Syllabus: The aim of the course is to provide an introduction to the theory of algorithmic complexity for problems arising in mathematics and computer science.

Course Content: Algorithms and running time. The time-complexity of a problem. Turing machines and computability. The complexity classes P and NP. Polynomial transformations, polynomial reducibility and NP-completeness. Cook's Theorem. Examples of NP-complete problems, e.g., Vertex Cover, Graph Colouring and Hamilton Cycle. Randomised algorithms. The problems of primality testing and factorisation. The polynomial hierarchy. NP-hardness.

Teaching Arrangements: 20 lectures (MA309) and about 10 classes (MA309.A), in the Michaelmas Term.

Written Work: Weekly exercises will be set and marked.

Reading List: H. S. Wilt, *Algorithms and Complexity* (Prentice-Hall); M. Garey & D. S. Johnson, *Computers and Intractability: A guide to the theory of NP-completeness* (Freeman).

Methods of Assessment: M.Sc. students will take a written examination paper in the Summer Term.

Department of Operational Research

M.Sc. Decision Sciences

Duration of Course of Study

Full-time: One year. Part-time: Two academic years.

Examination

Students are required to be examined on courses to a total of four units as detailed below. All courses are half units unless specified to the contrary. The examination for each half unit will normally be by means of a two- or three-hour unseen examination paper. In addition, course work may also be assessed. (Applied Decision Sciences, Computer Modelling in Operational Research, System Dynamics Modelling, and Decision Science Methods are examined entirely by means of essays and project reports.)

Paper Number	Paper Title	Course Guide Number
I		
Compulsory courses:		
1. & 2.	Decision Analysis in Theory and Practice (one unit)	OR422
3.	Problem Structuring Methods	OR411
4.	Advanced Topics in Decision Analysis	OR417
5. & 6.	Applied Decision Sciences (one unit)	OR418
II		
Courses totalling two half units selected from the following:		
1.	Game Theory I	MA402
2.	Techniques of Operational Research	OR401
3.	Decision Science Methods	OR430
or	Computer Modelling in Operational Research	OR403
4.	System Dynamics Modelling	OR431
5.	Information Systems Management	IS472
6.	The Analysis of Strategy (A)	MN415
7.	Decision Making and Decision Support Systems	PS417
8.	Introduction to Organisational Analysis	ID404
9. & 10.	Any other course(s) approved by the student's tutor. (Students who wish to take a paper organically connected with Decision Sciences but not in the above list will be able to do so, providing the necessary teaching and examining arrangements can be made.)	

Not all the courses listed in Part II will necessarily be available every year. Students who have already covered material comparable to that in I.1 and I.2 will normally be required to replace them with courses listed in II.

For students taking the part-time course, the written examination and coursework assessment will take place in the year in which particular courses are taken; the project report assessment in the final year of study. A candidate who does not at his/her first entry successfully complete the examination or part of the examination for which he/she has 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 until the examination in a subsequent year.

Additional Information

The course is an intensive 12 month course. Students will be expected to do some work during both the Christmas and Easter vacations.

Applied Decision Sciences (I.5 and I.6 in the regulations) is an extended practical project. Students will be introduced to their project during the Lent Term (January to March), and will work intensively on it through the summer months. The project report deadline is the first Thursday in September.

Examinations of formally taught topics will occur during the period from early May to late June. Part-time students should not accept any work commitments which could conflict with examination schedules.

In order to pass a course, a genuine attempt at all parts of the examination must be made: in particular all the required pieces of coursework must be submitted. It is possible to obtain the M.Sc. without passing every course, but students should note that a bad failure in a compulsory course (I.1 to I.6) may lead to overall failure.

Dates of Examination

Written papers May–June
Report First Thursday in September

M.Sc. Operational Research

Duration of Course of Study

Full-time: One calendar year. Part-time: Two calendar years.

Examination

Students are required to be examined on courses to a total of four units, as detailed below. All courses are half units unless specified to the contrary. The examination for each half unit will normally be by means of a two- or three-hour unseen examination paper. (Courses I.2, I.3, I.4&5, II.5, II.6, II.8, II.11, II.12 and II.13 are examined by means of essays and project reports.) In addition, coursework may also be assessed.

Paper Number	Paper Title	Course Guide Number
I		
Compulsory courses:		
1.	Techniques of Operational Research	OR401
2.	Operational Research in Context	OR402
3.	Computer Modelling in Operational Research	OR403
4.&5.	Applied Operational Research (one unit)	OR404
II		
Courses totalling three half units, of which at least one must be from subjects II.1 to II.15.		
1.	Mathematical Programming 1	OR406
2.	Mathematical Programming 2 (if II.1 is also taken) (not available 1998/99)	OR407

M.Sc. Operational Research (continued)

Paper Number	Paper Title	Course Guide Number
3.	Computer Modelling in Operational Research	OR408
4.	Advanced Operational Research Techniques	OR409
5.	Applied Statistics (Students who specialised in Statistics in their first degree should <i>not</i> choose this paper)	ST420
6.	Further Simulation (not available 1998/99)	OR410
7.	Topics in Decision Analysis	OR423
8.	System Dynamics Modelling	OR431
9.	Problem Structuring Methods	OR411
10.	Transport Models	OR412
11.	Operational Research in Less Developed Countries	OR413
12.	Advanced Topics in Operational Research	OR414
13.	Basic Time Series and Stochastic Processes	ST407
14.	Surveys and Market Research Methods	ST415
15.	Introduction to Organisational Analysis	ID404
16.	Financial Reporting for Operational Research	AC491
17.	Systems Development	IS471
18 & 19.	Any other subject(s) approved by the student's teachers (Students who wish to take a paper organically connected with OR but not in the above list will be able to do so, providing the necessary teaching and examining arrangements can be made)	

Not all the courses listed in Part II will necessarily be available every year. Students who have already covered material comparable to that in I.1 or in I.3 will normally be required to replace them with courses listed in II). Where the exemption is from course I.1, the normal requirement will be that it is replaced by an additional option drawn from courses II.1 to II.13. Overall at least two whose evaluation is based primarily on unseen written examination papers must be taken.

For students taking the part-time course, the written examination and coursework assessment will take place in the year in which the particular courses are taken; the project report assessment in the final year of study. A candidate following the part-time course who fails in the written papers and/or the coursework assessment may at the examiners' discretion proceed with the course. A candidate who does not at his/her first entry successfully complete the examination or part of the examination for which he/she has 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 until the examination in a subsequent year.

Additional Information

The course is an intensive 12 month course. Students will be expected to work during both the Christmas and Easter vacations, and must stay in London for most of the Christmas vacation to work on a group project.

Applied Operational Research (I.4 and I.5 in the regulations) is an extended practical project normally carried out with and for an external organisation. Students will be introduced to their projects during the Lent Term (January to March), and will work intensively on it through the summer months. The project report deadline is the first Thursday in September.

Examinations of formally taught topics will occur during the period from early May to late June. Part-time students should not accept any work commitments which could conflict with examination schedules.

Dates of Examination

Written papers May–June
Report 1 September

Course Guides

OR401

Techniques of Operational Research (Half unit course)

Teacher Responsible: Dr. G. Appa, Room G413

Availability and Restrictions: Students must have a knowledge of mathematics and statistics to the level of the undergraduate paper in **Quantitative Methods**.

Core Syllabus: The course is compulsory for most M.Sc. Operational Research students and gives an introduction to the theoretical techniques of Operational Research.

Course Content: Basic Operational Research Techniques (OR401.1): An introduction to stock control, scheduling, queueing theory, replacement; critical path analysis, dynamic programming, markov chains, game theory and mathematical programming.

Applied Statistical and Forecasting Techniques for Operational Research (OR401.2): Point and interval estimation. Tests of normal hypotheses. Goodness of fit tests. Linear regression. The moving average and exponential smoothing techniques of forecasting.

Teaching Arrangements: OR401.1 18 Michaelmas Term, OR401.1A 18 Michaelmas Term OR401.2 Nine Michaelmas Term, OR401.2A Five Michaelmas Term

Written Work: Written answers to set problems will be expected weekly.

Reading List: Recommended books are: H. G. Daellenbach & J. A. George, *Introduction to Operations Research Techniques*, Allyn and Bacon, 1978; A. Ravindran, D. T. Phillips & J. J. Solberg, *Operations Research*, Wiley & Sons, 1987; T. H. Wonnacott & R. J. Wonnacott, *Introductory Statistics for*

Business and Economics, Wiley & Sons, 1990. Students may also wish to consult: R. L. Ackoff & M. W. Sasieni, *Fundamentals of Operations Research*; F. S. Hillier & G. J. Lieberman, *Operations Research*; H. M. Taylor & S. Karlin, *An Introduction to Stochastic Modelling*.

Methods of Assessment: A single three-hour examination is held around the middle of the Summer Term. The paper contains at least seven questions, sampled from the two lecture courses. Five of these questions must be attempted. It is important to attempt five questions: only the best five answers will be counted, and one fifth of the marks is available for each of these five questions. On the other hand, it is not necessary to answer fully all parts of a question to obtain a reasonable mark on it.

OR402

Operational Research In Context (Half unit course)

Teacher Responsible: Dr. David Lane, Room G412

Availability and Restrictions: The course is intended for the M.Sc. Operational Research, for which it constitutes a compulsory half unit paper. Other students will not normally be admitted – but should consider OR416 **Operational Research Techniques and Applications**.

Core Syllabus: This course is designed to complement the theoretical emphasis of **Techniques of Operational Research OR401**. The intention is firstly to give students an appreciation of the non-technical factors which enter into the successful execution of an operational research study – by means of case study presentations, a discussion of methodological issues, and an experience of 'practical' project work. Secondly the course provides an introduction to several other disciplines which are very relevant to the practice of Operational Research.

Course Content: Operational Research Methodology (OR402.1): The practice and context of operational research – how they affect each other. Topics covered range from problem formulation and model building through to the scientific status of O.R. and to the nature of O.R.'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 O.R. in business or in public agencies.

Operational Research Tutorial Class (OR402.3): Students will be given an O.R. 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 Lent Term. A one day session will be held during the last week of the Michaelmas Term on presentation skills, and there will be sessions in the first and second week of the Lent Term at which each student group will make a presentation of its report to the other students and the O.R. staff.

Financial Reporting and Management (AC490) t.b.a.: 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) t.b.a.: The relationship of O.R. and information systems (historical review, methodological, professional, practical). The life-cycle of system development, its strengths and weaknesses contrasted with O.R. model based approaches. Changing information technologies (micros, networks, office systems etc.) Alternative view of systems development (participation, experimental techniques, prototyping). Other influences on systems development (human computer interface, databases, AI and expert systems, decision support systems). Information systems management and planning. The politics of computers and the politics of O.R.

Economics of Operational Research (OR402.6) t.b.a.: An introduction to economics.

Teaching Arrangements: OR402.1 Five x one-hour Michaelmas; Seven x one-and-a-half-hours Lent Term; OR402.2 Thirteen x one-and-a-half Michaelmas and Lent Terms; OR402.3 One x six Michaelmas Term and two x five Lent Term; AC490 Five x two Michaelmas Term (weeks 1–5 only); OR402.4 Eight x one-and-a-half Lent Term; OR402.5 Eight Lent Term; OR402.6 Nine x one-hour Michaelmas Term.

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.

Methods of Assessment: There is no formal examination of this course. Assessment weight of 40% is given to a 2 to 3,000 word essay from a list of topics based on the **Operational Research Methodology** course. Another 40% is given to the report and presentation mentioned above under **Operational Research Tutorial Class**. Both the essay and the report are evaluated on presentation as well as content. The remaining 20% is allocated to one piece of written work which can be selected from the following lecture courses:

- (a) Financial Reporting and Management;
- (b) Strategic Planning and Management;
- (c) Information Systems Issues;
- (d) Economics for Operational Research.

OR403

Computer Modelling In Operational Research (Half unit course)

Teacher Responsible: Dr. S. Powell, Room G409

Availability and Restrictions: Students must have a knowledge of mathematics and statistics to the level of the undergraduate

papers in **Quantitative Methods** and **Elementary Statistical Theory**. Students must be prepared to use computer packages and computer terminals.

Core Syllabus: An introduction to simulation, computer software in O.R., graph theory and mathematical programming.

Course Content:

Basic Operational Research Techniques (OR401.1): Lectures weeks 1 and 2 only. An introduction to mathematical programming.

Basic Mathematical Programming (OR403.1): Formulation of operational problems using linear and non-linear programming models; solution of such problems with available computer programs; interpretation of the solutions; limitations of such models.

Workshop in Simulation (OR403.2): Computer simulation models; design, construction and implementation.

Workshop in Computer Software (OR403.3): Applications of computers in O.R.

Graph Theory (OR403.4): Fundamental concepts in graph theory, planar graphs, maximum-minimum problems in networks.

Teaching Arrangements: OR401.1 Two Michaelmas Term;

OR403.1 Nine Michaelmas Term,

OR403.1A Nine Michaelmas Term and 10 x two computer workshop hours Michaelmas Term;

OR403.2 10 Michaelmas Term and

OR403.2A Nine Lent Term;

OR403.3 Five x two Michaelmas Term;

OR403.4 Nine Michaelmas Term

Reading List: Recommended are: R. Paul & D. W. Balmer, *Simulation Modelling*; H. P. Williams, *Model Building in Mathematical Programming*; Wiley, 1990, (3rd edn.), available in paperback. Students may also wish to consult: A. M. Law & W. D. Kelton, *Simulation Modelling and Analysis*; M. Pidd, *Computer Simulation in Management Science*; H. P. Williams, *Model Solving in Mathematical Programming*, Wiley, 1993, available in paperback; D. Smith, *Linear Programming Models in Business*; S. Vajda, *Readings in Linear Programming*; S. Zions, *Linear and Integer Programming*; J. A. Bondy & U. S. R. Murty, *Graph Theory with Applications*.

Methods of Assessment: This course is examined entirely by course work and a project. The course is assessed as follows: 50% for a management report covering the results of a computer simulation program. The problem to be simulated is given during the second half of the Michaelmas Term for completion in the first two weeks of the Lent Term. 40% for mathematical programming based on weekly exercises and/or a final project. 10% for graph theory written work from the lecture course. Written work is marked on presentation as well as on content.

OR404

Applied Operational Research

Teacher Responsible: Mr. Gwyn Bevan, Room G406

Availability and Restrictions: M.Sc. Operational Research only.

Core Syllabus: A substantial project as an introduction to practical operational research.

Course Content: The student will carry out and report upon a substantial practical piece of operational research. The project will either be found by the department or may be suggested by the student, with the approval of the candidate's teachers.

Teaching Arrangements: Lectures: OR404 Applied Operational Research and Decision Sciences; four Michaelmas Term, six Lent Term. In addition each student will be assigned an internal supervisor who will monitor their progress on a continuing basis and give tutorial guidance as required.

Reading List: Chapman & Mahon, *Plain Figures*; Margerison, *Managerial Consulting Skills*; Sussams, *How to Write Effective Reports*; Tufte, *The Visual Display of Quantitative Information*. Detailed suggestions for reading will be provided in the course of supervision.

Methods of Assessment: Assessment is based entirely on the report, three copies of which must be submitted to G403 and a receipt obtained at the beginning of September.

OR406

Mathematical Programming I (Half unit course)

Teacher Responsible: Dr. G. Appa, Room G413

Availability and Restrictions: Students must have a knowledge of linear algebra sufficient to handle matrix inversion and manipulation of partitioned vectors and matrices. It is NOT necessary to have any previous experience of computers and no computer programming will be called for, although students must be prepared to use computer packages and computer terminals.

Core Syllabus: To cover the use of mathematical programming models in practice, and an introduction to the theory and computational methods.

Course Content: As described under the headings of the lecture courses below.

OR401.1 **Basic Operational Research Techniques**, Lectures weeks 1 and 2 only. An introduction to mathematical programming.

OR403.1 **Basic Mathematical Programming**

OR406 **Mathematical Programming I** Introduction to theory of linear programming and duality; Simplex algorithm, (primal and dual basis change, Phase I/Phase II, sensitivity, etc); unimodular models; integer linear programming (ILP) methods (branch and bound, enumeration, cutting planes); some special ILP models; quadratic programming.

OR403.4 **Graph Theory**.

Teaching Arrangements: OR401.1 Two Michaelmas Term;

OR403.1, OR403.1A see Course Guide OR403;

OR406 18 Michaelmas and Lent Terms,

OR406A 18 Michaelmas and Lent Terms;

OR403.4 see Course Guide OR403.

Written Work: Written answers to set problems will be expected weekly.

Reading List: G. B. Dantzig, *Linear Programming and Extensions*; A. Land & S. Powell, *Fortran Codes for Mathematical Programming*; J. A. Bondy & V. S. R. Murty, *Graph Theory with Applications*; W. L. Price, *Graphs and Networks*; H. P. Williams, *Model Building and Mathematical Programming*; Nemhauser & Wolsey, *Integer and Combinatorial Optimization*; A. Schrijver, *Theory of Linear and Integer Programming*; H. P. Williams, *Model Solving in Mathematical Programming*.

Methods of Assessment: A formal three-hour examination. The paper will contain at least seven questions of which four must be attempted.

OR407

Mathematical Programming II (Half unit course)

(Not available 1998–99)

Teacher Responsible: Dr. G. Appa, Room G413

Availability and Restrictions: Students must also take Mathematical Programming I OR406

Core Syllabus: Theory and computational methods behind successful methods for solving very large mathematical programming problems.

Course Content: The foundations of mathematical programming; different methods for sparse and dense problems; introduction to large scale unconstrained and constrained non-linear optimization; further ILP methods (strong cuts, heuristic methods); special ILP models (e.g. location problems).

Teaching Arrangements: OR407 17 Lent Term OR407A 17 Lent Term.

Reading List: V. Chvatal, *Linear Programming*; R. Fletcher, *Practical Methods of Optimization*; W. Murray, *Numerical Methods for Unconstrained Optimization*; A. Schrijver, *Theory of Linear and Integer Programming*; Nemhauser & Wolsey, *Integer and Combinatorial Optimization*; G. L. Nemhauser, A. H. G. Rinnoy Kan & M. J. Todd (Eds.), *Optimization*; M. S. Bazaraa, H. D. Sherali & C. M. Shetty, *Nonlinear Programming: Theory and Algorithms*; H. P. Williams, *Model Solving in Mathematical Programming*; V. Rayward-Smith, *Applications of Modern Heuristics*.

Methods of Assessment: A formal three-hour examination. The paper will contain at least seven questions of which four must be attempted.

OR408

Combinatorial Optimization (Half unit course)

Teacher Responsible: Dr. G. Appa, Room G413

Availability and Restrictions: Some familiarity with graph theory (and some knowledge of programming could be desirable).

Core Syllabus: The course is intended as an introduction to discrete and combinatorial techniques for solving optimization problems, mainly involving graphs and networks.

Course Content: Lecture course OR303

Teaching Arrangements: See course guide OR303.

Written Work: Lecture notes containing problems are supplied. These problems will be discussed in the problem class.

Reading List: See course guide OR303.

Methods of Assessment: Students will be assessed by a three-hour formal examination in the Summer Term.

OR409

Advanced Operational Research Techniques (Half unit course)

Teacher Responsible: Dr. J. Howard, Room S209

Availability and Restrictions: Students must have a knowledge of Statistics and Probability Theory to the level of the course **Elementary Statistical Theory**; Mathematics to the level of **Quantitative Methods** and of **Operational Research** to the level of **Basic Operational Research Techniques**. Students must be prepared to use micro computers.

Core Syllabus: This is an advanced half unit course in Operational Research Techniques but excluding System Dynamics and Simulation (for which there are specialist companion courses available).

Course Content: The main techniques covered may include some of: Replacement Theory, Discrete Dynamical Systems, Queuing Theory, Game Theory, Advanced Mathematical Programming, Dynamic Programming and other topics which may change from year to year.

Teaching Arrangements: OR409 18 Lent Term, OR409A 18 Lent Term. Very full lecture notes are provided, and every week a set of problems is given out in the lecture. These are discussed in the following classes (OR409A). The class teacher is usually the lecturer.

Reading List: Recommended books are: N. A. J. Hastings, *Dynamic Programming with Management Applications*; F. S. Hillier & G. J. Lieberman, *Operations Research*; D. W. Jorgenson, J. J. McCall & R. Radner, *Optimal Replacement Policy*; H. M. Taylor & S. Karlin, *An Introduction to Stochastic Modelling*; K. Binmore, *Fun and Games*; J. T. Sandefur, *Discrete Dynamical Systems*; H. C. Tijms, *Stochastic Models*; G. Nemhauser and L. Wolsey, *Integer and Combinatorial Optimization*.

Methods of Assessment: There is a two-hour formal examination in the Summer Term covering the whole syllabus. The paper usually contains five questions, of which three must be attempted. It is important to attempt three questions; only the best three answers will be counted, and one third of the marks is available for each of these three attempts. On the other hand, it is not necessary to answer fully all parts of the question to obtain a reasonable mark on it.

OR410

Further Simulation (Half unit course)

(Not available 1998–99)

Teacher Responsible: Mr. D. Balmer, Room S208

Availability and Restrictions: The course is intended primarily for M.Sc. Operational Research students, who must have taken the course **Workshop in Simulation** OR403.2.

Core Syllabus: Advanced topics in discrete event simulation – an introduction to research.

Course Content: Alternative methodologies for simulation studies, diagramming techniques for formal modelling, approaches to validation and verification, software support for simulation modelling, algorithms and data structures, experimental design, variance reduction techniques, statistical approaches to the analysis of simulation output.

Teaching Arrangements: OR403.2 See Course Guide for OR403; OR410 10 lectures + 10 classes + nine seminars.

Reading List: A. M. Law & W. D. Kelton, *Simulation Modelling and Analysis*, McGraw-Hill; M. Pidd, *Computer Modelling for Discrete Simulation*, J. Wiley & Sons; W. Kreutzer, *System Simulation – Programming Style and Languages*, Addison-Wesley; *Proceedings of the Winter Simulation Conference*, SCS; plus others to be specified during the lectures.

Examination Arrangements: This course will be assessed entirely by project work. Students will be offered three mini-projects. They must complete and hand in reports on at least two of these projects. Subject to prior agreement a student may substitute alternative project work for any or all of the standard projects.

OR411

Problem Structuring Methods (Half unit course)

Teacher Responsible: Professor J. Rosenhead, Room G411

Availability and Restrictions: This course is available without prerequisites to students on any M.Sc. programme where the regulations permit. However it is most likely to be of interest to those on the M.Sc. in Operational Research, M.Sc. in Decision

Sciences, M.Sc. in Analysis Design and Management Information Systems and M.Sc. in Management.

Core Syllabus: The course provides an introduction to a range of generally participative methods now available for structuring the understanding of problems situations under conditions of complexity, uncertainty and conflict. The relative advantages and disadvantages of these methods as compared with more conventional and highly formalized techniques will be brought out by a discussion of the debate on planning theory.

Course Content: Planning Theory (OR411.1) The debate on planning theory (rational comprehensive planning, incrementalism, mixed scanning, transactive planning, political economy school) with special attention to the limitations of holistic and mathematized approaches.

Introduction to Problem Structuring Methods (OR411.2) The classical techniques of operational research provide solutions to well-structured problems. Their applicability is more limited where the primary aim of analysis is to achieve a structuring, perhaps only partial, of recalcitrant problems characterized not only by complexity and uncertainty, but also by multiple interests and perspectives. The course will cover, both descriptively and critically, the variety of approaches which have been developed to structure such situations or aspects of them. These include Soft Systems Methodology, Strategic Choice, Robustness Analysis, Cognitive Mapping and Metagames.

Teaching Arrangements: OR411.1 Seven Lent Term;

OR411.2 nine Michaelmas Term and 13 Lent Term;

OR411.2a, four Michaelmas Term, six Lent Term.

Written Work: Students will be expected to produce a short essay in the Lent Term.

Reading List: Students should buy A. Faludi (Ed.), *A Reader in Planning Theory* and J. Rosenhead (Ed.), *Rational Analysis for a Problematic World*.

Recommended Reading is: M. Camhis, *Planning Theory and Philosophy*; P. B. Checkland, *Systems Thinking, Systems Practice*; C. Eden, S. Jones & D. Sims, *Messing About in Problems*; R. Flood & M. C. Jackson, *Creative Problem Solving: total systems intervention*; J. K. Friend & A. Hickling, *Planning Under Pressure*; C. Eden & J. Radford (Eds.), *Tackling Strategic Problems*. Details of other relevant reading will be provided at the start of the course.

Methods of Assessment: Examination will be by a three hour paper, normally containing six questions of which three should be answered. Questions will require students to demonstrate knowledge of how the various approaches operate, and an ability to compare and contrast their relative merits and disadvantages. Students will not be expected to 'solve' particular problems.

OR412

Transport Models (Half unit course)

Teacher Responsible: Dr. S. Powell, Room G409

Availability and Restrictions: Students must have a knowledge of mathematics and statistics to the level of the courses **Quantitative Methods** and **Elementary Statistical Theory**. An elementary knowledge of basic O.R. techniques and economic concepts is essential.

Core Syllabus: The course introduces students to the use and limitations of operational research and model building in transport planning.

Course Content:

Economics for Operational Research (OR402.6)

Transport Economics for Operational Research (OR412.1): Consumer surplus, peak load pricing, congestion, urban transport models, public enterprise economics and transport policy.

Operational Research in Transport (OR412.2): Various types of problems in both private and public transport to which operational research has been applied will be described. This will include models of traffic behaviour and public transport operation, applications of scientific techniques to the practical problems of siting, location routing, scheduling and control.

Economic Aspects of Project Appraisal (GY455): see course guide GY455.

Cost Benefit Analysis Class (OR412.3): This class is for Operational Research students and discusses cost benefit analysis case studies.

Teaching Arrangements: OR412.1 10 Lent Term;

OR412.2 four Michaelmas Term and 10 Lent Term;

OR412.3 five Lent Term;

GY455 10 Lent Term; OR402.6 see Course Guide OR402.

Reading List: No one book covers the entire syllabus. Students are recommended to read the following: S. Glaister, *Fundamentals of Transport Economics*, Basil Blackwell; T. A. Domesnich & D. McFadden, *Urban Travel Demand*; S. Eilon, C. D. T. Watson-Gandy & N. Christofides, *Distribution Management*; J. A. Bondy & U. S. R. Murty, *Graph Theory with Applications*; R. Lane, T. J. Powell & P. Prestwood-Smith, *Analytical Transport Planning*, Duckworth; P. R. Stopher & A. H. Meyburg, *Urban Transportation Modelling and Planning*; J. de D. Ortuzar & L. G. Willumsen, *Modelling Transport*.

Methods of Assessment: A formal three-hour examination. The examination paper is made up of two sections each containing at least four questions. Students are expected to answer four questions only and at least one question from each section. The two sections on the examination paper are made up of the following questions:

Section A: Questions on **Operational Research in Transport**.

Section B: Questions on **Transport Economics Treated Mathematically and Economic Aspects of Project Appraisal**.

OR413

Operational Research in Less Developed Countries (Half unit course)

Teachers Responsible: Professor J. Rosenhead, Room G411

Course Content: The course addresses the content and practice of operational research in less developed countries, and explores its similarities to and differences from O.R. as practiced in developed countries. An introduction to theories of development and technology transfer leads to a discussion of factors limiting the practice of operational research in the Third World. Selected topics are addressed in greater depth. Various methods are used to explore the central issues. These include case studies, parallels with community operational research, and particular areas of application. Additionally students will be expected to attend selected sessions of other development-related courses.

Teaching Arrangements: OR413 15 sessions of one-and-a-half-hours, Michaelmas and Lent Terms. Students should attend selected sessions from IS475 **International IT Policy and Economic Development**. Teaching will be by a mixture of teacher-led presentations, case exercises, case studies (including visiting speakers) and student presentations. Student presentations will consist of preliminary accounts of work towards course essays.

Reading List: M. Luck & G. Walsham (Eds.), *Selected Readings in Operational Research for Developing Countries*. Other reading, notably special journal issues and conference proceedings, will be specified during the course.

Methods of Assessment: The course is assessed by means of the course essay. Topics, which may be particular issues in Operational Research and development, or accounts of the development of O.R. in a particular third world country, must be agreed with the course teachers. Essays of 4,000 to 7,000 words must be submitted by the end of the first week of the Summer Term.

OR414

Advanced Topics in Operational Research (Half unit course)

Teacher Responsible: Mr. G. Bevan, Room G406

Availability and Restrictions: The course is intended for students on the M.Sc. in Operational Research and, depending on the topics covered, students from other degrees may be admitted by agreement.

Core Syllabus: An examination of new trends in Operational Research.

Course Content: The topics selected differ year to year; information is available from the Operational Research office in G403.

Teaching Arrangements: Weekly one-and-a-half-hour sessions for 19 weeks in the Michaelmas and Lent Terms (OR414).

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.

Methods of Assessment: This course is examined entirely by course work and/or project work. The nature of the work will depend on the topics offered.

OR416

Operational Research Techniques and Applications

Teacher Responsible: Dr. J. Howard, Room S209

Availability and Restrictions: The course is suitable for students on the M.Sc. in Accounting and Finance, and other students with an adequate quantitative background. A knowledge of mathematics and statistics to the level of the undergraduate papers **Quantitative Methods** and **Elementary Statistical Theory** is required.

Core Syllabus: The course gives an introduction to the methodology and techniques of Operational Research.

Course Content: See separate entries in Operational Research course guides.

Basic Operational Research Techniques (OR401.1)

Applied Statistics and Forecasting Techniques for Operational Research (OR401.2)

Operational Research Methodology (OR402.1)

Selected Topics in Operational Research (OR402.2)

Basic Mathematical Programming (OR403.1)

Operational Research Tutorial Class (OR402.3)

Pascal Programming (optional) (OR403.5)

Teaching Arrangements: See separate entries in Operational Research course guides. OR401.1 and OR401.1A; OR401.2 and OR401.2A; OR402.1; OR402.2; OR402.3; OR403.1 and OR403.1A and 10 x two computer workshop sessions; OR403.5.

Reading List: See separate entries in Operational Research course guides.

Written Work: See separate entries in Operational Research course guides.

Methods of Assessment: A single three-hour examination is held around the middle of the Summer Term. The examination covers the syllabus for the two courses, **Basic Operational Research Techniques** and **Applied Statistics and Forecasting Techniques for O.R.**

The paper contains seven questions, sampled from the two lecture courses. Five of these questions must be attempted. It is important to attempt five questions; only the best five answers will be counted, and one fifth of the marks is available for each of these five questions. On the other hand, it is not necessary to answer fully all parts of a question to obtain a reasonable mark on it.

45% of the total assessment of the course is based on the examination paper – the other 55% is awarded as follows:

20% for the report and presentation mentioned above under **Operational Research Tutorial Class**;

20% for an essay on a subject based on the **Operational Research Methodology** lecture course;

15% for written work from the **Mathematical Programming** Course.

Written work is marked on presentation as well as on content. Students should not assume that a bad performance in any part of the written work can necessarily be compensated by good performance in the examination or vice versa.

OR417

Advanced Topics in Decision Analysis (Half unit course)

Teacher Responsible: Dr. J. Valverde, Room G410

Availability and Restrictions: M.Sc. Decision Sciences only.

Core Syllabus: This half unit course is intended to deepen and extend students' understanding of decision analysis, and to show how the theory can be applied.

Course Content: Topics covered are the theory of decisions with multiple objectives, influence diagrams and belief nets, cascaded Bayesian inference, stratified systems theory and group processes. Teaching will be by lectures and case studies.

Pre-Requisites: Mathematics, Statistics and Probability Theory to be level of the course **Quantitative Methods**.

Teaching Arrangements: OR417 10 x two Lent Term, OR417A 10 Lent Term.

Reading List: Students are advised to purchase S. French, *Decision Theory: An Introduction to the Mathematics of Rationality*.

Recommended readings include: S. R. Watson & D. M. Buede, *Decision Synthesis*; R. Oliver & J. Smith (Eds.), *Influence Diagrams, Belief Nets and Decision Analysis*; E. Jaques, *Requisite Organisation*; L. Phillips & M. Phillips, *Facilitating Groups: Theory and Practice*; R. Clement, *Making Hard Decisions: An Introduction to Decision Analysis* (2nd edn.),

Duxbury Press, 1996; P. Goodwin & G. Wright, *Decision Analysis for Management Judgment*, John Wiley, 1991; R. A. Howard & J. E. Matheson (Eds.), *Readings on the Principles and Applications of Decision Analysis*, Strategic Decisions Group, 1983; R. Keeney & H. Raiffa, *Decisions with Multiple Objectives*, John Wiley, 1976; L. D. Phillips, 'A Theory of Requisite Decision Models?', *Acta Psychologica* 56, 1984; E. H. Schein, *Process Consultation, Volume II*, Addison-Wesley, 1987.

Methods of Assessment: The course is examined by a three-hour examination in the Summer Term. In addition a satisfactory standard must be achieved on three of the four case studies to be submitted during the course.

OR418

Applied Decision Sciences

Teachers Responsible: Professor L. D. Phillips, Room G414, Dr. J. Valverde, Room G410

Other Teachers Involved: Members of the Operational Research and Statistics groups.

Availability and Restrictions: M.Sc. Decision Sciences only.

Core Syllabus: This unit is designed to give the student an introduction to the use of decision sciences in practice. The student will carry out and report upon a substantial practical piece of decision analysis. The projects will either be found by the department or may be suggested by the student, with the approval of the candidate's teachers.

Teaching Arrangements: 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.

Methods of Assessment: See course guide OR404.

OR420

Models for Health Care Analysis (Half unit course)

(Not available 1998–99)

Teachers Responsible: Mr. Gwyn Bevan and Dr. C. Sanderson, London School of Hygiene Room 34a

Availability and Restrictions: A knowledge of mathematics and statistics to the level of the undergraduate paper **Quantitative Methods** is required. Some knowledge of operational research, such as is provided by the papers OR401 **Techniques of Operational Research** or OR201 **Operational Research for Management**, will be an advantage. The course is intended primarily for M.Sc. in Analysis for Health Care Decisions and M.Sc. Operational Research; students taking other taught masters programmes may take the paper where appropriate.

Core Syllabus: Models are simplified representations, often computer-based, of complex organisational situations which are developed and employed to assist decision making. In this course a range of applications of such models in the commissioning and provision of health care will be described and evaluated. In practical sessions, students will have opportunities to explore existing computer-based models and develop simple models of their own. The course seeks to provide a survey of the field rather than expertise in specific techniques. Students will also receive an introduction to computer simulation, which will involve the development of a simple simulation model. In addition there will be a series of presentations on the British health service and the role of model-based analysis within it; and students will audit an introductory course on information systems.

Course Content: Models for Health Care Analysis (OR420.1): Synthetic methods for estimating levels of disease in a population. Modelling transmission dynamics. Aggregate models for the appropriate balance of local provision. Spatial allocation models for examining the effects of facility siting on utilisation. Weighted capitation methods for equitable sharing of resources. Models of system throughput, queues and costs. Assessing the relative efficiencies of service delivery organisations. Problem structuring methods for medical audit. Models of patient progress.

Health Services Operational Research (OR420.2): This course is designed to provide a forum within which a number of integratory activities can take place. In the Michaelmas Term sessions will provide an overview of the M.Sc. course's purpose and philosophy, cover introductory material on British health service institutions, and include discussion of case studies of analytic work in practice.

Workshop in Simulation (OR403.2): See entry in course guide for OR403.

Information Systems Issues (OR402.5): See entry in course guide for OR402.

Teaching Arrangements: OR420.1 15 lectures and 10 x one-and-a-half-hour seminars in the second half of the Lent Term. OR420.2 eight x Michaelmas Term.

See separate course guides for OR403.2, OR402.5.

Reading List: For OR420.1 and 420.2: E. Quade, *Analysis for Public Decisions*; J. Rosenhead, *Rational Analysis for a Problematic World*; E. H. Kaplan & M. L. Brandeau, *Modelling the AIDS Epidemic*. For OR402.5 and OR403.2, see separate course guides. Details of other relevant reading will be provided at the start of the course.

Methods of Assessment: There is no formal examination for this course. Students will be assessed on a 2,000 word essay (weight 30%), on a computer-based exercise (weight 30%) and a simulation project report (weight 40%).

OR421

Applied Health Care Analysis

(Not available 1998–99)

Teachers Responsible: Mr. Gwyn Bevan and Dr. C. Sanderson, London School of Hygiene Room 34a

Availability and Restrictions: Only for M.Sc. in Analysis for Health Care Decisions.

Core Syllabus: This paper is designed to give the student an introduction to practical operational research applied to a health care problem. The student will carry out and report on a substantial practical piece of operational research. The projects will either be found by the Department or may be suggested by the student, with the approval of the candidate's teachers.

Course Content: Identification and development of individual student projects.

Teaching Arrangements: See course guide OR404. Students will be assigned an individual supervisor who will monitor their progress on a continuing basis and give tutorial guidance as required.

Reading List: See Course Guide OR404.

Methods of Assessment: See Course Guide OR404.

OR422

Decision Analysis in Theory and Practice

(Full unit course)

Teacher Responsible: Dr. J. Valverde, Room G410

Availability and Restrictions: 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 interdisciplinary.

Course Content: Topics covered are the foundations of decision theory; descriptive models of human decision making; Bayesian statistical methods with applications; the use of decision analysis in practice. The lecture courses are:

OR201.1 **Elements of Probability** (Lectures only)

ST324.1 **Fundamentals of Decision Theory**

OR304.1 **Behavioural Decision Theory**

ST324.2 **Bayesian Statistical Methods**

OR304.2 **Decision Analysis in Practice**

Teaching Arrangements: There are four main lecture courses, each accompanied by a fortnightly class. In addition, the course OR201.1 provides an introduction to probability and statistics. Students attend lectures only for OR201.1;

ST324.1 and ST324.1A, ST324.2 and ST324.2A see separate course guide ST324;

OR304.1 and OR304.1A, OR304.2 and OR304.2A see separate course guide OR304;

OR201.1 see separate course guide OR201.

Written Work: Written answers to set problems will be expected weekly. Up to six projects will be set during the year.

Reading List: H. Raiffa, *Decision Analysis: Introductory Lectures on Choices Under Uncertainty*; S. R. Watson & D. M. Buede, *Decision Synthesis*; P. M. Lee, *Bayesian Statistics: An Introduction*; P. R. Goodwin & G. Wright, *Decision Analysis for Management Judgment*; D. von Winterfeldt & W. Edwards, *Decision Analysis and Behavioural Research*; D. V. Lindley, *Making Decisions* (2nd edn.); S. French, *Decision Theory: An Introduction to the Mathematics of Rationality*; S. J. Press, *Bayesian Statistics: Principles, Models, and Applications*; J. Baron, *Thinking and Deciding* (2nd edn.), Cambridge University

Press, 1994; R. Dawes, *Rational Choice in an Uncertain World*, Harcourt Brace Jovanovich, 1988; R. Clement, *Making Hard Decisions: An Introduction to Decision Analysis* (2nd edn.), Duxbury Press, 1996.

Methods of Assessment: The course is examined by an essay or project assignment during the year (20%) and by one three-hour formal examination (80%) in the Summer Term. 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 ST324.1. It is important to attempt five questions; only the best five marks will be counted, and one fifth of the marks is available for each of these five attempts. On the other hand, it is not necessary to answer all parts of a question to obtain a reasonable mark on it.

OR423

Topics in Decision Analysis (Half unit course)

Teacher Responsible: Dr. J. Valverde, Room G410

Availability and Restrictions: Pre-requisites are Mathematics, Probability Theory and Statistics to the level of the course **Quantitative Methods**.

Core Syllabus: This half unit course covers the fundamentals of the theory of decision analysis, and then students may choose to study either Bayesian statistics, or behavioural decision theory, or the application of decision analysis in practice. The course is intended to be genuinely inter-disciplinary.

Course 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:

ST324.1 **Fundamentals of Decision Theory**

OR304.1 **Behavioural Decision Theory**

ST324.2 **Bayesian Statistical Methods**

OR304.2 **Decision Analysis in Practice**

Teaching Arrangements: There are four lecture courses.

ST324.1 and ST324.1A, ST324.2 and ST324.2A see separate course guide ST324;

OR304.1 and OR304.1A, OR304.2 and OR304.2A see separate course guide OR304.

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.); S. French, *Decision Theory: An Introduction to the Mathematics of Rationality*; S. J. Press, *Bayesian Statistics: Principles, Models, and Applications*; J. Baron, *Thinking and Deciding* (2nd edn.), Cambridge University Press, 1994; R. Dawes, *Rational Choice in an Uncertain World*, Harcourt Brace Jovanovich, 1988; R. Clement, *Making Hard Decisions: An Introduction to Decision Analysis* (2nd edn.), Duxbury Press, 1996.

Methods of Assessment: The course is examined by an essay or project assignment during the year (20%) and by one two-hour formal examination (80%) in the Summer Term. 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 ST324.1. It is important to attempt three questions; only the best three marks will be counted, and one third of the marks is available for each of these three attempts. On the other hand, it is not necessary to answer all parts of a question to obtain a reasonable mark on it.

OR430

Decision Science Methods

Teacher Responsible: Dr. J. Howard, Room S209

Availability and Restrictions: The course is an option for the M.Sc. Decision Sciences. It cannot be taken with OR402

Operational Research in Context nor with OR403 **Computer Modelling in Operational Research** nor with OR416

Operational Research Techniques and Applications. Numbers may be restricted.

Core Syllabus: The course gives students an introduction to simulation and to strategic planning. It also gives an appreciation of the non-technical factors which enter into the successful execution of projects in Operational Research and Decision Sciences.

Course Content:

Workshop in Simulation (OR 403.2): Computer simulation models: design, construction and implementation.

Operational Research Methodology (OR402.1): The practice and context of O.R. – how they affect each other. Topics covered range from problem formulation and model building through to the scientific status of O.R. and to the nature of O.R.'s social responsibility. The course is taught by a mixture of presentations by the lecturer and by groups of students. The approach of the course is critical – students will be encouraged to re-examine cherished assumptions, and debate their validity.

Strategic Planning and Management (OR402.4): Mr. J. Hargreaves: The competitive environment; technological forecasting and futures studies; strategic management; strategic formulation; organizational structure and strategy; implementation of strategy.

Teaching Arrangements: See separate entries on O.R. course guides: OR402.1; OR402.4; OR403.2; OR403.2A.

Reading List: Recommended are: R. Paul & D. W. Balmer *Simulation Modelling*; A. M. Law & W. D. Kelton, *Simulation Modelling and Analysis*; M. Pidd, *Computer Simulation in Management Science*; P. Keys, *Operational Research and Systems*; G. Majone & E. S. Quade (Eds.), *Pitfalls of Analysis*. Other reading will be recommended by the teachers.

Methods of Assessment: The course is examined entirely by course work and a project. 45% weight is given to a management report covering the results of a computer simulation program. The problem to be simulated is given during the second half of the Michaelmas Term for completion in the first two weeks of the Lent Term. 35% weight is given to a 2 to 3,000 word essay from a list of topics based on the Operational Research Methodology course. The essay is evaluated on presentation as well as content. The remaining 20% is allocated to a piece of written work relating to Strategic Planning and Management.

OR431

System Dynamics Modelling (Half unit course)

Teacher Responsible: Dr. D. C. Lane Room G412

Availability and Restrictions: The course is intended for students on the M.Sc. courses in Operational Research and Decision Science. Students from other degrees are most welcome but will only be admitted by agreement. Pre-requisites are a sound understanding of algebraic and functional relationships as well as comfort with the use of differential equations and the practical use of computer packages.

Core Syllabus: This course introduces the theory and application of the system dynamics modelling approach as it is used to support strategic decision making in complex social systems. It involves the qualitative and quantitative mapping of the relevant system structure (including physical processes, information links and human decision making) and the simulation of the dynamic consequences of that structure. The aim is both to examine the general modes of behaviour that result so as to gain qualitative insights and also to experiment with alternative

policies in order to formulate ones which improve behaviour. It has three distinctive themes: the concept of information feedback, the use of computer simulation models to explore complex behaviour and the need to work with the mental models of relevant system actors (with a view both to drawing on the relevant knowledge and interpretations of the system and to implementing the insights gained from the modelling process). The course deals with all stages of the modelling approach as well as introducing some research topics in the field. Students will use 'state of the art' simulation software with a graphical interface (currently STELLA/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.

Course 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 Arrangements: Three sessions per week (primarily lectures but including some problems classes) for the 10 weeks of Lent Term.

Reading List: J. W. Forrester, *Industrial Dynamics*; G. P. Richardson & A. L. Pugh, *Introduction to Systems Dynamics Modelling with DYNAMO*; J. W. Forrester, *Principles of Systems*; J. Randers, *Elements of the System Dynamics Method*; J. D. W. Morecroft & J. Sterman, *Modelling for Learning Organizations*; G. P. Richardson, *Feedback Thought in Social Science and System Theory*; P. M. Senge, *The Fifth Discipline*; D. H. Meadows, *The Global Citizen*, various research papers from the BLPES offprints collection.

Methods of Assessment: The course is 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 Summer Term.

Department of Philosophy, Logic and Scientific Method

M.Sc. Philosophy and History of Science (Joint with King's College, London)

Duration of Course of Study

Full-time: One calendar year. Part-time: Two calendar years.

Examination

Paper Number	Paper Title	Course Guide Number
I	Three written papers selected with the approval of the Coordinating Committee from the range of options listed below. Not all the options listed may be available in any one year. Students following the part-time course may, with the approval of the Coordinating Committee, take the examination in two parts, the first part consisting of up to two papers, the second part consisting of the remaining papers and the dissertation and taken in the final year of the course. Part-time students who fail the first part of the examination may be permitted by the Coordinating Committee to re-enter for the first part and enter the second part at the same time.	
1.	Philosophy of Science and Scientific Method	PH400
2.	Philosophical Logic and Metaphysics	PH402
3.	History of Epistemology	PH401
4.	History of Science	PH404
5.	Philosophical Foundations of Physics	PH409
6.	Philosophy of Mathematics	PH403
7.	Foundations of Probability	PH407
8.	Philosophy of Biological and Cognitive Sciences	PH411
9.	Philosophy of the Social Sciences	PH405
10.	Philosophy of Economics	PH413
11.	Advanced Social Philosophy	PH410
12.	Logic	PH406
or	Mathematical Logic	PH408
II	A dissertation of not more than 10,000 words	

Dates of Examination

Written papers May or June
Dissertations 15 September

M.Sc. Philosophy of the Social Sciences

Duration of Course of Study

Full-time: One academic or calendar year, depending on the Scheme of Examination.
Part-time: Two academic or calendar years, depending on the Scheme of Examination.

Stream 1

Examination

Paper Number	Paper Title	Course Guide Number
I	Three written papers selected with the approval of the Candidate's teachers as follows (paper (j), under 2 and 3 below is not available to candidates who do not possess a first degree in Philosophy or equivalent training in Philosophy):	
1.	Philosophy of the Social Sciences	PH405
2&3.	Two of the following:	
(a)	Advanced Social Philosophy	PH410
(b)	One of	
(i)	Logic	PH406
(ii)	Mathematical Logic	PH408
(c)	History of Epistemology	PH401
(d)	Philosophical Logic and Metaphysics	PH402
(e)	Philosophy of Mathematics	PH403
(f)	History of Science	PH404
(g)	Foundations of Probability	PH407
(h)	Philosophy of Science and Scientific Method	PH400
(i)	Philosophy of Economics	PH413
(j)	An approved paper from any other course for the M.Sc. in the Faculty of Economics	
and		
II	An dissertation of not more than 10,000 words, normally on a topic falling within the field of any of the papers.	

Students following the part-time course may, with the approval of the School, take the examination in two parts. The first part will normally consist of papers up to the value of two whole units, taken after completion of courses for those papers. The second part will consist of the remaining paper(s) and the dissertation (or as appropriate Essay/Report), and will be taken in the final year of the course. A candidate who does not at his/her first entry successfully complete the examination or part of the examination for which he/she has 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 until the examination in a subsequent year.

Dates of Examination

Written papers May or June
Essay 15 September

M.Sc. Philosophy of the Social Sciences (continued)

Stream 2

Students spend one semester at the London School of Economics (i.e. October-January) and one semester at Nanterre (i.e. February-late May). All examinations are held in London.

Examination

Paper Number	Paper Title	Course Guide Number
I		
1.	Philosophy of the Social Sciences	PH405
2&3.	Students select options from papers 2 and 3 in stream 1 during the first semester and undertake a course of tuition in Nanterre during the second semester. The Department will advise students on their selection of papers at the beginning of the Michaelmas Term. The availability of papers under 2 and 3 will partly depend on the options offered by the Department of Philosophy at the University of Paris X (Nanterre). Students will sit special semester examination papers in three areas at the end of the first semester in January and sit examinations based on two subject areas at the end of the second semester in May or June	
and		
II	Students are required to write a dissertation of not more than 10,000 words during the Summer to be submitted by 15 September	

Dates of Examination

Written papers January (for first semester courses)
May or June (for second semester courses)
Dissertation 15 September

Students should refer to the section Interdepartmental Degrees for information on the M.Sc. Economics and Philosophy.

Stream 3

Examination

Paper Number	Paper Title	Course Guide Number
I	Three written papers selected with the approval of the Candidate's teachers as follows (all candidates must select at least one of the options (a), (b) and (c)):	
(a)	Philosophy of the Social Sciences	PH405
(b)	Philosophy of Economics	PH413
(c)	Methodology of the Social Sciences	PH454
(d)	Advanced Social Philosophy	PH410
(e)	One of	
(i)	Logic	PH406
(ii)	Mathematical Logic	PH408
(f)	History of Epistemology	PH401
(g)	Philosophical Logic and Metaphysics	PH402
(h)	Philosophy of Mathematics	PH403
(i)	History of Science	PH404
(j)	Foundations of Probability	PH407
(k)	Philosophy of Science and Scientific Method	PH400
(l)	Philosophy of Economics	PH413
(m)	An approved paper from any other course for the M.Sc. in the Faculty of Economics	
and		
II	A dissertation of not more than 10,000 words, normally on a topic falling within the field of any of the papers.	

Students following the part-time course may, with the approval of the School, take the examination in two parts. The first part will normally consist of papers up to the value of two whole units, taken after completion of courses for those papers. The second part will consist of the remaining paper(s) and the dissertation (or as appropriate Essay/Report), and will be taken in the final year of the course. A candidate who does not at his/her first entry successfully complete the examination or part of the examination for which he/she has 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 until the examination in a subsequent year.

Dates of Examination

Written papers May or June
Essay 15 September

Course Guides

In addition to the courses listed here, Master's students are welcome to attend a number of seminars and courses for research students – Course Guides are provided in the Philosophy entry relating to M.Phil. and Ph.D. degrees.

PH400**Philosophy of Science and Scientific Method**

Teachers Responsible: Dr. Carl Hoefler, Room A211

Availability and Restrictions: The course is primarily intended for M.Sc. Philosophy & History of Science, M.Sc. Philosophy of the Social Sciences, M.Sc. Economics & Philosophy. The associated seminar is also available to research students.

Core Syllabus: The nature of physical theories, and the relation between theory and the physical world. The principles of inductive reasoning and scientific method and some issues in the metaphysics of science.

Course Content: The course covers some of the central issues in contemporary philosophy of science – the issues covered may include: theory and evidence: probabilistic approaches to confirmation, especially the personalist Bayesian approach; the Duhem problem; the alleged underdetermination of theory by data; the alleged theory-ladenness of observation; simplicity and *ad hocness*. Paradigms and research programmes: theory-change in science. The nature and status of methodological rules of appraisal. Problems with testing statistical theories. 'Causal' theories and their relationship to statistical data. Reductionism. Philosophical problems associated with the general theory of relativity, quantum theory, and the Darwinian theory of evolution.

Teaching Arrangements: Lectures: PH201 x 20 (ML). Seminar: PH400.2 x 20 (ML). Students on this course may also benefit from attendance at PH551.

Reading List: See course PH201.

Methods of Assessment: A three-hour written examination in the Summer Term.

PH400.2**Seminar in Scientific Method**

Teacher Responsible: Dr. Carl Hoefler, Room A211

Availability and Restrictions: The course is primarily intended for M.Sc. students. M.Phil./Ph.D. students are also welcome to attend.

Course Content: Any topics from contemporary philosophy of science may be covered. The selection will be governed by student interests, but generally includes topics such as scientific explanation, realism vs anti-realism, reductionism, different approaches to theory confirmation and topics in the foundations of the particular sciences.

Teaching Arrangements: 20 x two-hour seminars. Students are advised to attend PH201 if they have not covered the material before.

Reading: To be advised during the course.

PH401**History of Epistemology**

Teacher Responsible: Dr. John Milton (King's College)

Availability and Restrictions: The course is primarily intended for M.Sc. Philosophy & History of Science; M.Sc. Philosophy of the Social Sciences.

Core Syllabus: Epistemological issues in 17th and 18th century philosophy.

Course Content: Bacon's reform of traditional philosophy and his inductive methodology; the *Novum Organum*; Descartes: the pursuit of certainty and the mechanical philosophy; the method of the *Principles of Philosophy*. Boyle and the Corpuscular Philosophy. Locke and limits of human knowledge. Leibniz's metaphysics and his debate with the Newtonians. Berkeley and idealism; the instrumentalist natural philosophy of *De Motu*; Hume and inductive scepticism. Kant: the project of the *Critique* and its implications for the natural sciences.

Teaching Arrangements: 40 x one-hour lectures and 20 back-up seminars. Students are also welcome to attend the lectures for course PH208.

Reading List: Bacon, *The New Organon*; Descartes, *The Discourse on Method* and *The Principles of Philosophy*; Boyle, *Selected Philosophical Writings*, (Ed.), M. A. Stewart; Locke, *An Essay concerning Human Understanding*; The Leibniz-Clarke Correspondence; Berkeley, *The Principles of Human Knowledge* and *De Motu*; Hume, *A Treatise of Human Nature*; Kant, *The Critique of Pure Reason*.

Methods of Assessment: A three-hour written examination in the Summer Term.

PH402**Philosophical Logic & Metaphysics**

Teacher Responsible: Dr. Richard Bradley, Room A208

Availability and Restrictions: The course is primarily intended for M.Sc. Philosophy & History of Science, M.Sc. Philosophy of the Social Sciences.

Core Syllabus: Some of the main contemporary philosophical problems in philosophical logic and in metaphysics.

Course Content: (a) **Philosophical Logic:** reference, names and descriptions, validity, truth, logical truth, conditionals, necessity and modality, existence and quantification, vagueness and non-classical logics. (b) **Metaphysics:** universals and particulars, materialism and dualism, free-will and determinism, personal identity, substance, events, causation, time, realism and idealism.

Reading: (a) **Philosophical Logic:** Saul Kripke, *Naming and Necessity*; R. M. Sainsbury, *Logical Forms*; P. Geach, *Reference and Generality*; Gareth Evans, *The Varieties of Reference*; Simon Blackburn, *Spreading the Word*; Paul Horwich, *Truth*; Robert Stalnaker, 'Possible Worlds' in Honderich & Burnyeat (Eds.), *Philosophy As It Is*. (b) **Metaphysics:** J. Perry (Ed.), *Personal Identity*; J. L. Mackie, *The Cement of the Universe*; D. Davidson, *Actions and Events*; A. Goldman, *A Theory of Human Action*; P. Churchland, *Matter and Consciousness*; N. Block (Ed.), *Readings in Philosophy of Psychology*; R. Gale (Ed.), *The Philosophy of Time*; H. Mellor, *Real Time*; A. N. Prior, *Papers on Time and Tense*; P. Horwich, *Asymmetries in Time*; S. Shoemaker, *Identity, Cause and Mind*; M. Johnstone & G. Forbes, 'Is There a Problem About Persistence?', *Proceedings of the Aristotelian Society*, supp. vol. LXI 1987; D. Lewis, *The Plurality of Worlds*.

Teaching Arrangements: 36 intercollegiate lectures (PH209), twice weekly in the first term, once a week in the second term.

Philosophical Logic and Metaphysics is a federal University of London lecture course, whose syllabus is designed for a two year cycle, permitting, but not requiring, students to attend lectures in adjacent years with no overlap in content. Since LSE students will attend for only one year, the specific course content will vary in alternative years. The descriptions above reflect the lectures' contents over the whole of the two year cycle. There will be associated tutorials or back up seminars.

Written Work: Students are expected write at least two essays per term.

Methods of Assessment: A three-hour written examination in the Summer Term.

PH403**Philosophy of Mathematics**

Teacher Responsible: Dr. Richard Bradley, Room A208

Availability and Restrictions: The course is primarily intended for M.Sc. Philosophy & History of Science, M.Sc. Philosophy of Social Science. The lectures and associated seminars are also open to research students.

Core Syllabus: The course is concerned with the metaphysics and epistemology of mathematics – what its subject matter is, and how we can have knowledge of it.

Course Content: Introduction: is mathematical knowledge analytic, empirical or synthetic a priori?; Leibniz, Mill and Kant. Logicism: Frege and Russell. Platonism: philosophical significance of Set Theory. Formalism: philosophical significance of Gödel's incompleteness theorems. Intuitionism. Wittgenstein's philosophy of mathematics. Lakatos. Recent developments.

Teaching Arrangements: A course of 40 lectures given by Professor Donald Gillies at King's College, and associated graduate seminars.

Written Work: Students will be expected to produce at least one essay per term and to give class papers.

Reading List: The most important single book is P. Benacerraf & H. Putnam (Eds.), *Philosophy of Mathematics: Selected Readings*. Students will also need to consult: A. Fraenkel, Y. Bar-Hillel & A. Levy, *Foundations of Set Theory*. Further readings will be announced during the course.

Methods of Assessment: A three-hour written examination in the Summer Term.

PH403.2**Seminar in Philosophy of Mathematics**

Teacher Responsible: To be announced.

Course Content: see PH403

Teaching Arrangements: 10 x two-hour seminars (ML).

PH404**History of Science**

Teacher Responsible: Professor John Worrall, Room A286

Availability and Restrictions: The course is primarily intended for M.Sc. Philosophy of the Social Sciences and M.Sc. Philosophy & History of Science.

Core Syllabus: Selected topics from the history of modern science with special emphasis on the rise and subsequent decline of Greek science, the revolutions in astronomy, and developments in optics from the 17th Century onwards; and an investigation of the light such historical episodes can shed on philosophical and methodological issues.

Course Content: The course consists of three parts PH213.1, PH213.2 (Scientific Revolutions: philosophical and historical issues) and PH404.1. For course contents for PH213.1, PH213.2 see their undergraduate entries. For PH404.1: Early Greek natural philosophy from the Presocratics to Aristotle. Mathematical astronomy from the Babylonians to Ptolemy. The decline of ancient science and the transmission of its legacy. Medieval natural philosophy. The Renaissance and its consequences. The astronomical revolution: Copernicus, Tycho, Kepler and Galileo. The experimental philosophy and the mechanical philosophy: Bacon and Descartes. Inertial mechanics from Galileo to Huygens. The Newtonian Synthesis.

Teaching Arrangements: PH213.1: 15 lectures (ML) (Professor John Worrall); PH213.2: 5 lectures (L) (Dr. Helena Cronin); PH404.1: 20 lectures (ML) (Dr. John Milton, King's College). There is also a back-up seminar (PH404.2) given on alternate occasions by Dr. Milton and Professor Worrall.

Written Work: Students will be expected to write at least two essays per term and give class papers.

Reading Lists: For PH213.1 and PH213.2, consult their undergraduate entries. For PH404.1: G. E. R. Lloyd, *Early Greek Science, Thales to Aristotle: Greek Science after Aristotle*; 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*; A. Koyré, *From the Closed World to the Open Universe*; 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*.

Methods of Assessment: A three-hour written examination in the Summer Term.

PH404.2**Seminar in History of Science**

Teacher Responsible: Professor John Worrall

Course Content: see PH404

Teaching Arrangements: 20 x one-hour seminars (ML) – given alternately at LSE and, by Dr John Milton, at King's College

PH405**Philosophy of the Social Sciences**

Teacher Responsible: To be announced

Availability and Restrictions: The course is primarily intended for M.Sc. Philosophy of the Social Sciences; M.Sc. Philosophy & History of Science; M.Sc. Economics & Philosophy. The seminar is also open to research students.

Core Syllabus: Some central philosophical questions that arise out of the social sciences.

Course Content: Michaelmas Term – the nature and alleged limits of explanation in the social sciences: naturalism, hermeneutics, critical theory. The problem of value-freedom and ideology. Relativism and objectivity. Methodological individualism. Lent Term – problems in understanding social action. What makes an action a social action? What is an action? Can actions have causal explanations? Are there, or can there be, natural laws about actions?

Teaching Arrangements: 20 lectures – PH203 (ML), 10 lectures – M1431 (L) and associated seminars – PH405.2.

Written Work: Students will be expected to write at least two essays per term and give seminar papers.

Reading List: Selected articles from A. Ryan (Ed.), *Philosophy of Social Explanation*; M. Martin & L. McIntyre (Eds.), *Readings in the Philosophy of Social Science*; M. Hollis & S. Lukes (Eds.), *Rationality and Relativism*.

Methods of Assessment: A three-hour written examination in the Summer Term.

PH405.2**Seminar in Philosophy of the Social Sciences**

Teacher Responsible: To be announced

Availability and Restrictions: The course is primarily intended for M.Sc. students. M.Phil./Ph.D. students are also welcome to attend.

Course Content: Topics for discussion in the first term will be selected from among the following: reduction, individualism and holism; objectivity in social science; sociology of (scientific) knowledge.

Teaching Arrangements: 10 x two-hour seminars (ML).

Reading: Selections from M. Martin & L. C. McIntyre (Eds.), *Readings in the Philosophy of Social Science*; H. Longino; *Science as Social Knowledge*; other readings will be specified during the course.

PH406**Logic**

Teacher Responsible: To be announced

Availability and Restrictions: The course is primarily intended for M.Sc. in Philosophy & History of Science; M.Sc. in Philosophy of Social Sciences; M.Sc. Economics & Philosophy.

Core Syllabus: The formalisation of deductive arguments within propositional and predicate languages and the use of the popular tree method to evaluate validity. General considerations on the scope of formal logic.

Course Content: Propositional languages and truth-functions. Propositional trees, and their completeness. First-order logic and full first-order trees, and their completeness. The theory of identity.

Teaching Arrangements: 40 x one-hour lectures – PH101 (ML) and a weekly one-hour class – PH406.A.

Written Work: Problem-sheets, requiring written answers, will be distributed on a weekly basis.

Reading List: C. Howson, *Logic with trees*. Auxiliary text: R. C. Jeffrey, *Formal Logic: Its Scope and Limits*.

Methods of Assessment: A three-hour written examination in the Summer Term.

PH407**Foundations of Probability**

Teacher Responsible: Professor Donald Gillies (King's College)

Availability and Restrictions: The course is primarily intended for M.Sc. in Philosophy & History of Science; M.Sc. in Philosophy of Social Sciences; M.Sc. Economics & Philosophy. No previous knowledge of probability is assumed.

Core Syllabus: The course covers the various interpretations of probability, and examines how the concept is used in science, economics, artificial intelligence, and philosophy of science.

Course Content: The classical, logical, subjective, frequency, and propensity interpretations of probability. The use of probability in the natural sciences compared and contrasted with its use in economics. The problem of representing uncertainty in expert systems – particularly those for medical diagnosis. No previous knowledge of probability is assumed. The mathematical side of the course requires only simple algebraic manipulations.

Teaching Arrangements: One lecture per week, and a back-seminar.

Written Work: Students are expected to write at least two essays per term.

Reading List: P. Laplace, *Philosophical Essay on Probabilities*; J. M. Keynes, *A Treatise on Probability*; H. E. Kyburg & H. E. Smokler (Eds.), *Studies in Subjective Probability*; R. von Mises, *Probability, Statistics and Truth*; K. R. Popper, *Realism and the Aim of Science*; D. A. Gillies, *An Objective Theory of Probability*; C. Howson & P. Urbach, *Scientific Reasoning: The Bayesian Approach*.

Methods of Assessment: A three-hour written examination in the Summer Term.

PH408**Mathematical Logic**

Teacher Responsible: Professor Moshé Machover (King's College)

Availability and Restrictions: The course is primarily intended for M.Sc. Philosophy & History of Science; M.Sc. Philosophy of the Social Sciences. **Logic (PH101)** or a similar first course in deductive (symbolic) logic, including propositional and predicate logic, is required. A knowledge of set theory is required; students may attend the lectures on **Set Theory (PH200.1)** given at King's or LSE in the Lent Term; or they may read a recommended text.

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.

Course Content: Propositional logic; its decidability. The propositional calculus; its soundness and completeness. Propositional tableau method; its soundness and completeness. First-order languages; their (Tarskian) semantics. First-order tableau method; its soundness and completeness. The Elimination Theorem. The first-order predicate calculus; its soundness; the Gödel-Henkin completeness theorem; compactness; Löwenheim-Skolem theorem; Skolem's paradox. Computers; recursive functions and relations; recursively enumerable relations. Church's thesis. The MRDP theorem (every r.e. relation is diophantine) stated without proof. Register machines and the general idea of computability. Diagonalisation and the halting problem. Formal first-order theories of arithmetic. Non-categoricity of complete first-order arithmetic. Coding. Gödel's theorem. Church's theorem. Gödel's incompleteness theorems.

Teaching Arrangements: A course of about 32 lectures in the Michaelmas and Lent Terms (PH200.2), 16 problem classes and 10 back-up seminars.

Recommended Reading: The texts for the course are M. Machover, *Set Theory, Logic and their Limitations*; J. Bell & M. Machover, *A Course in Mathematical Logic*. Also recommended: G. S. Boolos & R. C. Jeffrey, *Computability and Logic*.

Methods of Assessment: A three-hour written examination in the Summer Term.

PH409**Philosophical Foundations of Physics**

Teachers Responsible: Dr. C. Callender, Room A209 and Dr. Carl Hoefer, Room A211

Availability and Restrictions: The course is primarily intended for M.Sc. Philosophy & History of Science. Although others may benefit from the course, it will be aimed at students with either mathematics or physics at least to 'A' level or the equivalent. The seminar is also open to research students.

Course Syllabus: The philosophical analysis of selected topics from the major revolutions in twentieth century physics: quantum theory, special and general relativity, and statistical mechanics.

Course Content: Issues concerning quantum theory; e.g. the mathematical formulation of the theory; the measurement problem; the EPR thought-experiment; the Kochen-Specker and Bell theorems; interpretations of quantum mechanics, such as GRW and Bohm's theory; the experimental disconfirmation of the Bell inequalities and the tension between special relativity and quantum mechanics. Issues concerning relativity theory; e.g. the mathematical formulation of special and general relativity; physics, philosophy and non-Euclidean space; absolute vs relational conceptions of space, time and spacetime; Machianism; causal theories of time; epistemology of local and global spacetime structure; gravity, the big bang, and the entropy asymmetry. Issues concerning statistical mechanics: the problem of the direction of time; approaches to justifying assumptions in equilibrium and nonequilibrium theory, such as the ergodic approach; Boltzmann's versus Gibbs' approach; probability and explanation in statistical mechanics.

Teaching Arrangements: 20 lectures plus a back-up seminar (PH409.2). There is also an optional research seminar in philosophy of physics (PH551).

Recommended Reading: J. Earman, *World Enough and Space-time*; M. Friedman, *Foundations of Space-Time Theories*; L. Sklar, *Space, Time and Spacetime*; H. Reichenbach, *The Philosophy of Space and Time*; D. Albert, *Quantum Mechanics and Experience*; R. I. G. Hughes, *The Structure and Interpretation of Quantum Mechanics*; M. Redhead,

Incompleteness, Nonlocality and Realism; T. Maudlin, *Quantum Nonlocality and Realism*; L. Sklar, *Physics and Chance*.

Methods of Assessment: A three-hour written examination in the Summer Term.

PH409.2**Masters Students' Seminar in Philosophy of Physics**

Teacher Responsible: Dr. C. Callender, Room A209

Availability and Restrictions: The course is primarily intended for students taking M.Sc. Philosophy & History of Science

Course Content: The teaching will constitute the back-up seminars for PH409. Topics discussed will follow those of the lectures.

Teaching Arrangements: 10 x two-hour sessions (ML).

PH410**Advanced Social Philosophy**

Teachers Responsible: Dr. Richard Bradley, Room A208

Availability and Restrictions: M.Sc. Philosophy of the Social Sciences. Students should have taken an introductory course in either ethics or political philosophy.

Core Syllabus: An advanced discussion of selected texts in the history of moral and political philosophy; problems and topics in contemporary normative philosophy, including their relation to central metaphysical and normative disputes. The possibility of objectivism in morals; the metaphysics of value. Issues in moral psychology; weakness of the will. The moral and political philosophy of Karl Marx.

Course Content: The ethical theories of Plato, Aristotle, Hume, Mill and Kant. Realism and anti-realism in moral philosophy. Theories of virtue and the good life. Autonomy and ethics. Moral psychology. Self-interest and contractarianism. Consequentialism and deontology.

The political philosophies of Plato, Aristotle, Hobbes, Rousseau, Locke, Mill and Marx. The State; Power and Authority; the Market and Justice; Liberalism and Communitarian arguments about the Good; Conservatism and Socialism; the nature of property rights.

Teaching Arrangements: The teaching for this course is by 72 intercollegiate philosophy lectures. **Ethics** – 24 lectures (ML) and **Political Philosophy** – 24 lectures (ML) (PH205); **Marxism** – 20 lectures (ML) (PH410). These lecture courses are given for students taking the B.A. London federal philosophy degree over a two year period; M.Sc. students from the LSE attend the three sets of lectures for one year only, and are examined by a single LSE paper reflecting their year's work. The specific course content therefore varies in alternative years: the descriptions above reflect the lectures' contents over the two year cycle. Students are also advised to consult the *Calendar* for details of undergraduate and M.Sc. lecture courses in political philosophy offered by the LSE Government Department.

Reading List: Plato, *Gorgias*; *The Republic*; Aristotle, *The Nichomachean Ethics*; Hobbes, *Leviathan*; Rousseau, *The Social Contract*; Locke, *Two Treatises of Government*; Hume, *Treatise*; Book III, *Essays*; Kant, *Groundwork of the Metaphysics of Morals*; Mill, *Utilitarianism*; Rawls, *A Theory of Justice*; Nozick, *Anarchy, State, and Utopia*; Mill, *On Liberty*; *Representative Government*; *Essay on Bentham*; McLellan, (Ed.), *Marx Selected Writings*. A number of contemporary books and articles will also be recommended

Methods of Assessment: A three-hour written examination in the Summer Term.

PH411**Philosophy of Biological and Cognitive Sciences**

Teacher Responsible: To be announced

Availability and Restrictions: The course is primarily intended for M.Sc. in Philosophy and History of Science

Core Syllabus: The course covers the philosophy of psychoanalysis and cognitive psychology and includes a series of lectures on special topics in the philosophy of psychology. Darwinism.

Course Content: (a) **Philosophy of Psychology:** Commonsense psychological explanation and its extension to psychoanalytic theory. Philosophical exposition of some main concepts of Freudian and post-Freudian theory, including some of: dreams, the unconscious, repression, primary and secondary process, psychosexual development, and the structural theory of

the mind; fantasy, the inner world, Kleian theory of positions, envy, projection, symbol-formation. Computers and the mind; specific theories in empirical psychology (e.g. Marr's computational theory of vision, Fodor's modularity hypothesis); their methodology, and the types of representation appealed to in their construction, application and evaluation. The mind-body problem, consciousness. (b) **PH213.2 The Darwinian revolution:** (i) The problems of adaption and diversity, how Darwinism solves them; why rival theories fail. (ii) Nineteenth-century Darwinism and the revolution of recent decades. (iii) The problem of altruism; modern solutions; and past confusions. (iv) Sexual selection – why males are often ornamental and promiscuous whereas females are drab and discriminating; the century-long neglect of Darwin's solution; current views. (v) Humans as Darwinian animals; what can natural selection explain about us?

Reading List: Sigmund Freud, *Five Lectures on Psychoanalysis*; *Introductory Lectures*; Richard Wollheim, *Freud*; Hanna Segal, *Klein*; J. Neu (Ed.), *The Cambridge Companion to Freud*; J. Hopkins & R. Wollheim (Eds.), *Philosophical Essays on Freud*; Paul Churchland, *Matter and Consciousness*; Jerry Fodor, *The Modularity of Mind*; J. Haugeland, *Mind Design*; J. Haugeland, *Artificial Intelligence*; Jerome Barkow, Leda Cosmides & John Tooby (Eds.), *The Adapted Mind: Evolutionary Psychology and the Generation of Culture*; Charles Darwin, *On the Origin of Species*, chapters 3, 4, 6, 7, 13, 14 (or sixth edition chapters 3, 4, 6, 7, 8, 14, 15); Martin Daly & Margo Wilson, *Homicide*, chapter 1; Richard Dawkins, *The Blind Watchmaker*; John Maynard Smith, *On Evolution*, chapters 1, 2, 6, 7; Michael Ruse, *The Darwinian Revolution*; also Helena Cronin, *The Ant and the Peacock*.

Teaching Arrangements: The main teaching for this course is a seminar given at King's College. Students must also attend the intercollegiate Philosophy of Psychology lectures (Birkbeck), and the 5 lectures on Darwinism that form part of the course on **Scientific Revolutions: Philosophical and Historical Issues (PH213.2)**.

Methods of Assessment: A three-hour written examination in the Summer Term.

PH413**Philosophy of Economics**

Teacher Responsible: Dr. Richard Bradley, Room A208

Availability and Restrictions: The course is primarily intended for students taking M.Sc. Philosophy of the Social Sciences, M.Sc. Economics & Philosophy or M.Sc. Philosophy & History of Science. The seminar is also open to research students and there is an optional research seminar (PH413.2).

Core Syllabus: Philosophical issues in economics.

Course Content: Methodological issues in economics: the status of economic theories and laws, explanation and idealisation in economics, theory assessment, methodological individualism, value-freedom and ideology. The nature of rationality and the behavioural postulates of economics. Social judgements and social choice. Consequentialism, welfarism and utilitarianism. The Liberal Paradox and Arrow's Theorem. Interpersonal comparisons of utility. Distributive justice and the economics of redistribution

Teaching Arrangements: 20 lectures – PH211 (ML), plus 20 seminars – PH413.2 given by Max Steuer and Richard Bradley. **Written Work:** Students will be expected to write at least two essays per term and to give class papers.

Reading List: D. Hausman, *The Inexact and Separate Science of Economics*; F. Hahn & M. Hollis (Eds.), *Philosophy and Economic Theory*; D. Hausman (Ed.), *The Philosophy of Economics*; L. C. Robbins, *The Nature and Significance of Economic Science*; J. Rawls, *A Theory of Justice*; R. Nozick *Anarchy, State and Utopia*; J. Elster & J. E. Roemer (Eds.), *Interpersonal Comparisons of Well-Being*; A. K. Sen & B. Williams (Eds.), *Utilitarianism and*

Beyond. Additional reading suggestions, particularly of articles, will be made in the lectures and the classes.

Methods of Assessment: A three-hour written examination in the Summer Term.

PH413.2**Seminar in Philosophy of Economics**

Teachers Responsible: Mr. M. Steuer, Room S183 and Dr. Richard Bradley, Room A208

Availability and Restrictions: The course is primarily intended for M.Sc. students. M.Phil./Ph.D. students are also welcome to attend.

Course Content: Topics in the philosophy of economics.

Teaching Arrangements: 20 x one-and-a-half-hour seminars (ML).

Reading: F. Hahn & M. Hollis (Eds.), *Philosophy and Economic Theory*; D. Hausman, *The Philosophy of Economics and The Separate and Inexact Science of Economics*; J. Rawls, *A Theory of Justice*; A. K. Sen and B. Williams (Eds.), *Utilitarianism and Beyond* and selected articles.

PH414**Causal Analysis (Half unit)**

Teacher Responsible: Professor Nancy Cartwright, Room T11

Availability and Restrictions: The course is primarily intended for students taking the M.Sc. Social Research Methods with Philosophy of the Social Sciences.

Core Syllabus: A review of statistical and philosophical approaches to causal inference in the context of social science research.

Course Content: The Humean tradition and counters to it. Probabilistic analyses of causation. Econometric modelling: from statistics to models to causes. Connection with experiment and quasi-experiments. Tetrad methods and their presuppositions.

Teaching Arrangements: 10 x two-hour lectures and 10 x one-hour seminar/support classes in the Michaelmas Term.

Reading List: T. D. Cook & B. T. Campbell, *Quasi-Experimentation: Design and Analysis Issues for Field Settings*; Nancy Cartwright, *How the Laws of Physics Lie*; Herbert Simon, 'Spurious Correlation: A Causal Interpretation' in H. Blalock (Ed.), *Causal Models in the Social Sciences*; C. Glymour, P. Spirtes, Richard Scheines & Kevin Kelly, *Discovering Causal Structure*.

Methods of Assessment: For those taking this course as a half unit there is a two-hour examination in the summer. For those taking it as part of the course **Methodology of the Social Sciences (PH454)** there is a three-hour examination in the summer.

PH454**Methodology of the Social Sciences**

Teacher Responsible: To be announced

Availability and Restrictions: The course is only available to students taking M.Sc. Philosophy of the Social Sciences Stream III and the M.Phil./Ph.D.

Core Syllabus: Some foundational and methodological issues in the social sciences, especially concerning the applicability of scientific methods in the social field and concerning the nature of causal inference in social science.

Course Content: (a) Michaelmas Term – PH414 – see entry above (b) Lent Term – MI431 – see entry under Methodology Institute.

Teaching Arrangements: See under individual entries.

Reading List: See under individual entries.

Methods of Assessment: A three-hour written examination in the Summer Term.

Department of Social Policy and Administration

M.Sc. City Design and Social Science

Duration of Course of Study

Full-time: One calendar year. Part-time: Two/three calendar years.

Examination

The core part of the degree consists of (I) three taught core courses, one of which is a full unit and two half units each examined by a written paper and examination in June, and a half unit course for students doing an Extended Studio programme (one and one half units), or a total of one unit (one full unit or two half units) for students doing the Standard Studio course, (II) a design-based studio course examined by two design projects and a project report in the Standard form (full unit), (III) a weekly one and a half hour integrative seminar.

Paper Number	Paper Title	Course Guide Number
I		
1.	Foundations of Urban Studies (half unit)	SA434
2.	Urban Morphologies: Cities, Institutions and Complex Buildings (half unit)	SA437
3.	Urban Infrastructure	SA438
4.	any one or two courses from the following list, with a total of one unit for students following the Standard Studio course and a total of a half unit for students following the Extended Studio course (subject to the permission of the lecturer for the option and the permission of the MSc Course Tutor):	
(a)	Political and Economic Anthropology (half unit)	AN401
(b)	Economics of Urban and Regional Planning (half unit)	EC436
(c)	Economic Aspects of Urban Change (half unit)	EC437
(d)	Politics of Regional and Urban Planning (half unit)	GV491
(e)	Comparative Local Government and Urban Politics	GV492
(f)	Planning for Sustainable Cities (half unit)	GY433
(g)	Economic Aspects of Project Appraisal (half unit)	GY455
(h)	Concepts and Methods of International Relations	IR421
(i)	Environmental Law and Policy (not available 1998/99)	LL426
(j)	Design and Management of Organisations (half unit)	MN403
(k)	Aspects of European Economic Development and Management (half unit)	MN408
(l)	Analysis of Strategy (half unit)	MN415
(m)	Techniques of Operational Research (half unit)	OR401
(n)	Transport Models (half unit)	OR412
(o)	Philosophy of the Social Sciences	PH405
(p)	The Sociology of Economic Life (half unit)	PS415
(q)	Housing Organisation and Management (half unit)	SA464
(r)	Housing Policy and Development (half unit)	SA479
(s)	Population Policies: Evolution and Impact (half unit)	SA491
(t)	Sociology of Development	SO404

II City Design Studio

Standard Version (one unit)

or Extended Version (one and a half units)

III Integrative Seminar

Students electing to take any of the optional courses listed under 2 and 3 must seek the approval of the course's proprietor. Some courses may impose a quota on the number of students admitted.

Dates of Examination

Written papers June
Dissertation September

M.Sc. Criminal Justice Policy

Duration of Course of Study

Full-time: One calendar year. Part-time: Two calendar years.

Paper Number	Paper Title	Course Guide Number
I	Three written papers as follows:	
1.	Criminal Justice Policy	SA403
2 & 3.	Two of the following, subject to availability and the approval of the teachers concerned	
(a)	Rehabilitation of Offenders	SA444
(b)	Psychology and Crime	SA446
(c)	Sociology of Crime, Deviance and Control	SO409
(d)	Sentencing and the Penal Process (not available 1998/99)	LL489
(e)	Law and Social Theory	LL465
(f)	Policing and Police Powers	LL478
(g)	Regulation and Law	
(h)	Juvenile Justice	LL457
(i)	A paper from another Master's programme agreed after discussion with the Course Tutor	
II	A dissertation of not more than 10,000 words on an approved topic.	SA465

M.Sc. Criminal Justice Policy (continued)

Students following the part-time course may, with the approval of the School, take the examination in two parts. The first part will normally consist of papers up to the value of two whole units, taken after completion of courses for those papers. The second part will consist of the remaining paper(s) and the dissertation (or as appropriate Essay/Report), and will be taken in the final year of the course. A candidate who does not at his/her first entry successfully complete the examination or part of the examination for which he/she has 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 until the examination in a subsequent year.

Dates of Examination

Written Papers June (Paper 1)
June or September (Papers 2 & 3)
Dissertation September

M.Sc. Demography

Duration of Course of Study

Full-time: One calendar year. Part-time: At least two calendar years.

Paper Number	Paper Title	Course Guide Number
1.	All candidates must take:	
(a)	Demography of Developed Societies (half unit)	SA484
	and Population Trends and Processes in the Developing World (half unit)	SA493
(b)	Basic Population Analysis (half unit)	SA481
(c)	Advanced Population Analysis (half unit)	SA480
2.	All candidates must also take:	
Either (a)	Demographic Data Collection, Sampling and Surveys (half unit)	SA482
	and	
(b)	Population Programmes: Design, Implementation and Evaluation (half unit)	SA492
Or	One paper drawn from the following list (subject to relevant Teacher's agreement)	
(c)	Foundations of Health Policy	SA411
(d)	European Social Policy	SA405
(e)	Social Policy Planning and Participation in Developing Countries	SA452
(f)	Third World Urbanization	GY411
(g)	An approved M.Sc. paper (or two half units) in a related discipline	
3.	All candidates must also take:	
	A dissertation of not more than 10,000 words on a topic approved by the candidate's teachers.	
	All students are expected to take Statistics and Computing for Demographers (SA495) (20 hours)	

Students following the part-time course may, with the approval of the School, take the examination in two parts. The first part will normally consist of papers up to the value of two whole units, taken after completion of courses for those papers. The second part will consist of the remaining paper(s) and the dissertation (or as appropriate Essay/Report), and will be taken in the final year of the course. A candidate who does not at his/her first entry successfully complete the examination or part of the examination for which he/she has 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 until the examination in a subsequent year.

Dates of Examination

Written papers June
Dissertation 15 September

M.Sc. European Social Policy

Duration of Course of Study

Full-time: One academic year. Part-time: Two academic years.

Paper Number	Paper Title	Course Guide Number
I	Three written papers as follows:	
1.	European Social Policy	SA405
2.	One of the following:	
(a)	The EU: Government, Law and Policy	EU401
(b)	European History since 1945	EU418
(c)	European Institutions III	IR413
(d)	Economic Organisation of the European Community	EC433
(e)	European Community: Politics and Policy (half unit)	GV452
	and Socio-Economic Cohesion Policies in the EC (half unit)	GV453
3.	One of the following:	
(a)	Social Policy and Administration	SA450
(b)	Jean Monnet Module in European and Comparative Health Policy	SA406
(c)	Income Maintenance and Social Security Policies	SA425
(d)	Planning of Personal Social Services	SA440
(e)	Sociology of Deviant Behaviour	SO409
(f)	Social Exclusion, Inequality and the 'Underclass' debate (half unit)	SA429

M.Sc. European Social Policy (continued)

Paper Number	Paper Title	Course Guide Number
(g)	Social Policies for Ageing Populations (half unit)	SA402
(h)	With the consent of the candidate's teachers, a paper from any other M.Sc. course in the Faculty of Economics	
II	European Social Policy – Long Essay	SA466

Students following the part-time course may, with the approval of the School, take the examination in two parts. The first part will normally consist of papers up to the value of two whole units, taken after completion of courses for those papers. The second part will consist of the remaining paper(s) and the dissertation (or as appropriate Essay/Report), and will be taken in the final year of the course. A candidate who does not at his/her first entry successfully complete the examination or part of the examination for which he/she has 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 until the examination in a subsequent year.

Dates of Examination

Written papers	June
Report	20 June

M.Sc. in Health and Social Services**Duration of Course of Study**

Part-time: Two calendar years.

Examination

Paper Number	Paper Title	Course Guide Number
I	Papers to the value of six half units	
1.	Two half units from:	
(a)	Foundations of Health Policy	SA447
(b)	Foundations of Social Service Policy	SA448
(c)	Management in Health and Human Services	SA449
(d)	Managing Change in Health and Social Services	SA457
2&3.	Papers to the value of four half units from the following:	
(e)	Any paper not taken under 1	
(f)	Financial Aspects of Service Development and Provision	SA476
(g)	Legal Aspects of Service Development and Provision	SA477
(h)	Social Policies for Ageing Populations	SA402
(i)	Social Exclusion, Inequality and the 'Underclass' debate	SA429
(j)	Child Protection: Risk Assessment and Decision Making	SA458
(k)	Children In Need: Developing Preventive and Supportive Services	SA459
(l)	Rehabilitation of Offenders	SA444
(m)	Methods of Social Policy Research	SA451
(n)	Health Economics (A)	SA414
(o)	Planning of Personal Social Services	SA440
(p)	The Jean Monnet Module in European and Comparative Health Policy	SA406
(q)	Social Policy and Administration	SA450
(r)	Any other course (unit or half unit) approved by the student's tutor (subject to availability of places and timetabling constraints)	

Papers (a) to (i) are half units. Papers (l) to (r) are full units.

Papers (j) to (k) are double units.

and

II	Health and Social Services Dissertation	SA467
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Students will take the examination in two parts. The first part will consist of papers to the value of four half units. The second part will consist of the remaining half unit and Report.

Dates of Examination

Written papers	January for SA402 June for all other courses
Dissertation	21 June

M.Sc. Health Policy, Planning and Financing

(This course is taught jointly with the London School of Hygiene and Tropical Medicine)

Duration of Course of Study

Full-time: One academic year. Part-time: Two academic years.

Examination

Paper Number	Paper Title	Course Guide Number
	Written papers (or written papers and a report) together with assessment of course work, as follows:	
1.	Foundations of Health Policy	SA411
2.	Three of the following:	
(a)	Health Economics (A)	SA414
(b)	Health Policy: Process and Power	SA415
(c)	Social Science Methods for Health Research	SA453
(d)	Applied Epidemiology	SA400
(e)	Health Services Evaluation and Management	SA420
(f)	The Jean Monnet Module in European and Comparative Health Policy	SA406
(g)	Population and Health	SA486
(h)	An extra LSE course on a subject approved by course conveners (Subject to timetabling and the requisite academic background for the particular subject)	
(i)	Any two study units at the London School of Hygiene and Tropical Medicine on a subject approved by course convener. (Subject to timetabling and the requisite academic background for the particular subject) These study units may be those forming part of courses (a) to (c) listed above but not already taken, or may be any other study units	
(j)	Health Policy, Planning and Financing – Report	SA468

Students following the part-time course may, with the approval of the School, take the examination in two parts. The first part will normally consist of papers up to the value of two whole units, taken after completion of courses for those papers. The second part will consist of the remaining paper(s) and the dissertation (or as appropriate Essay/Report), and will be taken in the final year of the course. A candidate who does not at his/her first entry successfully complete the examination or part of the examination for which he/she has 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 until the examination in a subsequent year.

Dates of Examination

Written papers	June
Report	1 June

M.Sc. Housing and M.Sc. Housing (International)**Duration of Course of Study**

Full-time: One calendar year. Part-time: Two calendar years.

Candidates for the M.Sc. Housing degree are required to take papers I(a) and I(b) and either II or IV(c) and IV(d); 10,000 word dissertation (VI); papers to the value of one unit from the remaining options.

Candidates wishing to be awarded the M.Sc. Housing with special subject International degree are required to take papers 1(a), III and papers to the value of one and a half units from I(b), II, IV and V, provided that not more than one unit is taken from IV, and submit a dissertation with an international housing focus (VI). Successful candidates taking the international options will have their specialism reflected in the title of their degree (i.e. M.Sc. Housing (International)).

Examination

Paper Number	Paper Title	Course Guide Number
I	(a) Housing Policy and Development (half unit)	SA479
	(b) Housing Organisation and Management (half unit)	SA464
II	(a) Housing Economics and Finance	SA422
III	International Housing and Social Change	SA478
IV	(a) Social Exclusion, Inequality and the 'Underclass' debate (half unit)	SA429
	(b) Development of Social Policy (half unit)	SA488
	(c) Housing Law (half unit)	SA431
	(d) Planning and Regeneration (half unit)	SA436
V	Strategic Housing Management (unexamined)	SA433.1
VI	With the permission of the candidate's teachers, the agreement of the department/institute concerned and subject to timetabling constraints, a full or half unit from one of the following degree programmes: Social Policy and Planning in Developing Countries; Regional and Urban Planning; European Studies; Development Studies; Voluntary Sector Organisation; or other courses offered within the Department of Social Policy and Administration including Social Policies for Ageing Populations.	
VI	A dissertation of not more than 10,000 words on an approved topic.	

Dates of Examination

Written papers	June (except for Social Policies for Ageing Populations, which is examined in January)
Dissertation	1 September

M.Sc. Housing and M.Sc. Housing (International) with Professional Diploma

This programme leads to a University of London Master's degree and a professional Diploma recognised by the Chartered Institute of Housing.

Duration of Course of Study

Full-time: Two calendar years. Part-time: Three calendar years.

Students wishing to complete the professional diploma alongside the M.Sc. Housing/M.Sc. Housing (International) must take the following modules additional to those listed above for M.Sc. Housing and M.Sc. Housing (International):

Examination Paper Number	Paper Title	Course Guide Number
1.	Planning Studies	SA441
2.	Building Studies	SA401
3.	Management Studies and Management Skills	SA433
4.	Welfare Rights	SA462
5.	Race and Housing	SA443
6.	Strategic Housing Management (unexamined)	SA433.1

Full-time students must also complete three work placements.

M.Sc. Management of Non-Governmental Organisations

Duration of Course of Study

Full-time: One calendar year. Part-time: Two calendar years.

Examination Paper Number	Paper Title	Course Guide Number
I	Three written papers as follows:	
1.	Voluntary Sector Policy and Administration	SA461
2.	NGO Management, Policy and Administration	SA435
3.	One of the following:	
(a)	Organisation Theory and Behaviour	ID403
(b)	Development: Theory, History and Policy	DV400
(c)	One from any course provided for the M.Sc. in Social Planning in Developing Countries	
(d)	An approved paper from any other M.Sc. course in the Faculty of Economics	
and		
II	NGO Management – Dissertation	SA470

Students following the part-time course may, with the approval of the School, take the examination in two parts. The first part will normally consist of papers up to the value of two whole units, taken after completion of courses for those papers. The second part will consist of the remaining paper(s) and the dissertation (or as appropriate Essay/Report), and will be taken in the final year of the course. A candidate who does not at his/her first entry successfully complete the examination or part of the examination, for which he/she has 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 until the examination in a subsequent year.

Dates of Examination

Written papers June
Report Last week in August

M.Sc. in Population and Development

Duration of Course of Study

Full-time: One calendar year. Part-time: At least two calendar years.

Examination Paper Number	Paper Title	Course Guide Number
1.	All candidates must take four half units from:	
(a)	Population and Development: An Analytic Approach	SA490
(b)	Population Policies: Evolution and Impact	SA491
(c)	Population Programmes: Design, Implementation and Evaluation	SA492
(d)	Population Trends and Process in the Developing World	SA493
(e)	Basic Population Analysis	SA481
(f)	Methods for Population Planning	SA485
2.	All candidates must take additional courses totalling one unit from: (Courses from outside Population Studies may be subject to an adequate background and the relevant teacher's agreement)	
(a)	Any half unit courses not taken from 1(a) to 1(f) above	
(b)	Advanced Population Analysis (half unit)	SA480
(c)	The Population of the Indian sub-continent (half unit)	SA254
(d)	Social Policy Planning and Participation in Developing Countries	SA452

M.Sc. in Population and Development (continued)

Paper Number	Paper Title	Course Guide Number
(e)	Urbanization and Social Planning	SA460
(f)	Gender, Development and Social Planning	SA412
(g)	Social Planning for Rural Development	SA445
(h)	Foundations of Health Policy	SA411
(i)	Education and Social Planning	SA404
(j)	Institutions, Environmental Change and Development (half unit)	DV413
(k)	Institutions and the Global Environment (half unit)	DV415
(l)	Development: Theory, History and Policy	DV400
(l)	Third World Urbanization	GY411
(n)	Gender, Space and Society	GY414
(o)	International IT Policy and Economic Development (half unit)	IS475
(p)	Sociology of Development	SO404
(q)	An approved M.Sc. paper (or two half units) in a related discipline	
3.	All candidates must also take:	
	A dissertation of not more than 10,000 words on a topic approved by the Candidate's teachers	SA499

Dates of Examination

Written papers June
Dissertation 15 September

M.Sc. Social Policy and Planning

Duration of Course of Study

Full-time: One academic year. Part-time: Two academic years.

Examination Paper Number	Paper Title	Course Guide Number
I	Three written papers as follows:	
1.	Social Policy and Administration	SA450
2&3.	Courses to the equivalent of two whole units from the following:	
(a)	Foundations of Health Policy	SA411
(b)	Income Maintenance and Social Security Policies	SA425
(c)	Planning of Personal Social Services	SA440
(d)	Sociology of Crime, Deviance and Control	SO409
(e)	European Social Policy	SA405
(f)	Social Exclusion, Inequalities and the 'Underclass' debate (half unit)	SA429
(g)	Social Policies for Ageing Populations	SA402
(h)	A full or half unit course (With the consent of the candidate's teachers) from any other M.Sc. programme at the School	
and		
II	Social Policy and Planning – Long Essay	SA471

Students following the part-time course may, with the approval of the School, take the examination in two parts. The first part will normally consist of papers up to the value of two whole units, taken after completion of courses for those papers. The second part will consist of the remaining paper(s) and the dissertation (or as appropriate Essay/Report), and will be taken in the final year of the course. A candidate who does not at his/her first entry successfully complete the examination or part of the examination for which he/she has 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 until the examination in a subsequent year.

Part-time students who follow the **Diploma in Innovation in Mental Health Work** or the **Certificate in the Management of Community Care for Older People** in their first year will, in their second year, take paper 1 and one other whole unit from sections 2 and 3 and submit a report which may be their first year project report, extended and revised if necessary.

Dates of Examination

Written papers June
Report 20 June

M.Sc. Social Policy and Planning in Developing Countries**Additional Entry Qualification**

Practical work experience in developing countries.

Duration of Course of Study*Full-time:* One calendar year.**Examination**

Paper Number	Paper Title	Course Guide Number
I	Three written papers as follows:	
1.	Social Policy, Planning and Participation in Developing Countries	SA452
2 & 3.	Two of the following:	
(a)	Foundations of Health Policy	SA411
(b)	Social Welfare and Social Development	SA442
(c)	Urbanisation and Social Planning	SA460
(d)	Social Planning for Rural Development	SA445
(e)	Education and Social Planning	SA404
(f)	Gender, Development and Social Planning	SA412
(g)	An approved paper from another branch of M.Sc. study	
and II	Research Methods for Graduate Students (SPPDC) (not examined)	SA497
III	Social Policy and Planning in Developing Countries – Dissertation	SA472
and IV	Project report related to the course work for paper 1 above.	
and V	One assessed essay of not more than 3,000 words for each of the two elective courses (papers 2 and 3).	

Dates of Examination

Project report	Last day of Lent Term
Assessed essays	First day of Summer Term
Written papers	Third week of June
Dissertation	The last week in August

M.Sc. Voluntary Sector Organisation**Duration of Course of Study***Full-time:* One academic year. *Part-time:* Two academic years.**Examination**

Paper Number	Paper Title	Course Guide Number
I	Three written papers as follows:	
1.	Voluntary Sector Policy and Administration	SA461
2.	Social Policy and Administration	SA450
3.	One of the following:	
(a)	Organisational Theory and Behaviour	ID403
(b)	A paper from Social Policy and Planning not already taken	
(c)	A paper from any other M.Sc. course in the Faculty of Economics (Subject to the approval of the Course Tutor)	
and II	A Dissertation of not more than 10,000 words on a topic related to Paper 1 above approved by the candidate's teachers	SA475

Students following the part-time course, take the examination in two parts. The first part will consist of papers for compulsory courses Voluntary Sector Policy and Administration and Social Policy and Administration. The second part will consist of the remaining paper and the dissertation, and will be taken in the final year of the course. A candidate who does not at his/her first entry successfully complete the examination or part of the examination for which he/she has 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 until the examination in a subsequent year.

Dates of Examination

Written papers	June
Report	15 June

Course Guides**SA400****Applied Epidemiology**

Teachers Responsible: Dr. C. Stephens and Dr. P. Wilkinson, Department of Public Health & Policy, London School of Hygiene & Tropical Medicine.

Availability and Restrictions: For M.Sc. Health Policy Planning & Financing and, subject to agreement, other Masters' students registered in the Department of Social Policy & Administration. This course is most suitable for students with a background in the health professions and non-medical graduates with a good honours degree in one of the social sciences, interested in applying epidemiological skills to planning, organisation and evaluation.

Core Syllabus: Specialised course designed to introduce epidemiological concepts and methods and apply them to health planning, organisation and evaluation.

Course Content: One linear unit, Basic Epidemiology, followed by one of several study units. Basic epidemiological concepts and methods; measurement of need and demand for health care services; screening procedures and programmes; surveillance, monitoring and health information systems; health and socioeconomic indicators; evaluation of efficiency, effectiveness and impact of health services; contribution of epidemiology to health planning and management at national, regional and local levels; uses of epidemiology in health services research and evaluation of technologies, procedures and specific interventions. Related study units vary slightly from year to year, but may include the following:

Epidemiology for Policy-Making – Considers the role of epidemiology in guiding health policy and explores mechanisms for enhancing the value of epidemiological research for public-health policy.

Prevention of disease: epidemiology and policy – Aims to give students an introduction to the relationship between epidemiological evidence and public policy in disease prevention and health promotion.

Epidemiology and Control of Communicable Diseases – Provides four perspectives on the epidemiology of communicable diseases: basic concepts and methods; epidemiological aspects of vaccination; surveillance and outbreak investigation; and detailed discussion of the epidemiology of important representative infectious diseases.

Teaching Arrangements: This course consists of 10 lectures (SA400.1) in the Michaelmas Term (10 x one-and-a-half-hour seminars/practicals (SA400.2); plus one study unit (occupying two-and-a-half-days a week for five weeks) in the Lent or Summer Terms. Students will be expected to participate in seminars and practicals and will be required to produce at least one seminar paper each term. Some of the lectures and seminars will be given by specialists in the particular topics. This course will be given at the LSHTM.

Written Work: As well as seminar papers and practical work, the students will be expected to produce two pieces of written work (an essay or practical exercise).

Reading List: The following is a basic reading list for the course: C. H. Hennekens & J. E. Buring, *Epidemiology in medicine*; J. N. Morris, *Uses of Epidemiology*; R. J. Donaldson & L. J. Donaldson, *Essential Community Medicine*; D. J. P. Barker & G. Rose, *Epidemiology in Medical Practice*.

Supplementary Reading List: This is given at the beginning of the course and covers specialized texts and articles on each subject covered within the course.

Methods of Assessment: Assessment includes one unseen three-hour paper written in June (60%) plus one piece of continuous assessment taken within the study unit of the course (40%).

SA401**Building Studies**

Teacher Responsible: Sarah McLean

Availability and Restrictions: For M.Sc./Diploma in Housing final year students and M.Sc. Housing (International) students taking the Diploma. Other students are welcome to attend although this is not a full M.Sc. half unit course.

Core Syllabus: To introduce students to the basic principles of construction and maintenance of dwellings with an emphasis on the identification of problems and their solutions. The organisation and management of building and repairs programmes will also be covered.

Course Content: A series of lectures/seminars will cover the following topics: structural elements of buildings; finishings and fittings; services to buildings; additional building requirements, such as services of high rise dwellings, fire precautions, sound and thermal insulation; the management of maintenance organisations; maintenance programmes, including structural defects, non structural repairs, preventive maintenance, repairs to voids, emergency repairs systems, and tenant initiated repairs; modernisation and improvements to dwellings.

Teaching will be backed up by a field study programme undertaken by the students during their work as housing trainees.

A field studies notebook is an essential ingredient of the course and counts for 20% of the examination marks; the written examination counts for 80% of the marks.

Teaching Arrangements: 20 combined lectures/seminars, Michaelmas & Lent Terms.

Reading List: R. Seeley, *Building Technology*, Butterworth 1995; R. Barry, *Construction of Buildings*, Blackwell, 1996 (5 vols.); I. A. Melville & I. A. Gordon, *The Repair and Maintenance of Buildings*, The Estates Gazette Ltd, 1990. A number of more specialised texts will be recommended.

Methods of Assessment: There is a three-hour written examination in June. Students must answer four questions. The Building Studies Fieldwork Notebook must be submitted by the end of the Lent term and non-submission will lead to candidates being excluded from examinations.

SA402**Social Policies for Ageing Populations****(Half unit course)**

Teacher Responsible: Dr. Gail Wilson, Room A270

Availability and Restrictions: For postgraduates mainly on the M.Sc. in Social Policy and Planning, M.Sc. in Health and Social Services; M.Sc. in Gender.

Core Syllabus: The course will examine the policy response to ageing and ageing populations from different theoretical perspectives taking into account the fact that women make up the great majority of the older population. The aim will be to consider the experience of ageing and to analyze the options available in different societies, taking demographic, economic, social and political conditions into consideration.

Course 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 Arrangements: 10 x one-hour lectures and 10 x one-and-a-half-hour seminars in the Michaelmas Term.

Written Work: Students will write a course work essay of 1,500-2,000 words which must be submitted by 12 January 1998.

Reading List: S. Arber & J. Ginn, *Gender and Later Life*, Sage, 1991; P. Johnson & J. Falkingham, *Ageing and Economic Welfare*, 1992; P. Johnson *et al.* (Eds.), *Workers versus Pensioners* (1989); A. M. Rivlin & J. M. Wiener, *Caring for the Disabled Elderly* (1986); T. Schuller, *Age, Capital and Democracy* (1986); K. Tout, *Ageing in Developing Countries*, 1989; M. B. Tracy, *Social Policies for the Elderly in the Third World*, Greenwood Press, New York, 1991; C. Victor, *Old Age in Modern Society*, Croom Helm, 1987.

Examination Arrangements: The course will be examined by a two-hour unseen examination paper in June. Candidates must answer two questions on subjects other than their coursework essays. The examination will count for 60% of the total mark. The course work essay will count for 40% of the total mark.

SA403**Criminal Justice Policy**

Teacher Responsible: Dr. J. A. Rumgay, Room A258

Availability and Restrictions: Compulsory course for M.Sc. Criminal Justice Policy; available to other Master's students by agreement, and as permitted by regulation. First degrees in the Social Sciences or Law are preferable though not essential.

Core Syllabus: The course will address major theories, issues and methods in the analysis of criminal justice practice and policy.

Course Content: Policy processes will be examined in relation to the principal elements in the criminal justice system: law making, crime prevention, victim support, policing, prosecution,

sentencing, non-custodial and institutional penalties and their aftermath. Trends in criminal justice will be examined in relation to major theories of punishment: e.g. functionalist, Marxist and structuralist. The course has a distinct comparative emphasis, both historically and in relation to criminal justice systems and policies, particularly in Europe and North America.

Teaching Arrangements: Lectures: SA403.1. 10 lectures given in alternate weeks in the Michaelmas and Lent Terms.

Seminars: SA403.2. 25 weekly seminars of one-and-a-half-hours duration, Sessional.

Written Work: One essay per term is strongly recommended. One introductory paper per term is expected in seminar.

Reading List: There is no set text for the course, but most topics are covered by M. Maguire, R. Morgan & R. Reiner (Eds.), *The Oxford Handbook of Criminology*, 1994. A full reading list covering all seminars, is provided at the first seminar.

The following is a basic reading list: S. Cohen, *Visions of Social Control*; P. E. Rock (Ed.), *A History of British Criminology*; D. M. Downes, *Contrasts in Tolerance*; D. Garland, *Punishment and Modern Society*; R. Reiner & M. Cross (Eds.), *Beyond Law and Order: Criminal Justice Policy and Politics into the 1990's*; T. P. Morris, *Crime and Criminal Justice Since 1945*; R. Reiner, *The Politics of the Police*; P. E. Rock, *A View from the Shadows*; M. Zander, *A Matter of Justice*.

Methods of Assessment: Students sit one three-hour examination in the Summer Term. Three questions must be answered from a total of c.-15.

SA404

Education and Social Planning

Teacher Responsible: Dr. A. Hall, Room A119

Availability and Restrictions: For M.Sc. in Social Policy and Planning in Developing Countries. Students in other Master's degrees may also take this paper by agreement with their supervisors and as permitted by the regulations. Work experience in education is desirable, but not essential.

Core Syllabus: The course is designed to consider the role of education in national development and its relation to human resource needs, with particular reference to the situation in developing countries.

Course Content: Education and development: the current crisis, education and social theory. Educational access and policy-making; social class, ethnicity and religion bias, gender issues. Educational planning and reform: cost-benefit analysis, training provision and financing issues, curriculum development (primary and secondary, vocational, university), education for literacy and basic needs, distance education, environmental education, the politics and the role of foreign aid, the impact of economic recession and structural adjustment on the education sector.

Teaching Arrangements: Four introductory lectures (SA404) in the Michaelmas Term, followed by weekly seminars in the Michaelmas, Lent and Summer Terms. For the seminar, SA404, a detailed programme is handed out at the beginning of the session. Students are required to present papers for group discussion, and must provide an outline on the blackboard or by handouts. Extensive reading is an essential part of the course and students are encouraged to discuss seminar presentations with their supervisors or course teachers. During the Michaelmas Term, Dr. Chris Dougherty (Economics Department) will conduct four sessions on the planning of education and training from an economics perspective (EC423.2).

Written Work: In addition to seminar presentations, students write essays for their supervisors.

Reading List: A detailed reading list is included in the seminar programme. The following is an introductory list of books: W. Gould, *People and Education in the Third World*, 1993; K. King, *Aid and Education in the Developing World*, 1991; S. Graham-Brown, *Education in the Developing World*, 1991; S. Forjalla, *Educational Planning for Development*, 1993; World Bank, *Priorities and Strategies for Education*, 1995; G. Psacharopoulos & M. Woodhall, *Education for Development: An Analysis of Investment Choices*, 1985; K. Lillis (Ed.), *School and Community in Less Developed Areas*, 1985; "Adjusting Education to Economic Crisis", IDS Bulletin, January 1989.

Methods of Assessment: There is a three-hour written examination paper in June which accounts for 75% of the total marks. Students are required to answer three questions from a choice of 10 to 12 questions. In addition, students are required to write an extended elective essay, of 3000 words, which accounts for 25% of the marks.

SA405

European Social Policy

Teacher Responsible: Dr. S. P. Mangan, Room A261

Availability and Restrictions: Compulsory for M.Sc. European Social Policy; available as an option in other Master's degrees as permitted by the regulations.

Core Syllabus: The course reviews the development of welfare states and contemporary social policies in Western Europe, focusing particularly on member states of the European Union. Social policy-making at the EU level also forms an important component.

Course Content: The comparative study of the development of Western European welfare states in their political, social and economic contexts. The first part of the course traces the emergence of collective provisions of welfare from the last quarter of the nineteenth century. In the second part seminars focus on present processes of policy-making and implementation, and these are discussed in the context of contemporary issues in social policy: demographic trends and the planning of welfare; privatisation and decentralisation of welfare states; the fiscal crisis and problems of funding pensions and health care; social inequality and social security; social exclusion; policies for priority groups; and women and the welfare state. Seminars in the third term are devoted to social policymaking by the EU and the Social Dimension of the Single Market.

Teaching Arrangements: 21 weekly seminars (SA405) beginning in week three of the Michaelmas Term: 20 weekly lectures (SA213) in Michaelmas and Lent Terms, but twice weekly in weeks two to five of the Michaelmas Term. For students of the MSc European Social Policy there is an optional three-day field trip to EU institutions in Brussels in the last week of the Lent Term.

Written Work: In-session assessment is via a two-hour mock examination held in February. Students are expected to work in small groups to prepare presentations for the weekly seminar.

Reading List: Some introductory texts are: P. Baldwin, *The Politics of Social Solidarity*; P. Flora & A. J. Heidenheimer, *The Development of Welfare States in Europe and America*; A. J. Heidenheimer et al., *Comparative Public Policy* (3rd edn.); L. Hantrais, *Social Policy in the EU*, Macmillan; R. Mishra, *The Welfare State in Capitalist Society*; Esping-Andersen, *The Three Worlds of Welfare Capitalism*, Polity; C. Pierson, *Beyond the Welfare State*, Polity. A full list will be handed out with the seminar programme.

Methods of Assessment: There is a three-hour formal written examination in June. Three questions must be answered. The examination forms 100% of the final mark.

SA406

The Jean Monnet Module in European and Comparative Health Policy

Teachers Responsible: Mr. P. Kanavos, Room H650 and Dr. E. Mossialos, Room H646

Availability and Restrictions: For graduate students, mainly as an optional paper for Master's degrees (where regulations permit), in particular the M.Sc. in Health Policy Planning and Financing, M.Sc. in Health and Social Services, M.Sc. in European Social Policy, M.Sc. in Social Policy and Planning, M.Sc. in European Studies.

Core Syllabus: A comparative approach to the development of health systems in advanced countries emphasising present and future policy options and problems. Emphasis is also given to the development of health policies in the European Union institutions.

Course Content: Health systems: an analysis of existing and suggested models, cross-national comparisons limitations, alternative models of provision and finance, the state's role in health, setting the policy agenda, choices in health policy, priority setting in health systems, the role of the international organisations, policy-making in the European Commission, interest groups, pharmaceutical policies in the EU, the pharmaceutical industry, private health insurance, cost containment policies, assessing health care reforms, health professions in Europe, health care reforms in Eastern Europe.

Reading List: R. B. Saltman, J. Figueras & C. Sakellarides (Eds.), *European Health Care Reform: analysis of current strategies*, WHO, 1997; B. Abel-Smith, J. Figueras, W. Holland, M. McKee & E. Mossialos, *Choices in Health Policy: An Agenda for the European Union*, Dartmouth and the Office for Official

Publications of the European Communities, 1995; B. Abel-Smith, *Cost Containment and New Priorities in Health Care: A Study of the European Union*, Avebury, 1992; H. Glennerster, *Paying for Welfare*, Harvester, 1997; T. Johnson et al., *Health professions and the State in Europe*, Routledge, 1995; R. Robinson & J. Le Grand (Eds.), *Evaluating the NHS Reforms*, King's Fund Institute, 1994; J. Hurst, *The Reform of Health Care: A Comparative Analysis of Seven OECD Countries*, OECD, 1992; OECD, *The Reform of Health Care Systems: A review of Seventeen OECD Countries*, OECD, 1994; B. Saltman & C. Von Otter, *Implementing Planned Markets in Health Care*, Open University Press, 1995; C. Ham (Ed.), *Health Care Reform: learning from international experience*, OU Press, 1997.

Teaching Arrangements: 22 lectures and 12 two-hour seminars, sessional.

Methods of Assessment: The course will be examined by a three-hour written paper. Candidates must answer three questions. In addition students will be required to submit two essays: one at the end of Michaelmas Term; and one at the end of Lent Term. The examination will count as 60% of the final mark and each of the essays will count as 20% towards the final mark.

SA411

Foundations of Health Policy

Teachers Responsible: Professor J. Le Grand, Room A244 and others

Availability and Restrictions: For M.Sc. in Health Policy, Planning and Financing, M.Sc. in Social Policy and Planning, M.Sc. Social Policy and Planning in Developing Countries, M.Sc. in European Social Policy, M.Sc. Demography, M.Sc. Population and Development, M.Sc. Development Studies, and other appropriate M.Sc.s. This course is most suitable for students with a background in the health professions or health management. Non-medical graduates should have a good honours degree in one of the social sciences.

Core Syllabus: The course provides the basic concepts, methods and techniques for health policy, planning and financing for countries at all levels of development.

Course Content: Trends in world health. The determinants of health. Instruments of health policy, including health promotion, screening, health education, public health measures, fiscal measures, regulation. Health care services: the market vs the state. Theories of market failure; theories of state failure. The growth of quasi-markets. The conditions for their success. The empirical record. Equity and health care systems. The finance of health care services. Private and public finance. The role of charges. Decentralization and health care planning. Types of decentralization and factors influencing implementation. Human resource development: the process and limits of planning. Pharmaceutical planning: process and limits. Planning hospital resources. Primary health care.

Teaching Arrangements: 24 lectures (SA411). 13 two-hour seminars (SA411). Students will be expected to participate in seminars and make at least one seminar presentation per term.

Written Work: Students will be expected to produce at least one essay each term.

Reading List: B. Abel-Smith, *An Introduction to Health Policy, Planning and Financing*, Longmans, 1994; A. Green, *An Introduction to Health Planning in Developing Countries*, Oxford Medical Publications, OUP, 1992; K. Lee & A. Mills, *Policy-making and Planning in the Health Sector*, Croom Helm, 1983; W. Reinke (Ed.), *Health Planning for Effective Management*, OUP, 1988; J. Le Grand & W. Bartlett, *Quasi-Markets and Social Policy*, Macmillan, 1993; *World Bank, Investing in Health*, 1993.

Supplementary Reading List: This is given out at the beginning of the course.

Methods of Assessment: 1. An assessed essay, to be submitted by the first day of the Summer Term (40%). 2. A three-hour paper in which three questions have to be answered (60%).

SA412

Gender, Development and Social Planning

Teacher Responsible: Dr. J. Beall, Room A267

Availability and Restrictions: Optional for M.Sc. in Social Policy and Planning in Developing Countries. Knowledge of economic and social aspects of development and work experience in developing countries is desirable.

Core Syllabus: This course reviews the development of gender policy and its role in social planning and participation in the context of developing countries. It aims to examine and integrate

a gender perspective in planning concepts and techniques and the policy process.

Course Content: The first part of the course discusses conceptual and theoretical frameworks for studying gender difference and social relations in developing countries and seeks to identify entry strategies and methodologies for integrating a gender perspective into social development. The second part of the course explores sectoral policies which specifically target women (for example population, women's health and enterprise development). It also examines the impact on gender roles and relations of development policy in general (for example urban and rural development, economic reform, employment policy, education and housing). The third part of the course concentrates on the institutional context of social policy makers, planners and participants inside and outside government, at the international, national and local levels. The focus of the course is on applied techniques and the use of case studies for analysis of policy formulation, planning and implementation. Input from students' experience in developing countries is required.

Teaching Arrangements: Four introductory lectures (SA412) in the Michaelmas Term, followed by lectures, workshops and 14 seminars (SA412) over the Michaelmas, Lent and Summer Terms.

Written Work: All students prepare presentations during the year, and are expected to read widely and participate in seminar discussions. In addition to seminar presentations students write essays on this subject for their tutors.

Reading List: Detailed reading lists will be given out at the beginning of the lecture and seminar programmes. The following is an introductory list of books: N. Kabeer, *Reversed Realities*; M. Marchand & J. Parpart, *Feminism, Postmodernism, Development*; G. Sen & C. Grown, *Development Crises and Alternative Visions*; C. Moser, *Gender Planning and Development Theory, Practice and Training*; J. Beall, *A City for All, Valuing Difference and Working with Diversity*; K. Young, *Planning Development with Women*; N. Visvanathan (Ed.), *The Women, Gender and Development Reader*; A. Goetz (Ed.), *Getting Institutions Right for Women*.

Methods of Assessment: There is a three-hour written examination paper in June which accounts for 75% of the total marks. Students are required to answer three questions from a choice of 10 to 12 questions. In addition, students are required to write an extended elective essay, which accounts for 25% of the marks.

SA414

Health Economics

Teachers Responsible: Dr. F. Sassi, Room A225, Professor A. Mills, Dr. B. McPake, Dr. J. Roberts and others, Department of Public Health & Policy, London School of Hygiene & Tropical Medicine.

Availability and Restrictions: For M.Sc. Health Planning and Financing and, subject to agreement, other Master's students registered in the Department of Social Policy & Administration. This course is most suitable for students wishing to develop health economics skills.

Core Syllabus: This course develops basic economic concepts as they are applied to the health sector, and provides for specialisation in health economics.

Course Content: Concepts of health as an economic good, externalities, public goods, risk and uncertainty. Supply and demand analysis, elasticity, taxes and subsidies and its application in health care and preventive programmes. Concepts of production, production functions, cost functions, size and scale; economic efficiency and optimisation. Concepts of value of health and health care, human capital theory, measures of value of life, including implicit values. The role of the market in health care organisational structures, including the concept of internal markets. The economics of financing health care, including health and social insurance. Quantification, measurement and estimation of economic relationships including measurement of health outcome by using health status indices. Techniques of economic evaluation and planning, including cost benefit analysis and cost effectiveness studies.

Teaching Arrangements: The course consists of 10 lectures (SA414.1) and 10 seminars (SA414.2) held at LSE in the first term followed in the second and third terms by a series of 14 lectures (SA414.1) and 14 seminars (SA414.2) held at the LSE, (Economic Analysis for Health Policy, Planning and Evaluation), or a study unit at the LSHTM (Advanced Health Economics for Management and Planning) occupying two days a week for five weeks in the Lent Term.

Written Work: As well as seminar papers and practical work, the students will be expected to produce one piece of written work for assessment.

Reading List: The following is a basic reading list for the course: N. Barr, *Economics of the Welfare State*, Weidenfeld and Nicolson, 1987; A. J. Culyer (Ed.), *Competition in Health Care*, Macmillan, 1991; M. F. Drummond *et al.*, *Methods for the Economic Evaluation of Health Care Programmes*, Oxford University Press, 1987; K. Lee & A. Mills, *The Economics of Health in Developing Countries*, OUP, 1983; A. McGuire *et al.*, *The Economics of Health Care*, Routledge, 1987; A. Mills & L. Gilson, *Health Economics for Developing Countries*, a Survival Kit EPC Publication, LSHTM, 1988; A. Mills & K. Lee, *Health Economics Research in Developing Countries*, OUP, 1992; E. J. Mishan, *Cost-Benefit Analysis*, George Allen and Unwin, 1983.

Supplementary Reading List: This is given at the beginning of the course and covers specialized texts and articles on each subject covered within the course.

Methods of Assessment: 1. An assessed essay, to be submitted in the Lent Term (40%). 2. A three-hour paper in which three questions have to be answered (60%).

SA415

Health Policy: Process and Power

Teachers Responsible: Dr. G. Walt, Dr J. Carrier, Dr F. Cutts and others, Department of Public Health & Policy, London School of Hygiene & Tropical Medicine

Availability and Restrictions: For M.Sc. Health Policy Planning and Financing and, subject to agreement, other Master's students registered in the Department of Social Policy and Administration. This course is most suitable for students with a background in the health professions and non-medical graduates with a good honours degree in one of the social sciences.

Core Syllabus: This multidisciplinary course considers the context and process of health policy development and implementation, the actors involved in this process and develops skills of judgement and action for policy negotiations and option appraisal.

Course Content: *One Linear Unit:* followed by one of several study units. *Linear Unit:* Provides a framework for policy analysis centred around contextual factors that influence policy processes of policy making, policy actors at local, national and international level, and their relationship to policy identification, formulation and implementation. Introduces models of health policy, definitions of health policy and the policy process. Related study units may vary from year to year and may include the following: *Policy Analysis for Research and Decision Making Study Unit.* Covers the application of policy analysis by understanding how political and economic theories influence health policy; focuses on tools (e.g., political mapping, stakeholder analysis) to apply policy analysis retrospectively (for research) and prospectively (for decision making). *Health Care Law.* Introduces students to those issues in health care which have legal implications for patients, professionals, health care workers, managers and government. *Conflict and Health.* Definition of unstable situations. Political and economic factors influencing conflict within/between countries. Assessing health and health systems in unstable situations. Critical review of mechanisms of health care delivery. Considering how to plan, organise and monitor health care during emergency and post-emergency phases.

Teaching Arrangements: (SA415) Students take the Health Policy: Process & Power Linear Unit in the Michaelmas Term and one of three study units in the Lent/Summer terms. Each study unit occupies two half days per week for five weeks. Students will be expected to participate in seminars. This course will be given at the LSHTM.

Written Work: As well as seminar papers and practical work, the students will be expected to produce one written piece of work for assessment.

Reading List: More detailed reading lists will be available for each course unit. Basic reading includes: C. Barker, *The health care policy process*, OUP, 1996; M. Grindle (Ed.), *Politics and Policy Implementation in the Third World*, Princeton University Press, 1980; B. Hogwood & L. A. Gunn, *Policy Analysis for the Real World*, Oxford University Press, 1984; G. Walt, *Health Policy Process and Power*, Zed Press, 1994; W. Parsons, *Public Policy*, Edward Elgar, 1995.

Methods of Assessment: Assessment is through one three-hour unseen exam held in June (60%) and one piece of continuous assessment within the selected study unit (40%).

SA420

Health Services Evaluation and Management

Teachers Responsible: Dr. A. M. Rafferty, Professor N. Black, Dr. N. Graves and others, Department of Public Health & Policy, London School of Hygiene & Tropical Medicine

Availability and Restrictions: For M.Sc. Health Policy Planning and Financing and, subject to agreement, other Master's students registered in the Department of Social Policy and Administration. This course is most suitable for students with a background in the health professions and non-medical graduates with a good honours degree in one of the social sciences, interested in applying scientific theory and methods to health care systems.

Core Syllabus: This course provides a core of concepts, methods and techniques for the evaluation and management of health care.

Course Content: *One Linear Unit:* followed by one of several study units. The meaning of health care, lay care and formal care. *Health Services Linear Unit:* The meaning of disease. Disease categories. Determinants of need. Conceptual model of need, demand and use. Professional power, communication. Describing and comparing health care systems. Healthcare financing and expenditure. Financial management. Outcomes. Related study units vary slightly from year to year but may include the following: *Health Care Evaluation Study Unit:* Disease measurement. Case mix and severity. Health status measurement. Evaluation of health services: effectiveness, equity, humanity, efficiency. Experimental methods. Cohort studies. Ecological studies. *Organisational Management Study Unit:* Management. Organisational structure, roles, culture, politics, motivation, politics and power. Improving managers' effectiveness within organisations. Assessing service quality. Organisational change. Managing clinicians. *Financial Management Study Unit:* Using financial information for planning and management of resources.

Teaching Arrangements: Students take the Linear Unit and one of the three Study Units. The Linear Unit consists of 10 lectures (SA420.1) and 10 x one-and-a-half-hour seminars or practical sessions (SA420.2), in the Michaelmas Term. Study units (each occupying two days a week for five weeks) in the Lent or Summer Term.

Written Work: As well as seminar papers and practical work, the students will be expected to produce two pieces of written work for assessment.

Reading List: The following is a basic reading list for the course. Specialised reading for seminar topics and background reading for practical sessions will be provided by lecturers responsible for particular aspects of the course. M. F. Drummond, *Principles of Economic Appraisal in Health Care*; T. McKeown, *Role of Medicine*; Open University, *The Health of Nations*; M. Morgan, M. Calnan & N. Manning, *Sociological Approaches to Health and Medicine*; B. Davey *et al.*, *Health and Disease*, A. Reader, R. Fitzpatrick *et al.*, *The Experience of Illness*; A. L. Cochrane, *Effectiveness and Efficiency*; M. McCarthy, *Epidemiology and Policies for Health Planning*; G. Knox, *Epidemiology in Health Service Planning*; J. Osborn, *Statistical Exercises in Medical Research*; D. J. P. Barker & G. Rose, *Epidemiology in Medical Practice*; P. Townsend & N. Davidson, *Inequalities in Health*; R. Maxwell, *Health and Wealth*; Open University, *Caring for Health: History and Diversity*; Open University, *Caring for Health: Dilemmas and Prospects*; R. Kohn & K. L. White, *Health Care International Study*.

Supplementary Reading List: This is given at the beginning of the course and reflects the special interests of the subject lecturers.

Methods of Assessment: Assessment includes one unseen three-hour paper written in June plus one piece of continuous assessment taken within the chosen study unit.

SA422

Housing Economics and Finance

Teachers Responsible: Dr. M. Kleinman, Room A259 and Dr. C. Whitehead, Room S377

Availability and Restrictions: M.Sc. Housing; M.Sc. Housing (International). Other students may attend where regulations permit.

Core Syllabus: The course provides an introduction to the use of economic and financial analysis in the context of housing and their application to particular problems and policies.

Course Content: The course provides an introduction to financing, pricing and allocation decisions in social housing.

Paying for new investment in social housing; the introduction of private finance into social housing through mixed funding and stock transfer. Financing housing renewal as part of urban regeneration. Evaluating urban regeneration and the measurement of costs and benefits. Forecasting housing demand and housing need; assessing the need for new social housing. Housing and the national economy. Comparisons with housing finance in other countries.

The special attributes of housing and housing markets. The demand for housing; income, price, tenure, finance. The supply of housing and price determination. The rationale for government intervention; mechanisms of government intervention – regulation, taxation and subsidy; income versus price subsidies; direct provision. The financing and subsidy system as it applies to owner-occupation and to private renting in Britain.

Teaching Arrangements: 20 lectures Michaelmas and Lent terms. 10 classes Michaelmas and Lent terms (start Week 4); 10 seminars Lent and Summer Terms.

Reading List: A detailed reading list will be provided at the beginning of the course. Relevant texts include: R. Muth & A. Goodman, *The Economics of Housing Markets*; G. Fallis, *Housing Economics*; D. MacLennan, *Housing Economics*; J. Hills, *Unravelling Housing Finance*; K. Gibb & M. Munro, *Housing Finance in the UK*; G. MacCrone & M. Stephens, *Housing Policy in Britain and Europe*; P. Williams (Ed.), *Directions in Housing Policy*; M. Kleinman, *Housing, Welfare and the State in Europe*.

Methods of Assessment: There is a three-hour formal written examination in June.

SA425

Income Maintenance and Social Security

Policies

Teachers Responsible: Professor David Piachaud, Room A281 and Mr. Mike Reddin, Room G9, Ms. J. Falkingham, Room A268, and Ms. K. Rake, Room A262

Availability and Restrictions: For M.Sc. Social Policy and Planning. This course is also open to students taking the M.Sc. in European Social Policy, M.Sc. in Social Policy and Planning in Developing Countries and other M.Sc.s. This course will be offered if there is a sufficient number of students.

Course Content: The course analyses income maintenance and social security policies defined broadly to include not only national insurance and social assistance provisions but also fiscal, occupational and private provisions that maintain incomes. Definitions and measurements of need and poverty are reviewed. Economic and financial aspects of social security are considered as is the impact of social security (including its redistributive potential) on social and economic behaviour. A comparative approach is adopted.

Teaching Arrangements: Teaching comprises lectures and seminars. Lectures: There are 15 lectures **Social Security Policy** (SA425.1) in the Michaelmas and Lent Term that cover; approaches to income maintenance; poverty; redistribution; provisions for the elderly, children and unemployed people; universal, selective, occupational and fiscal approaches to income support. Seminar: The seminar (SA425.2) will hold 25 weekly meetings spread over the three terms. In the first term the seminar will pursue the same topics as the lectures. In the second and third terms the seminar will cover (subject to meeting the interests of members as far as possible): political and economic dimensions of income maintenance; the inter-relationship of tax and benefit systems; alternative forms of benefit finance; the role of funded insurance systems; problems of equity and discretion; work incentives; manpower policies; provisions for a wide range of contingencies; comparative income maintenance systems; public/private delivery systems.

Written Work: Seminar members will be expected to make regular presentations to the seminar, and a written paper at the end of the first term.

Reading List: Basic reading for the course includes: A. B. Atkinson, *The Economics of Inequality*, 2nd edn., Oxford, 1983; S. Baldwin, G. Parker & R. Walker, *Social Security and Community Care*, Avebury, 1988; S. Baldwin & J. Falkingham (Eds.), *Social Security and Social Change*, Harvester Wheatsheaf, 1994; N. Barr, *Economics of the Welfare State*, 2nd edn., Weidenfeld, 1993; A. Deacon & J. Bradshaw, *Reserved for the Poor*, Blackwell, 1983; E. Kingdon & J. Schulz, *Social Security in the 21st Century*, Oxford, 1997; J. Hills & J. Ditch (Eds.), *Beveridge and Social Security*, Oxford, 1994; P. Townsend, *Poverty in the United Kingdom*, Allen Lane, 1979. A

wide range of reading for specific topics will be given at the start of the course.

Methods of Assessment: The examination in the Summer Term consists of a three-hour paper in which three questions have to be answered.

SA429

Social Exclusion, Inequality and the 'Underclass' Debate (Half unit course)

Teachers Responsible: Dr. M. Kleinman, Room A259 and Professor D. Piachaud, Room A281

Availability and Restrictions: For M.Sc. students. Students may attend at the discretion of the teacher responsible.

Core Syllabus: This course focuses on the related topics of the growth in inequality, the emergence of social exclusion as a key concept in social policy and the theoretical and empirical issues provoked by the 'underclass' debate. There is an emphasis on relating concepts to empirical evidence. Evidence and literature from Britain, the USA and Europe are examined.

Course Content: The 'underclass' debate: theory and evidence; the growth in inequality-evidence, trends and causes; family change and family issues; long term unemployment and welfare-to-work; is there an 'educational underclass'; area segregation and 'welfare ghettos'; the built environment and social exclusion; social exclusion and marginalisation in Europe; crime and social exclusion.

Teaching Arrangements: 10 Lectures, Lent Term. 10 Seminars, Lent Term.

Written Work: One written assignment is required (unassessed).

Reading List: R. Lister, *Charles Murray and the Underclass: the developing debate*, IEA, 1996; E. Mingione (Ed.), *Urban Poverty and the Underclass*; D. J. Smith, *Understanding the Underclass*, PSI, 1992; W. J. Wilson, *When Work Disappears*; J. Hills (Ed.), *New Inequalities*, 1996.

Methods of Assessment: A formal two-hour examination in the Summer Term: two questions from a choice of five.

SA431

Housing Law (Half unit course)

Teachers Responsible: Professor Michael Zander, Room A303, Mr. Russell Campbell, Visiting Lecturer c/o Room A255 and Dr. John Carrier, Room A238

Availability and Restrictions: For M.Sc./Diploma in Housing and for other Master's students where regulations permit.

Course Syllabus: To provide an introduction to the English Legal system and relate it to housing policy in both public and private sectors.

Course Content: The course will cover: (1) Introduction; legal concepts relating to housing. (2) Private rented sector; security of tenure, rent regulation. (3) Public rented sector; security of tenure, allocation policies, managements, rents, sales. (4) Homelessness; responsibilities of local housing authorities. (5) Housing conditions, repairs, unfitness, statutory nuisances, overcrowding, clearance, improvement.

Teaching Arrangements: Students without an adequate background in the law will attend 10 lectures (LL101) the **English Legal Institutions: The Law Making Process**, in the Michaelmas Term. In the Lent Term students attend 10 lectures (SA431) on **Housing Law**. There will be 20 law classes (SA431.A and SA431.B) in Michaelmas and Lent Terms to relate the law to housing issues and practice.

Reading List: Michael Zander, *The Law Making Process*; A. Arden, *Manual of Housing Law*; A. Arden & M. Partington, *Housing Law*; Partington & Hill, *Materials on Housing Law*; J. Driscoll, *The Housing Act 1996* (1997); N. Madge, *Housing Law Casebook* (1996); T. Ingman, *The English Legal Process*; A. Stewart, *Rethinking Housing Law*.

Methods of Assessment: There is a two-hour formal written examination in June. Students must answer three questions.

SA433

Management Studies and Management Skills

Teacher Responsible: Ms. Liz Richardson, Room R407a

Availability and Restrictions: For M.Sc./Diploma in Housing and M.Sc.Housing (International)/Diploma students. Students must also take SA433.1 **Strategic Housing Management**.

Core Syllabus: The course is in two parts. Management Studies and Management Skills. It covers the theory and practice of public and private sector management with a focus on social

housing management. It is also linked to SA433.1 **Strategic Housing Management**.

Course Content: *Management Studies* – Management theory, including the role of management structures, managing people, implementing policy, managing change, and managing for quality. Management practice in housing organisations. The relationship between theory and practice.

Management Skills – the development of key skills including team work, negotiation, leadership, self assessment and stress management.

Teaching arrangements: *Management Studies* – Six one-hour lectures and ten one-hour seminars in the Michaelmas Term.

Management Skills – Two-and-a-half-day residential training course at Cumberland Lodge. There is a subsidised charge for this course which is detailed in the graduate prospectus and course brochure.

Reading List: D. Osborne & T. Gaebler, *Reinventing government: How the entrepreneurial spirit is transforming the public sector*, Mass. Addison-Wesley, 1992; W. Bines *et al.*, *Managing social housing*, London, HMSO, 1993; P. Clatish, *Total quality: An introduction to total quality management in social housing*, Coventry, CioH, 1992.

Methods of Assessment: An essay of not more than 2000 words, drawing on workplace experience, to be submitted by the beginning of Lent term, comprises 80% of the marks. The remaining 20% is based on assessment of class presentations.

SA433.1

Strategic Housing Management

Teacher Responsible: Professor A. Power, Room A239, and others

Availability and Restrictions: For M.Sc./Diploma in Housing and M.Sc. Housing (International)/Diploma students. Students must also take SA433 **Management Studies and Management Skills**.

Core Syllabus: The course aims to:

– introduce students, current consumers of strategic management and future senior managers, to a range of senior managers within the housing world, and enable students to engage in debate with them;

– investigate the processes and means of strategic policymaking, from defining the aims of an organisation or the problems it faces, to assessing the context and any constraints, and planning action;

– investigate contemporary implementation strategies and emerging trends in a range of organisations.

Course Content: Because of the generic nature of strategic management, the significance of the speakers and the special characteristics of some of their organisations, the course is structured around the core organising principals of strategic management, under the following headings: Managing change and handling crisis; Large housing providers and small housing providers; Policy analysis and policy making; Developing management strategies in a changing environment.

Teaching Arrangements: Eight x one-hour seminars in the Michaelmas Term and eight x one-hour seminars in the Lent Term. The seminars are run by Professor Anne Power, and addressed by outside speakers in senior positions in housing. Students are encouraged to play an active role in the seminars. The list of speakers and the exact order of appearance will be confirmed closer to the course itself.

Methods of Assessment: Attendance is compulsory and the course content will contribute to students' assessed work for SA433 **Management Studies and Management Skills**.

SA434

Foundations of Urban Studies (Half unit course)

Teacher Responsible: Professor Richard Sennett, Room Y310

Availability and Restrictions: Compulsory for M.Sc. City Design and Social Science students. Other graduate students may attend only with the permission of the teacher responsible.

Core Syllabus: This course seeks to introduce students to key issues relating architectural and urban design to the sociology, politics, and economics of cities. The emphasis is not on a literature review of urban studies, but rather on major problems and difficulties which arise when we seek to connect physical design to social realities.

Course Content: The course explores the following problems:

1. The city as a place on the map and as a moral order
2. What makes a building 'urban'?
3. Movement and object.
4. What density does to the way we see.
5. Public space and the sociability of strangers
6. Tactile experience: bodies and buildings
7. The intensity of street life
8. Working spaces and the changing nature of work
9. The design of intimacy: housing and family life
10. Political space

Teaching Arrangements: 10 weekly lectures and eight weekly one-and-a-half-hour seminars in Michaelmas term and 10 weekly one-and-a-half-hour seminars in Lent Term

Reading List: A background reading list of key writings in urban studies will be provided to all students as soon as they are accepted into the programme. To prepare for this course, students are asked to read or to review these works in advance. The architectural materials used in the course are keyed to those which will also be used in the 'Urban Morphologies' course. M Weber (tr. D. Martindale & G. Neuwirth), *The City*, London, 1966; S. Giedion, *Space, Time and Architecture*, Cambridge Mass., 1949; L. Mumford, *The City in History*, London, 1961; H. Lefebvre, *The Production of Space*, Oxford, 1991; H. Lefebvre, *Le Droit à la Ville*, Paris, 1968; D. Harvey, *Social Justice and the City*, London, 1973; M. Castells, *The Informational City*, Oxford, 1989; S. Sassen, *Cities in a World Economy*, Thousand Oaks, CA, 1994; R. Koolhaas, *S, M, L, XL*, New York, 1995; R. Sennett, *The Fall of Public Man*, Cambridge, 1977; R. Sennett, *Flesh and Stone*, London, 1994; S. Kostof, *The City Shaped*, London, 1991; L. Benevolo (tr. G. Culverwell), *The History of the City*, London, 1980; J. Rykwert, *The Idea of a Town*, London, 1976; C. Calhoun (Ed.), *Habermas and the Public Sphere*, Cambridge, Mass., 1992; Selected writings of Michel Foucault, Georg Simmel & Jane Jacobs.

Methods of Assessment: A two-hour written paper (75%) and a course essay of not more than 3,000 words (25%) on an approved topic to be submitted at the beginning of the Lent Term.

SA435

NGO Management, Policy and Administration

Teacher Responsible: Dr. D. Lewis, Room N13c

Availability and Restrictions: For M.Sc. in NGO Management. This course is compulsory for students on this degree. Students are expected to have some practical experience working in or with NGOs in the South.

Core Syllabus: The course will provide an introduction to recent research on NGOs and the management of development. Students will be introduced to a broad range of concepts and theories to develop their understanding of the organisation and management of NGOs. The course will enable them to analyse organisational and management problems and concerns and to set them within broader policy issues.

Course Content: Major themes considered during the course include: the role of Northern and Southern NGOs in development; typologies of NGOs and NGO activity; the political and economic context within which NGOs have become popular; NGO performance, efficiency and sustainability; NGO activities in political advocacy, policy change and development education; fundraising and income-generation strategies and practices; NGO relations with donor agencies; NGO relations with communities and grassroots organizations; NGO relations with government; NGO strategies for growth; NGO accountability to donors, governments and beneficiaries.

Teaching Arrangements: Lectures (SA435.1). Weekly, Michaelmas, Lent & Summer Terms. Seminars (SA435.2). Weekly, Michaelmas, Lent & Summer Terms.

Written Work: Students will be expected to produce three course essays of not more than 1,500 words each on titles supplied by the course teachers.

Reading List: The following publications are some of the key texts. Much of the relevant literature is contained in pamphlets and journal articles. Additional references will be provided at the start of the course and in the lectures. D. Billis & J. MacKeith, *Organising NGOs: Challenges and Trends in the Management of Overseas Aid*; T. Carroll, *Intermediary NGOs: The Supporting Link in Grassroots Development*; J. Clark, *Democratizing Development: The Role of Voluntary Agencies*; M. Edwards & D. Hulme, *Making a Difference*; J. Farrington & A. Bebbington with K. Wellard & D. Lewis, *Reluctant Partners? Non-governmental Organizations, the State and Sustainable Agricultural*

Development; A. Fowler, *Striking a Balance: a guide to enhancing the effectiveness of NGOs in international development*; L. Aubrey, *The Politics of Development Co-operation: gender, NGOs and partnership in Kenya*; L. Salamon & H. K. Anheier, *Defining the Nonprofit Sector: a cross-national analysis*.

Methods of Assessment: There is a written formal three-hour examination in June which carries a maximum of 50% of the marks for this course. The average marks of the two best of three essays submitted during the Michaelmas and Lent Terms also carry a maximum 50% of the marks.

SA436

Planning and Regeneration (Half unit course)

Teacher Responsible: R. Tunstall, Room A240

Availability and Restrictions: For M.Sc. in Housing, M.Sc. Housing (International); Other students may attend where regulations permit.

Core Syllabus: The course is intended to help students understand the British planning system and how it relates to housing.

Course Content: The reasons for a planning system and the aims it seeks to achieve. The various 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 issues raised for new housing development. There will be a number of outside speakers and there may be opportunities for a 'planning for real' session and study visits.

Teaching Arrangements: Seven x one-and-a-half-hour lectures; seven x one-hour seminars; two field trips, Lent Term.

Reading List: B. Cullingworth & V. Nadin, *Town and Country Planning in Britain*, 11th edn., 1994; P. Hall, *Planning London 2001*, 1989; P. Hall, *Urban and Regional Planning*, 3rd edn., 1992; J. Simmie (Ed.), *Planning London*, 1994; Y. Rydin, *The British Planning System: An Introduction*, 1993.

Methods of Assessment: An essay of not more than 2,000 words (40%) to be submitted at the end of the Lent Term and a planning project of no more than 3,000 words (60%) to be submitted by the first Friday of the Summer Term.

SA437

Urban Morphologies: Cities, Institutions and Complex Buildings (Half unit course)

Teacher Responsible: Mr. Richard Burdett, Room Y308

Availability and Restrictions: Compulsory for M.Sc. City Design and Social Science students. Other graduate students may attend only with the permission of the teacher responsible.

Core Syllabus: A review of 20th century urban design theories and methodologies of spatial analysis. Comparative case studies of the contemporary city. Identification of physical issues affecting social and economic performance. Analysis of the spatial and social organisation of public and private institutions, complex buildings and civic spaces and their relationship to urban form.

Course Content: The course will be divided into three parts:

- a) Introduction to techniques of spatial analysis of complex building and urban form and their application to current design practice; review of contemporary theories of urban space.
- b) Comparative urban case studies focusing on the following themes: metropolitan and community issues; housing; public and private transport; compact and dispersed cities; real estate development, planning constraints; inner city regeneration and out-of-town development. These issues will be addressed by reference to examples drawn from Asia Pacific, North and South America and Europe.
- c) Case-study review of the spatial and social organisation of public and private institutions and places, including shopping centres, transport hubs, office parks and business districts; cultural institutions; urban parks and civic spaces.

Teaching Arrangements: 10 weekly lectures in Michaelmas Term, and eight weekly one-and-a-half-hour seminars and 10 one-and-a-half-hour lectures/seminars by visiting speakers in Lent Term.

Reading List: P. 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; G. Ciucci, M. Tafuri, *et al.*, *The American City*, London, 1980; K. Lynch, *A Theory of Good City Form*, Cambridge, 1981; B. Hillier, *Space is the Machine*, Cambridge, 1996; C. Alexander, *A Pattern*

Language, New York, 1977; M. Jenks *et al.*, *The Compact City*, London, 1996; M. Davies, *City of Quartz*, London, 1992; D. Sudjic, *The 100-mile City*, London, 1994; R. Rogers, *Cities for a Small Planet*, London, 1997.

Methods of Assessment: A two-hour written paper (75%). Students must submit an essay of not more than 3,000 words (25%) on an approved topic to be submitted at the beginning of the Summer Term.

SA438

Urban Infrastructure

Teacher Responsible: Professor Tony Ridley, Imperial College

Availability and Restrictions: Compulsory for M.Sc. City Design and Social Science students. Other graduate students may attend only with the permission of the teacher responsible.

Core Syllabus: To develop a critical understanding of strategic design and implementation issues, and evaluation techniques that have a direct impact on the design of the urban environment and the socio-economic performance of cities.

Course Content: Infrastructure and sustainable development. Demand and supply. Water, waste, energy, communications and accessibility. Movement of people and goods. Relation between land use and transport. Management of the design process. Infrastructure project implementation. Risk analysis and management. Economic aspects of urban growth. Land and real estate economics. Cost/benefit analysis. Case studies in implementation of large-scale infrastructure projects.

Teaching Arrangements: 10 weekly lectures and 10 weekly two-hour seminars in Michaelmas Term and Lent Terms.

Reading List: A more comprehensive list will be issued at the beginning of Michaelmas Term. Key texts include: C. Buchanan *et al.*, *Traffic in Towns: A Study of the Long Term Problems of Traffic in Urban Areas (The Buchanan Report)*, London, 1963; Chartered Institute of Transport, *Transport Infrastructure – Mobilising Private Investment*, London, 1993; Institution of Civil Engineering, *Sustainability and Acceptability in Infrastructure Development*, London, 1996; P. W. G. Morris, *The Management of Projects*, London, 1994; E. Noam, *Telecommunications in Europe*, Oxford, 1992; C. Weinhaus & A. Oettinger, *Behind the Telephone Debates*, Ablex Publishing Corp, 1993;

Methods of Assessment: A three-hour written paper (75%) and a course essay of not more than 5,000 words (25%) on an approved topic to be submitted at the beginning of the Summer Term.

SA440

Planning of Personal Social Services

Teacher Responsible: Sally Sainsbury, Room A250

Availability and Restrictions: There are no pre-requisites. This course will be offered only if there is a sufficient number of students.

Core Syllabus: The course will focus primarily on personal social services in Britain, although there is a comparative component.

Course Content: The evolution of the local authority social services departments. Problems of policy, organisation, staffing, and inter-agency coordination. Needs, demand and supply; theories about their determinants and inter-relationship. Social deviance and concepts of community welfare. Aims, objectives and evaluation in personal social services. The application of planning to personal social services provision.

Teaching Arrangements: Weekly seminars accompanied by an optional lecture course. Seminars – SA440, one-and-a-half-hours, 10 Michaelmas, 10 Lent and five Summer Term. Lectures – SA205, one hour, 10 Michaelmas Term.

Written Work: Students are expected to prepare two papers for discussion in seminars and to write one essay before the end of Michaelmas Term.

Reading List: The following are useful introductory texts. P. Townsend, *The Last Refuge*, RKP, 1962; *Report of the Committee on Local Authority and Allied Personal Social Services* (Seebohm), Cmnd. 3703, 1968; G. Wistow, *Social Care in the Mixed Economy*, Open University Press, 1994; S. Sainsbury, *Regulating Residential Care*, Avebury, 1989; K. Jones, *Asylums and After: A Revised History of the Mental Health Services*, 1993; M. Parry (Ed.), *The Children Act 1989: Conflict and Compromise*, 1992.

Full bibliographies will be provided with the programme of seminar topics.

Methods of Assessment: There is a three-hour formal examination in June. Three questions must be answered.

SA441

Planning Studies

Teacher Responsible: Miss Rebecca Tunstall, Room A240
Availability and Restrictions: Compulsory for M.Sc. Housing/Diploma and M.Sc. Housing (International)/Diploma students where the half unit course *Planning and Regeneration* is not a chosen option.

Core Syllabus: The course is intended to help students understand the British planning system and how it relates to housing.

Course Content: A discussion of the reasons for a planning system and the aims it seeks to achieve. The various elements of the system are reviewed from national policy level through to local authority plans, to the factors affecting a development control decision. The issues raised for housing development is explored.

Teaching Arrangements: Five x one-and-a-half-hour lectures (SA436 *Planning & Regeneration*) and five x one hour seminars, Lent Term.

Reading List: B. Cullingworth & V. Nadin, *Town and Country Planning in Britain*, 11th edn., 1994; P. Hall, *London 2001*, 1989; P. Hall, *Urban and Regional Planning*, 3rd edn., 1992; J. Simmie (Ed.), *Planning London*, 1994; Y. Rydin, *The British Planning System: An Introduction*, 1993.

Methods of Assessment: A planning project of not more than 3,000 words to be submitted by the first Friday of the Summer Term.

SA442

Social Welfare and Social Development

Teachers Responsible: Ms Lucy Bonnerjea, c/o Room A253 and Dr. Gill Bridge, Room A256

Availability and Restrictions: For M.Sc. in Social Policy and Planning in Developing Countries mainly. This paper is one of the options available to M.Sc. students. Work experience in social welfare, social work, or social development in developing countries is desirable, but not essential.

Core Syllabus: The course examines current debates and issues in social welfare and social development in developing countries and seeks to debate the use of research in policy making and service planning.

Course Content: The role of government, non-government organisations, international organisations in welfare planning and social development; the concept of good governance in relation to social welfare in policy and practice; traditional and community based social welfare systems; planning for the welfare of children, including street children; planning for the welfare of elderly in developing countries; social welfare planning for people with disabilities; operationalising normalisation and examining institutions; social exclusion; planning for AIDS-affected communities; welfare and social development planning in wars, conflict situations and natural disasters; the privatisation of welfare including cost recovery and user charges; issues of accountability, evaluation and value for money; and ways of paying for welfare and techniques of income support.

Teaching Arrangements: Teaching is provided through preliminary lectures and then by seminars which are held weekly throughout the academic session. The course uses case study material from current social development issues and students are encouraged to bring with them information about welfare from a developing country.

Written Work: All students prepare presentations during the year, and are expected to read widely and participate in seminar discussions. In addition to seminar presentations students write essays on social welfare for their tutors.

Reading List: A detailed reading list is included in the seminar programme. The following is an introductory list of books. E. Ahmed *et al.*, *Social Security in Developing Countries*; J. P. Platteau, *Traditional Systems of Social Security and Hunger Insurance*; J. Midgely, *Social Development*; J. Midgely, *Professional Imperialism*; J. Midgely & J. MacPherson, *Comparative Social Policy and the Third World*; H. Jones, *Social Welfare in Third World Development*; Werner, *Disabled Village Children*. Students are also encouraged to consult the following journals: *International Social Work*; *International Social Security Review*.

Methods of Assessment: There is a three-hour written examination paper in June which accounts for 75% of the total

marks. Students are required to answer three questions from a choice of twelve. In addition, students are required to write an extended elective essay, which accounts for 25% of the marks.

SA443

Race and Housing

This is a one-day training session for Diploma in Housing students in their final year. The Race and Housing module helps students understand and learn to deal with issues of equality, discrimination and participation in housing.

SA444

Rehabilitation of Offenders

Teachers Responsible: Dr. Judith Rumgay, Room A258 and Mr. Derek Cornish, Room A118

Availability and Restrictions: For M.Sc. Criminal Justice Policy; M.Sc. Criminology; LL.M. This course is also open to other M.Sc. students in consultation with their supervisors.

Core Syllabus: The aim of the course is to provide a critical analysis of the historical, contemporary and future role of offender rehabilitation policies within the criminal justice system.

Course Content: Rehabilitation of offenders: the ideal, the model, the critiques and the reformation of the approach. Criminal justice process: intervention points and service agencies, juvenile justice, custodial, probation and after-care services, problems of coercion, accountability and multi-agency co-ordination, services for the mentally disordered, unemployed and homeless. Rehabilitation research: historical and contemporary perspectives. Methodological issues: planning, implementing and evaluating interventions; Rehabilitation methods: group work and milieu therapy; behavioural, social skills and cognitive-behavioural techniques. Foundations for new approaches to rehabilitation: social interactional models of delinquent development; studying crime events and criminal decision-making; criminal lifestyles and desistance.

Teaching Arrangements: 20 weekly lectures, Michaelmas & Lent Terms. 23 x one-and-a-half-hour weekly seminars, Michaelmas, Lent & Summer Terms.

Written Work: Critical evaluation of a rehabilitation project within the student's area of interest.

Reading List: R. A. Feldman, T. E. Carlinger & J. S. Wodarski, *The St. Louis Conundrum: The Effective Treatment of Antisocial Youth*, 1983; C. R. Hollin, *Cognitive-behavioural Interventions with Young Offenders*, 1990; C. R. Hollin, *Criminal Behaviour: A Psychological Approach to Explanation and Treatment*, 1992; D. Lipton, R. Martinson & J. Wilks, *The Effectiveness of Correctional Treatment*, 1975; M. T. Nietzel, *Crime and its Modification: A Social Learning Perspective*, 1979; T. Palmer, *The Re-Emergence of Correctional Intervention*, 1992; R. R. Ross & P. Gendreau (Eds.), *Effective Correctional Treatment*, 1980; E. Rotman, *Beyond Punishment: A New View on the Rehabilitation of Criminal Offenders*, 1990.

Methods of Assessment: There is a three-hour formal written examination in the Summer Term in which three questions must be answered.

SA445

Social Planning for Rural Development

Teacher Responsible: Dr. A. Hall, Room A119

Availability and Restrictions: For M.Sc. in Social Policy and Planning in Developing Countries. This paper is one of the options available to M.Sc. students. Knowledge of rural areas and relevant work experience is desirable but not essential.

Core Syllabus: The course is designed to introduce students to the problems of rural development in the Third World, to consider alternative strategies for improving levels of living in rural areas, and to increase the contribution of the rural sector to national development.

Course Content: The rural sector in national development, the agrarian transition, theories of peasant decision-making, land tenure and agrarian reform. Tools and strategies of rural development: resettlement, community development, integrated rural development, the green revolution, appropriate technology, cooperatives. Environmental aspects, management and community participation, the role of foreign aid and impact of structural adjustment policies on the rural sector, population policy, social welfare interventions, NGOs, sustainability.

Teaching Arrangements: Michaelmas Term – Dr. Hall, "Contextual and Policy Issues"; Lent Term – Dr. S. Rifkin, "Sub-sectoral Interventions". Each part commences with two

introductory lectures followed by seminars. Final sessions in the Summer term are shared. A detailed programme is handed out at the beginning of the Session. Students are required to present papers for group discussion and must provide an outline on the blackboard or by handouts. Extensive reading is an essential part of the course and students are encouraged to discuss seminar presentations with their supervisors or with the course teachers.

Written Work: In addition to seminar presentations students write essays on this subject for their supervisors.

Reading List: A detailed reading list is included in the seminar programme. The following is an introductory list of books. A. Shepherd, *Sustainable Rural Development*, 1998; B. Crow & H. Bernstein (Eds.), *Rural Lives: Crises and Responses*, 1992; C. Dixon, *Rural Development in the Third World*, 1990; I. Jazaïri, *The State of World Rural Poverty*, 1992; J. Harris (Ed.), *Rural Development*, 1982; A. Pearce, *Seeds of Plenty, Seeds of Want*, 1980; R. Chambers, *Rural Development: Putting the Last First*, 1983; C. K. Eicher & J. M. Staatz (Eds.), *Agricultural Development in the Third World*, 1983.

Methods of Assessment: There is a three-hour written examination paper in June which accounts for 75% of the total marks. Students are required to answer three questions from a choice of 10–12 questions. In addition, students are required to write an extended elective essay of 3000 words, which accounts for 25% of the marks.

SA446

Psychology and Crime

Teachers Responsible: Mr. D. Cornish, Room A118 and Dr. J. Rumgay, Room A258

Availability and Restrictions: This one-unit course is available as an option for M.Sc. Criminal Justice Policy, M.Sc. Criminology, LL.M. students, and for other Master's students by agreement with their supervisors and as permitted by regulation.

Core Syllabus: The aim of the course is to introduce students to a selection of theory and research from key areas of criminological psychology. The course critically evaluates the range of contributions made by psychology to the theory, prevention and treatment of criminal behaviour, the prevention and investigation of crime, and the understanding of criminal justice processes.

Course Content: Grouped into five areas:

The Development of Criminal Behaviour: crime and individual differences; developmental theories; criminal career research.

Preventing Criminality and Rehabilitating Offenders: early prevention; later prevention; rehabilitation.

Varieties of Criminal Behaviour: violent offending; drugs and crime; alcohol and crime; sex offending; mental disorder, psychopathy and crime.

Courtroom Processes: juror decision-making; sentencing decision-making.

Crime Prevention and Investigation: victims and lifestyles; procedural analysis of crime; situational crime prevention; profiling of serial offenders.

Teaching Arrangements: 20 lectures and 22 seminars (including revision)

Written Work: Students will be expected to make a number of class presentations and write two essays.

Reading List: D. A. Andrews & J. Bonta, *The Psychology of Criminal Conduct*, 1994; R. Blackburn, *The Psychology of Criminal Conduct: Theory, Research and Practice*, 1993; J. C. Campbell (Ed.), *Assessing Dangerousness: violence by sexual offenders, batterers and child abusers*, 1995; D. B. Cornish & R. Clarke (Eds.), *The Reasoning Criminal: rational choice perspectives on offending*, 1986; D. C. Drummond, S. T. Tiffany, S. Glautier & B. Remington (Eds.), *Addictive Behaviour: cue exposure theory and practice*, 1995; P. Feldman, *The Psychology of Crime: a social science textbook*, 1993; S. Hodgkins (Ed.), *Mental Disorder and Crime*, 1993; C. R. Hollin & K. Howells, *Clinical Approaches to Sex Offenders and their Victims*, 1991; S. Lloyd-Bostock, *Law in Practice: applications of psychology to legal decision making and legal skills*, 1988; L. N. Robins & M. Rutter (Eds.), *Straight and Devious Pathways from Childhood to Adulthood*, 1990; R. Stephens, *The Street Addict Role: a theory of heroin addiction*, 1991; G. M. Stephenson, *The Psychology of Criminal Justice*, 1992; N. L. Weiner & M. Wolfgang (Eds.), *Pathways to Criminal Violence*, 1989; J. Q. Wilson & R. J. Herrnstein, *Crime and Human Nature*, 1985.

Methods of Assessment: There will be a three-hour unseen examination in the Summer Term. Students will be required to answer three questions.

SA447

Foundations of Health Policy (Half unit course)

Teachers Responsible: Professor J. Le Grand (Room A244) and others

Availability and Restrictions: For postgraduate students mainly as a compulsory option paper for the M.Sc. in Health and Social Services.

Core Syllabus: A comparative approach to the development of health care systems in advanced countries, emphasising present and future policy options and problems.

Course Content: The current problems facing health care systems (demographic change, new technology, rising public expectations, the spread of new diseases and behaviours); policy options and what we know of their effectiveness (e.g. the effectiveness of different kinds of curative medical care, options for preventive action); systems for providing and financing health care (informal and self care, private markets, state provision, planned and quasi-markets)

Teaching Arrangements: The course consists of 10 lectures and five seminars in the Michaelmas Term. Students will participate in presenting at least one seminar paper.

Written Work: Students will write one essay and present one piece of course work during the course.

Reading List: B. Abel-Smith, *An Introduction to Health Policy, Planning and Financing* (1994); N. Carter, R. Klein, & P. Day, *How Organisations Measure Success*, 1992; J. Le Grand & W. Bartlett, *Evaluating the NHS Reforms*, 1994; T. McKeown, *The Role of Medicine*, 1976.

Methods of Assessment: The course will be examined by a coursework essay of not more than 2,000 words to be submitted at the end of the Michaelmas Term and a two hour written examination in June. Students must answer two questions. The examination will count for 60% of the total mark and the course work essay for 40%.

SA448

Foundations of Social Service Policy

(Half unit course)

Teachers Responsible: Miss S. Sainsbury (Room A250) and others

Availability and Restrictions: For postgraduate students mainly as a compulsory option paper for the M.Sc. in Health and Social Services.

Core Syllabus: A comparative approach to the development of social care systems in advanced countries, emphasising present and future policy options and problems.

Course 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 (e.g. 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 Arrangements: The course consists of 10 lectures and 10 seminars in the Lent Term. Students will participate in presenting at least one seminar paper.

Written Work: Students will write one essay and present one piece of course work during the course.

Reading List: H. Brown & H. Smith, *Normalisation: a reader for the nineties*, 1992; N. Carter, R. Klein & P. Day, *How Organisations Measure Success*, 1992; K. Jones, *Asylums and After: a revised history of the mental health services*, 1993; A. Netten & J. Beecham, *Costing Community Care*, 1993; M. Knapp *et al.*, *Care in the Community*, 1992; M. Parry (Ed.), *The Children Act 1989: Conflict and Compromise*, 1992; S. Sainsbury, *Regulating Residential Care*, 1989; A. Schorr, *The Personal Social Services: an outside view*, 1992; G. Wistow *et al.*, *Social Care in the Mixed Economy*, 1994.

Methods of Assessment: The course will be examined by a coursework essay of not more than 2,000 words to be submitted at the end of the Lent Term and by a two-hour written examination in June. Students must answer two questions. The examination will count for 60% of the total mark and the course work essay for 40%.

SA449

**Management in Health and Human Services
(Half unit course)**

Teachers Responsible: Professor H. Glennerster, Room A243
Availability and Restrictions: For postgraduate students mainly as a compulsory option paper for the M.Sc. in Health and Social Services.

Core Syllabus: The course analyses the nature of human service organisations: the management of professionals; the measurement of performance; the nature of the market for human services; governance and control; accountability and probity; efficiency and operability; financial and strategic planning; the high technology organisation.

Course Content: A multi-disciplinary approach to management issues in public and voluntary agencies.

Teaching Arrangements: The course consists of 10 lectures and 10 seminars though the time will be used flexibly for role play and case study work. Students will be expected to lead discussions drawing on their own organisational experience.

Written Work: Students will write one essay and present one piece of course work during the course.

Reading List: R. Hall, *Organisations: structures, processes and outcomes* (6th Edn.); D. Billis, *Organising Public and Voluntary Organisations*, 1993; P. Day & R. Klein, *Accountabilities*, 1987; R. Hadley & D. Forster, *Doctors as Managers*, 1993; C. Handy, *Understanding Organisations*; Y. Hasenfeld (Ed.), 1992, *Human Services as Complex Organisations*; R. Stewart, *The Reality of Organisations: a Guide for Managers*, 1993.

Methods of Assessment: The course will be examined by a coursework essay of not more than 1,500 words to be submitted by 5pm on the Friday of the first week of the Summer Term. There will be a two-hour written examination in June. Students must answer two questions. The examination will count for 60% of the total mark and the course work essay for 40%.

SA450

Social Policy and Administration

Teachers Responsible: Dr. M. Kleinman, Room A259 and others

Availability and Restrictions: For M.Sc. in Social Policy and Planning; M.Sc. Voluntary Sector Organisation. Also open to students taking the M.Sc. in Criminal Justice Policy, the M.Sc. in Health Planning and Financing, the M.Sc. in Health and Social Services and the M.Sc. in European Social Policy and other M.Sc.s. Not available to any M.Sc./Diploma Housing students.

Core Syllabus: Broad themes affecting social policy in Britain and other advanced industrial societies; administrative and policy implementation issues largely focusing on Britain as an example.
Course Content: This course will be concerned in general terms with social policy and with welfare services. It will take account of historical developments and include, where appropriate, comparative developments in other countries, and focus on current policy questions.

The course is divided into two parts, dealing with policy formation in the first part and policy implementation in the second. Part One: growth and achievement of social policy; the political economy of social policy; demographic trends and their implications; the European dimension; the role of law in social policy; gender and social policy; poverty, unemployment and social exclusion. Part Two: policy implementation: the mixed economy of welfare; organisational problems and front-line delivery; turning theory into practice; coping with conflicting goals; multi-culturalism and equal opportunities; informal care and self-help; user involvement and participation.

Teaching Arrangements: 20 weekly lectures (SA450.1)
Analysis of Social Policy and Administration. 25 weekly seminars throughout the session. Lecture course SA305, **Principles of Social Policy** is also relevant for students.

Reading List: Some introductory texts are: M. Bulmer, J. Lewis & D. Piachaud (Eds.), *The Goals of Social Policy*, Unwin Hyman, 1989; H. Glennerster, *Paying for Welfare: the 1990s*, Harvester Wheatsheaf, 1997; M. Hudson, *Managing without Profit*, Penguin, 1995; H. Glennerster & J. Hills, *The State of Welfare* (2nd edn.), 1997; J. Hills, *The Future of Welfare*, JR Foundation, 1993; R. M. Titmuss, *Essays on the Welfare State* (3rd edn.), Allen & Unwin, 1976; H. Glennerster, *British Social Policy since 1945*; E. Esping-Andersen, *The Three-Worlds of Welfare Capitalism*. A full bibliography will be handed out with the programme of seminar topics. It is hoped that study packs will be available.

Methods of Assessment: There is a written formal three-hour examination in June.

SA451

Social Policy Research

Teachers Responsible: Professor John Hills, Room R407 (with colleagues)

Availability and Restrictions: For M.Sc. Social Research Methods (Social Policy), M.Sc. Social Policy and Planning, M.Sc. Health and Social Services and M.Sc. European Social Policy.

Core Syllabus: The course reviews applications of a wide variety of research methods to the study of social policy questions.

Course Content: The varied traditions and approaches to social policy research. Historical methods and archive research. Field studies: participatory research; understanding organisations at work; interviewing users, clients and policy-makers. Analysis of policy and of policy reform. Social experiments and pilots. Geographical methods. Social surveys and the analysis of large datasets. Longitudinal analysis. Microsimulation techniques. Comparative research. Research strategies and choices. Research programmes. The impact of social policy research.

Written Work: In addition to written versions of their seminar presentations, students will write at least two essays for the course.

Teaching Arrangements: 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.

Reading List: P. Alcock et al. (Eds.), *The Student's Companion to Social Policy*; M. Bulmer et al., *The Goals of Social Policy*; M. Bulmer, *The Uses of Social Research*, C. Hakim, *Research Design: strategies and choices in the design of social policy*; H. Glennerster & J. Hills (Eds.), *The State of Welfare* (2nd edn.), 1997; C. Robson, *Real World Research*; B. S. Rowntree, *Poverty: a study of town life*; C. Wenger *The Research Relationship: Practice and Policy in Social Policy Research*; W. F. Whyte, *Street Corner Society*. Additional references will be supplied at the start of the course and in lectures.

Methods of Assessment: Three-hours unseen paper taken in June.

SA452

Social Policy, Planning and Participation in Developing Countries

Teachers Responsible: Dr. Anthony Hall, Room A119 and Dr. Jo Beall, Room A267

Availability and Restrictions: For M.Sc. in Social Policy and Planning in Developing Countries. This paper is a compulsory part of the M.Sc. in Social Policy and Planning in Developing Countries. Students are expected to have a background in the social sciences and *practical work experience in developing countries*. Seminars draw extensively on case studies from the Third World and students should provide themselves with background information on their own countries, or one on which they intend to focus.

Core Syllabus: The course is designed to give students a knowledge of the theory and methodology of social policy, planning and participation in developing countries. It examines the interrelationship between theoretical approaches to Third World development and the formulation and practice of social policy, planning and community participation in relation to different social, economic and political contexts.

Course Content: Major theoretical approaches to development and their implications for social policy; contextual sociological and economic development issues important for social policy: poverty and income distribution, social capital; social exclusion; migration, gender, the social dimensions of the debt crisis and structural adjustment programmes, approaches to social planning and implications for planning methodology and community participation; national level social policy issues relating to population, aid, famine and food security, refugees, the environment; the role of government, international organisations, and non-government organisations in implementing social policy; basic development economics for social planning: markets and command economies, poverty and income distribution, economics of state intervention, trade and development, privatisation and planning, economic growth; social planning methods and planning techniques: qualitative and quantitative data collection, surveys, censuses, social indicators, use of computing in social planning, forecasting, cost-benefit analysis,

social impact assessment, project appraisal, monitoring and evaluation; the organisation and management of social planning; centralisation and decentralisation, the role of community participation in social planning practice, operational community participation methodologies such as Participatory Rural Appraisal and Development Planning for Real; gender planning methodology.

Teaching Arrangements: Teaching is by two one-and-a-half-hour lectures, one seminar and one workshop per week in the Michaelmas, Lent and half the Summer Terms. These are: SA452.2: **The Theory of Social Policy, Planning and Participation** (lecture and seminar series). SA452.3: **The Methodology of Social Policy, Planning and Participation in Developing Countries** (lecture and workshop series)

Written Work: In addition to the preparation of papers, workshop exercises and a project-planning exercise for the seminars, students will write essays for their tutors on the subject matter of the course.

Reading List: No one book covers the entire syllabus so that specialist lists for each topic will be provided. The following books are recommended: M. Hardiman & J. Midgley, *The Social Dimensions of Development: Social Policy and Planning in the Third World*; J. Brohman, *Popular Development: Rethinking the Theory and Practice of Development*; D. Booth (Ed.), *Rethinking Social Development*; J. Toye, *Dilemmas of Development*; D. Hulme & M. Turner, *Sociology and Development: Theories, Policies and Practices*; J. Midgley, *Social Development*; M. Bulmer & D. Warwick (Eds.), *Social Research in Developing Countries*; M. Cernea, *Putting People First: Sociological Variables in Rural Development*.

Methods of Assessment: Assessment will be in two parts. Work covered in SA452.2 will be by a three-hour written examination in June which accounts for 75% of the marks. Students are required to answer three questions from a choice of 10-12 questions. SA452.3 will be evaluated through groupwork and a written report produced as part of the project planning exercise which accounts for 25% of the marks. SA452.3 will also form a useful foundation for the elective papers and some questions in those papers will require an understanding of the methodological issues covered in this core seminar.

SA453

Social Science Methods for Health Research

Teachers Responsible: Dr. K. Wellings, Dr. J. Green, Dr. V. Berridge and others, Department of Public Health & Policy, London School of Hygiene & Tropical Medicine

Availability and Restrictions: For M.Sc. Health Policy Planning and Financing and, subject to agreement, other Master's students registered in the Department of Social Policy and Administration. This course is most suitable for students with a background in the health professions and non-medical graduates with a good honours degree in one of the social sciences.

Course Content: *One Linear Unit: followed by one of several study units. Linear Unit:* Introduction to basic research methods including interviewing, focus groups, principles of classification and measurement, historical methods, participant observation; applications of qualitative and measurement techniques. Related study units vary slightly from year to year but may include the following: *Sociological Approaches to Health Study Unit:* Assessing health-related psychological outcomes. Personality and cognitive factors in health and illness. Adherence/compliance with preventive and treatment regimes. Social support and health. Improving health and coping with illness. Cultural conceptions of health. Health and social stratification. *Medical Anthropology in Public Health Study Unit:* Social cultural dimensions of health and medicine. Concepts and definitions of disease, illness and sickness. Understanding people in context. Anthropology and epidemiology. Medical pluralism, health care and prevention. *Design and Management of Research Study Unit:* The research process and policy relevant research. Writing a research proposal. Literature reviews. Funders' views of research. Managing research funding: ethics, presentation and dissemination.

Teaching Arrangements: (SA453) Students take the Social Science Methods Methodology linear unit in the Michaelmas Term and one of three study units in the Lent/Summer terms. Each study unit occupies two half days per week for five weeks. Students will be expected to participate in seminars (SA453). This course will be given at the LSHTM.

Written Work: As well as seminar papers and practical work, the students will be expected to produce two pieces of written work for assessment.

Reading List: More detailed reading lists will be available for each course unit. Basic reading includes: D. L. Patrick & G. Scrambler (Eds.), *Sociology As Applied to Medicine*, Baillière Tindale, 1982; D. Landy, *Culture, Disease and Healing*, Macmillan, 1977; L. Eisenberg & A. Kleinman, *The Relevance of Social Science to Medicine*, D. Reidel & Co., 1981; D. J. Gasley & D. A. Lurz, *Data Collection in Developing Countries: Surveys and Censuses in the Third World*, John Wiley, 1983; A. Cochrane, *Effectiveness and Efficiency*, Nuffield Provincial Hospitals Trust, 1971; G. Scrambler (Ed.), *Sociological Theory and Medical Sociology*, Tavistock, 1987.

Methods of Assessment: Assessment includes one three-hour unseen exam held in June (40%) plus one piece of continuous assessment within the selected study unit (60%).

SA456

Study Skills

Teacher Responsible: Professor A. Power, Room A239

Availability and Restrictions: For M.Sc. Housing/Diploma and M.Sc. Housing (International)/Diploma. Other students may attend where regulations permit (dependent on places available).

Core Syllabus: The course comprises eight short sessions lasting 20 minutes and covering basic study skills. The session is completed with a practice exercise of 10 minutes. The course is particularly helpful for students not experienced in LSE's formal lecture and examination structure.

SA457

**Managing Change in Health and Social Services
(Half unit course)**

Teachers Responsible: Dr. G. Wilson, Room A270

Availability and Restrictions: For postgraduate students mainly as a compulsory option paper for the M.Sc. in Health and Social Services.

Core Syllabus: A multi-disciplinary approach to management in agencies where the risk of staff burn out is high and inter-agency coordination and user participation are key aspects of service quality. The course covers issues relevant to service design and delivery in public, private and voluntary agencies. The approach is critical, comparative and historical.

Course Content: The course analyses the nature of service organisations providing health and social care; value dilemmas in public management; the management of professionals; motivation, incentives and rewards; control and ownership; emotions in organisations; service design and marketing; user choice and empowerment; efficiency and operability; mechanisms of co-ordination and control; management innovation, leadership and organisational learning.

Teaching Arrangements: 10 Lectures Michaelmas Term. 10 x one-and-a-half-hour Seminars Michaelmas Term. Students will participate in presenting at least one seminar paper.

Written Work: Students will write one essay and present one piece of course work.

Reading List: N. Flynn, *Public Sector Management*, 1993; L. Metcalfe & S. Richards, *Improving Public Management*, 1990; H. Mintzberg, *Structure in Fives*, 1983; R. Normann, *Service Management*, 1991; C. Perrow, *Complex Organisations*, 1986; C. Pollitt, *Managerialism and the Public Services*, 1993; S. Ranson & J. Stewart, *Management for the Public Domain*, 1994; L. Willcocks & J. Harrow (Eds.), *Rediscovering Public Sector Management*, 1992.

Methods of Assessment: The course will be examined by a course work essay of not more than 2000 words to be submitted at the beginning of the Lent term. There will be a two-hour written examination in June. Students must answer two questions. The examination will count for 60% of the total mark and the course work essay for 40%.

SA458

Child Protection: Risk Assessment and Decision Making

Teacher Responsible: Dr. E. Munro, Room A272

Availability and Restrictions: Mainly for part-time students, M.Sc. Health and Social Services, who are experienced professionals working in the child protection system.

Core Syllabus: The course examines the content and the structure of risk assessment and decision making in child protection work.

Course Content: Developments in law and policy relating to child protection; how the system is working. Definitions of child

abuse. Theories and research on the incidence, causes and recognition of child abuse. Investigation methods and skills. Risk assessment: formal models; current empirical findings; use of assessment instruments. Decision theory; common errors of reasoning. Lessons from child abuse inquiries.

Teaching Arrangements: Lectures 23 weekly, sessional. Seminars 23 weekly, sessional.

Written Work: Students will be expected to prepare work for seminars.

Reading List: E. Farmer & M. Owen, *Child Protection Practice: Private Risks and Public Remedies*, 1995; J. Gibbons, S. Conroy & C. Bell (Eds.), *Operating the Child Protection System*, 1995; National Research Council, *Understanding Child Abuse and Neglect*, 1993; D. Gough, *Child Abuse Interventions: A review of the research literature*, 1993; D. Thorpe, *Evaluating Child Protection*, 1994; E. Gambrell, *Critical Thinking in Clinical Practice*, 1990; D. Kahneman, P. Slovic & A. Tversky (Eds.), *Judgement under uncertainty: Heuristics and biases*, 1982; D. Lindley, *Making Decisions*, 1971.

Methods of Assessment: This course is examined by a two-and-a-quarter-hour examination (50%) in the Summer term, and two items of course work, one submitted at the beginning of the Lent Term (25%) and one at the beginning of the Summer Term (25%).

SA459

Children in Need: Developing Preventive and Supportive Services

Teachers Responsible: Dr. Eileen Munro, Room A272 and Dr. Gill Bridge, Room A256

Availability and Restrictions: Mainly for part-time students, M.Sc. in Health and Social Services, who are experienced professionals working in child welfare services.

Core Syllabus: This course examines policy, research and a range of service options for children in need.

Course Content: Developments in law and policy relating to children in need; current implementation of policy. Assessment skills; family functioning, child development. Direct work with families: parenting skills, child management, family conferences. Service provision: day care, respite care, family centres, befriending systems.

Teaching Arrangements: Lectures 23, weekly, sessional. Seminars 23 weekly, sessional.

Written Work: Students will be expected to prepare work for seminars.

Reading List: Audit Commission, *Seen but not Heard: Coordinating Community Child Health and Social Services for Children in Need*, HMSO, 1994; J. Gibbons (Ed.), *The Children Act 1989 and Family Support*, HMSO, 1992; J. Gibbons, S. Conroy & C. Bell (Eds.), *Operating the Child Protection System*, 1995; M. Hill, R. Kirk, & D. Part (Eds.), *Supporting Families*, HMSO, 1995; D. Neville, L. King & D. Beak (Eds.), *Promoting Positive Parenting, Arena*, 1995; P. Reder & C. Lucey (Eds.), *Assessment of Parenting, psychiatric and psychological contributions*, Routledge, 1995; K. Stalker (Ed.), *Developments in Short-Term Care*, Jessica Kingsley, 1996.

Examination Arrangements: This course is examined by a two-hour exam (50%) in the Summer Term and two items of course work, one submitted at the beginning of the Lent Term (25%) and one at the beginning of the Summer Term (25%).

SA460

Urbanisation and Social Planning

Teacher Responsible: Dr. S. Kumar, Room A226

Availability and Restrictions: For M.Sc. in Social Policy and Planning in Developing Countries. This paper is one of the options available to the M.Sc. students. Knowledge of economic and social aspects of urban development and work experience in developing countries is desirable, but not essential.

Core Syllabus: The course examines the contextual, social, economic and spatial problems associated with urbanisation in developing countries, and the different policies and planning practices designed to solve them.

Course Content: The course is divided into four parts. The first part explores different conceptual approaches to Third World development and their implications for the analysis of urbanisation and the city. The second part examines the urbanisation process and national urban planning: rural to urban migration; urban growth; national urbanization strategies; regional planning. The third part of the course discusses theories

and policy prescriptions concerning social problems within developing cities: poverty and unequal income distribution; individual and community level survival strategies; gender roles and needs; urban social movements; employment and the informal sector; access to land; squatter settlements and housing; health and the environment; street children. The final part covers the management of planned intervention in the urban context: decentralized planning and urban management; community participation in urban projects; and the social impact of structural adjustment policies in cities.

Teaching Arrangements: Six lectures (SA460) and 16 seminars (SA460) and workshops over the Michaelmas, Lent and Summer Terms.

Written Work: All students prepare presentations during the year, and are expected to read widely and participate in seminar discussions. In addition to seminar and workshop presentations students write essays on this subject for their tutors.

Reading List: A detailed reading list will be included in the seminar programme. The following is an introductory list of books: A. Gilbert & J. Gugler, *Cities, Poverty and Development*; J. Hardoy & D. Satterthwaite, *Squatter Citizen*; V. Bromley & C. Gerry (Eds.), *Casual Work and Poverty in Third World Cities*; J. Turner, *Housing by People*; J. Gugler (Ed.), *The Urbanisation of the Third World*; C. Moser & L. Peake (Eds.), *Women, Human Settlements and Housing*; J. Hardoy et al., *Environmental Problems in Third World Cities*; T. Harpham et al., *In the Shadow of the City: Community Health and the Urban Poor*; N. Devas & C. Rakodi (Eds.), *Managing Fast Growing Cities*; J. Beall (Ed.), *A City for All: valuing difference and working with diversity*.

Methods of Assessment: There is a three-hour written examination paper in June which accounts for 75% of the total marks. Students are required to answer three questions from a choice of 10 to 12 questions. In addition, students are required to write an extended elective essay, which accounts for 25% of the marks.

SA461

Voluntary Sector Policy and Administration

Teacher Responsible: Dr. Margaret Harris, Room N12c

Availability and Restrictions: For M.Sc. in Voluntary Sector Organisation and M.Sc. in Management of Nongovernmental Organisations. Students on those degrees must take this course. This course is intended for people who have experience of the 'third sector' in the UK or abroad, or who wish to make their career in the sector.

Core Syllabus: The course is concerned with policy and practice, primarily in the UK voluntary sector although it also draws on relevant material from other countries. "The voluntary sector" is taken to refer to non-governmental, non-profit-seeking organisations; also know as the 'third sector'. The course focuses particularly, but not exclusively, on welfare agencies.

Course Content: Themes: distinctive features of voluntary agency management; informality and bureaucracy; organisational change and growth; individual personality, organisational design and alternative agency structures; monitoring and control; inter-agency collaboration; policy formulation and change; values, legitimacy and agency structure; internal and external accountability. Topics: typologies and theories of the voluntary sector; self-help, mutual-aid and associations; volunteering; governing bodies; headquarters and local groups; funding and its organisational impact; contracting; strategic management. Research-based and student case studies.

Teaching Arrangements: Weekly one-and-a-half-hour lectures in the Michaelmas, Lent and Summer Terms. **Voluntary Sector Policy and Administration** (SA461.1); and Weekly one-and-a-half-hour seminars in the Michaelmas, Lent and Summer Terms. **Institutions and Issues in the Voluntary Sector** (SA461.2) and **Aspects of Voluntary Sector Policy and Administration** (SA461.3).

Written Work: Students must produce three course essays of not more than 1,500 words each on titles supplied by the course teachers.

Reading List: The following are some key texts. Much of the relevant literature is contained in pamphlets and journal articles and in the material produced by the Centre for Voluntary Organisation. Additional references will be provided at the start of the course and in lectures. D. Billis, *Organising Public and Voluntary Agencies*; D. Billis & M. Harris (Eds.), *Voluntary Agencies: challenges of organisation and management*; W. Powell (Ed.), *The Nonprofit Sector: A Research Handbook*; R. Butler & D. Wilson, *Managing Voluntary and Non-profit*

Organisations; R. Kramer et al., *Privatization in Four European Countries: Government/Third Sector Relationships*; J. Davis Smith, C. Rochester & R. Hedley (Eds.), *An Introduction to the Voluntary Sector*.

Methods of Assessment: There is a written formal three-hour examination in June which carries a maximum 50% of the marks for the course. The average marks of the two "best" of the three course essays submitted during the Michaelmas and Lent Terms also carry a maximum 50% of the marks.

SA462

Welfare Rights

This is a one-day training session for Diploma in Housing students in their final year. Welfare Rights familiarises students with how to advise and help low income tenants with benefits and other income support, introducing the agencies, services and structure of the income support system.

SA464

Housing Organisation and Management

(Half unit course)

Teacher Responsible: Professor A. Power, Room A239

Availability and Restrictions: Primarily for M.Sc./Diploma in Housing and optional for M.Sc. Housing (International). Other students may attend where regulations permit.

Core Syllabus: The organisation of housing in Britain, and other countries, with a focus on social housing.

Course Content: Different models of housing tenure; organisation and management of housing, restructuring, decentralisation, privatisation, tenant participation. Homelessness, access and affordability. Urban regeneration.

Teaching Arrangements: 10 Lectures, Lent Term. 10 Classes, Lent Term.

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, *Hovels to high rise*; P. Saunders, *A nation of homeowners*; Audit Commission, *Managing the Crisis in Council Housing*; E. Savas, *Privatization*.

Methods of Assessment: There is a two-hour written examination in June in which two questions must be answered.

SA465

Criminal Justice Policy – Long Essay

Teacher Responsible: Dr. J. Rumgay, Room A258

Availability and Restrictions: For M.Sc. Criminal Justice Policy. Those taking the course part-time must submit the essay in their second year. The course is compulsory for all students taking the M.Sc. in Criminal Justice Policy.

Core Syllabus: The objective of the Long Essay is to write an original dissertation on an approved topic in the field.

Selection of the 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.

Methods of Assessment: The date for submission of the Long Essay is September. Essays should be no more than 10,000 words in length, excluding notes and appendices and should be typed. Formal titles should be registered with the Course Director by the end of January.

SA466

European Social Policy – Long Essay

Teacher Responsible: Dr. S. P. Mangen, Room A261

Availability and Restrictions: For M.Sc. European Social Policy. The long essay is compulsory.

Core Syllabus: The purpose is to allow students to study a topic in depth researching the literature and analysing a subject: often these essays involve original perspectives or research.

Selection of Topic: The general subject area of the Long Essay should be approved by the course convener and tutor by the sixth week of the Michaelmas Term and the final title of the Long Essay should be submitted to the course convener by the end of the Michaelmas Term.

Arrangements for Supervision: An appropriate tutor will be appointed to advise each candidate and comment on the first draft of the Long Essay.

Methods of Assessment: The completed essay, which should be typewritten, must be submitted by 20th June in the year of the examination. It must not exceed 10,000 words – bibliography and tables will not be included in this total.

SA467

Health and Social Services Dissertation

Teacher Responsible: Dr. Gail Wilson, Room A270

Availability and Restrictions: Compulsory for M.Sc. Health and Social Services

Core Syllabus: The purpose of the dissertation is to allow students to make an in-depth examination of an aspect of theory or practice. The aim is to link theory to practice or to develop theory. Work placed based field work is usual but not essential.

Selection of Topic: The general subject area should be approved by the sixth week of the Michaelmas Term in the final year and the title should be submitted to the Course Tutor by the end of the Michaelmas Term.

Arrangements for Supervision: An appropriate tutor will be allocated to the student at the end of the first year.

Method of Assessment: The completed essay should be typewritten and must be submitted by 20 June in the final year of the course.

SA468

Health Policy, Planning and Financing – Report

Teachers Responsible: Dr. F. Sassi, Room A225 and Dr. H. Goodman, London School of Hygiene and Tropical Medicine

Availability and Restrictions: This course is intended for students studying on the M.Sc. Health Policy, Planning and Financing who have extensive experience in that area.

Core Syllabus: The purpose is to allow students to explore, in depth, health policy topics, applying analysis and techniques studied in other parts of the course.

Selection of Topic: The general subject area of the report should be approved by the course convener and tutor, and the final title of the Report should be submitted to the course convener by the end of the Michaelmas Term.

Arrangements for Supervision: An appropriate tutor will be appointed to advise each candidate and comment on the first draft of the Report.

Methods of Assessment: The completed Report, which should be typewritten, must be submitted by 1 June in the year of the examination. It should not exceed 10,000 words – bibliography and tables will not be included in this total.

SA469

Housing Dissertation

Teacher Responsible: Professor A. Power, Room A239

Availability and Restrictions: For M.Sc. in Housing and M.Sc. Housing (International).

Core Syllabus: A dissertation of not more than 10,000 words on a housing topic to be approved by the candidate's teachers. The dissertation offers the opportunity for a detailed and thorough exploration of an area of special interest to the student. It may involve original field work.

Supervision and Teaching Arrangements: 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

Methods of Assessment: The dissertation must be submitted to the Course Director by June 14. It should be typewritten. Precise details on format and presentation will be issued by the Department. Candidates may be called for an oral examination if the Examiners wish to satisfy themselves that the dissertation is the candidate's own work.

SA470

NGO Management – Dissertation

Teacher Responsible: Dr. D. Lewis, Room N13c

Availability and Restrictions: For M.Sc. in NGO Management. This course is compulsory for students on this degree.

Core Syllabus and Objective: A dissertation on a topic related to NGO Management and approved by the candidate's teachers.

The dissertation offers the opportunity for detailed exploration, under supervision, of an area of special interest to the student. It may involve original field work or the analysis, appraisal and application of existing literature.

Supervision and Teaching Arrangements: Students will pursue their dissertations under the supervision of one of their course teachers who will offer advice on the choice and scope of subject, methodology, reading, construction and presentation of the work. Comments will be provided on an initial draft. There will be weekly seminars, beginning in the Lent Term, to enable students to explore their proposals and plans as a group.

Methods of Assessment: The dissertation must be submitted to a course teacher by the last week in August. It should be not more than 10,000 words and typewritten.

SA471

Social Policy and Planning – Long Essay

Teachers Responsible: Dr M. Kleinman, Room A259 and Tutor
Availability and Restrictions: For M.Sc. Social Policy and Planning. The Long Essay is compulsory.

Core Syllabus: The purpose is to allow students to study a topic in depth researching the literature and analysing a subject; often these essays involve original perspectives or research and some have been subsequently published.

Selection of Topic: The general subject area of the Long Essay should be approved by the course convener and tutor by the sixth week of the Michaelmas term and the final title of the Long Essay should be submitted to the course convener by the end of the Michaelmas Term.

Arrangements for Supervision: An appropriate tutor will be appointed to advise each candidate and comment on the first draft of the Long Essay.

Methods of Assessment: The completed essay, which should be typewritten, must be submitted by 20 June in the year of the examination. It must not exceed 10,000 words.

SA472

Social Policy and Planning in Developing Countries – Dissertation

Teacher Responsible: Dr. A. Hall, Room A119

Availability and Restrictions: The dissertation is a course requirement for all those taking the M.Sc. in Social Policy and Planning in Developing Countries.

Core Syllabus: The 10,000 word dissertation enables students to analyse in greater depth a topic of relevance to social policy and planning.

Selection of Topic: The area of study is defined by the student, with the supervisor's assistance if necessary, during the Michaelmas Term.

Arrangements for Supervision: The supervisor will provide regular supervision and read drafts, providing feedback as required.

Methods of Assessment: The date for submission of the dissertation is the end of August. Dissertations should be no more than 10,000 words in length, excluding notes and appendices. Students are strongly recommended to acquire word processing skills and type their own dissertations.

SA475

Voluntary Sector Dissertation

Teacher Responsible: Dr. Margaret Harris, Room N12c

Availability and Restrictions: For M.Sc. Voluntary Sector Organisation. Students on this degree must take this course.

Core Syllabus and Objective: A dissertation on a topic related to voluntary sector organisation and approved by the candidate's teachers. The dissertation offers the opportunity for detailed exploration, under supervision, of an area of special interest to the student. It may involve original field work or the analysis, appraisal and application of existing literature.

Supervision and Teaching Arrangements: Students will pursue their dissertations under the supervision of one of the course teachers who will offer advice on choice and scope of subject, methodology, reading, construction and presentation of the work. Comments will be provided on an initial draft. There will be fortnightly one-and-a-half-hour seminars (SA475) beginning in the Michaelmas Term, to enable students to explore their proposals and plans as a group.

Methods of Assessment: The dissertation must be submitted to a course teacher by 15 June. It should be not more than 10,000 words and typewritten.

SA476

Financial Aspects of Service Development and Provision (Half unit course)

Teachers Responsible: Dr. T Ahrens, Room Y209 and Dr. G. Wilson, Room A272

Availability and Restrictions: An optional course for students on the M.Sc. Health and Social Services and other relevant MSc courses.

Core Syllabus: The course provides an introduction to management accounting, corporate financial reporting and investment capital appraisal. Emphasis will be put on both the technical aspects of these subjects and their use in a managerial context.

Course Content: Basic accounting concepts; the use of accounting in management; financial planning and control; company accounts. The application of these concepts to health and social services whether public, private or voluntary.

Teaching Arrangements: The course consists of five meetings of two hours, with optional workshops of one hour each in the first five weeks of the Michaelmas Term. This part of the course follows the lectures for AC490. The next five meetings will consist of case studies presented by practitioners from health and social services and leading accountancy firms. Students will participate in the accompanying discussions.

Written Work: Students are required to attempt exercises and written assignments involving management accounting problems during the course.

Reading List: Students should buy B. Jones, *Financial Management in the Public Sector* (1996). A detailed reading list will be handed out at the beginning of the course. The following texts are illustrative. C. T. Hongren and G. L. Sundem, *Introduction to Management Accounting* (latest edition), M. T. Pendlebury and R. Groves, *Company Accounts: Analysis, Interpretation and Understanding* (latest edition).

Method of Assessment: A two-hour formal written examination in June.

SA477

Legal Aspects of Service Development and Provision (Half unit course)

Teacher Responsible: Dr. J. Carrier, Room A238

Availability and Restrictions: An optional course for students on the M.Sc. Health and Social Services.

Core Syllabus: To provide an introduction to the major legal ideas, cases, and practices which affect Health and Social Services provision.

Course Content: The course is in two parts.

Part I will cover the major legal concepts and jurisprudence which structure legal decision making.

Part II will cover key social policy areas which are structured by legal decisions:

- Health care
- Social Services – with reference to community care; children (protection) and legal/financial relationships between Health and Social Service authorities, especially in the care of the elderly.
- Housing and the "vulnerable" homeless.
- Education with reference to "special needs"
- The impact of equality legislation – race, gender, employment.

Teaching Arrangements: 10 Lectures, Lent Term. 10 Classes (one-and-a-half-hours), Lent Term.

Written Work: Prepared papers will be expected for class discussion.

Reading List: H. L. A. Hart, *The Concept of Law*; R. Dworkin, *Law's Empire*; M. Zander, *The Law Making Process* (4th edn.); R. Cranston, *The Legal Foundations of the Welfare State*; J. Driscoll, *The Housing Act, 1996*; C. Newdick, *Who Shall We Treat*; J. W. Harris & R. Cross, *Precedent in English Law*; R. Cross, *Statutory Interpretation* (3rd edn.), 1995; J. A. G. Griffith, *The Politics of the Judiciary* (5th edn.), 1997; various law reports to be recommended.

Methods of Assessment: A two-hour formal written examination in June. Students must answer three questions.

SA478

International Housing and Social Change

Teacher Responsible: Professor A. Power, Room A239

Availability and Restrictions: For M.Sc. Housing (International). Other students may attend where regulations permit.

Core Syllabus: Key housing issues facing developed and developing countries.

Course Content: Urbanisation and rapid urban growth, informal settlements, private owner-occupied and rented housing, housing finance and affordability, government intervention and housing provision, community development, self-help and participation. Homelessness, social segregation and ethnic tensions.

Teaching Arrangements: 20 Lectures, Michaelmas and Lent Terms. 20 Classes, Michaelmas and Lent Terms. There will be revision classes in the Summer Term.

Written Work: Each student will prepare four x 2,000 word essays and make accompanying class presentations.

Reading List: Habitat 2, *Global report*; B. Aldrich, *Housing the urban poor*; A. Power, *Estates on the edge*; C. Jencks, *Homelessness*; Sathenthwaite and Hardy, *Squatter Settlements*; K. Mathey, *Beyond self help housing*; Van Vliet, *International Housing Policy*.

Methods of Assessment: There is a three-hour written examination in June in which four questions must be answered.

SA479

Housing Policy and Development (Half unit course)

Teacher Responsible: Professor A. Power, Room A239

Availability and Restrictions: For M.Sc./Diploma in Housing and M.Sc. Housing (International). Other students may attend where regulations permit.

Core Syllabus: The development of housing policy from the late nineteenth century to the present day, with a focus on social housing. Topics include: the development of social housing, the post-war drive for mass house building, the growth of owner-occupation and the decline of the private rented sector, the emergence of problems within social housing, and the restructuring of social housing since the 1980s.

Teaching Arrangements: 10 lectures, Michaelmas Term. 10 classes, Michaelmas Term. There will be revision classes in the Summer Term.

Written Work: Each student will prepare two 2,000 word essays and make accompanying class presentations.

Reading List: J. Burnett, *A Social History of Housing*; Wohl, *The Eternal Slum*; P. Dunleavy, *The Politics of Mass Housing in Britain 1945-75*; M. Burbidge *et al.*, *Investigation of Difficult to Let Housing*; A. Coleman, *Utopia on Trial*; A. Power, *Property Before People; Hovels to High Rise*.

Methods of Assessment: There is a two-hour written examination in June in which two questions must be answered.

SA480

Advanced Population Analysis

Teacher Responsible: Professor J. Hobcraft, Room A251

Availability and Restrictions: For M.Sc. in Demography. Also available to students taking M.Sc. in Population and Development. Students must take Basic Population Analysis (SA481) or equivalent and must have a familiarity with personal computers.

Core Syllabus: This course provides a computer-based introduction to techniques of indirect demographic estimation; the tabular analysis of large-scale demographic survey data; and multivariate analysis of such demographic data.

Course Content: The course comprises three blocks:

- 1) Indirect demographic estimation: an introduction to the underlying principles and techniques for estimating mortality from special questions on survival of relatives and other related indirect techniques. Application of these techniques using a specialised computer package (Mortpak-lite).
- 2) Tabular analysis of demographic survey data: this will focus on the structure of demographic data, including some of the complications arising from censoring and selection in demographic event histories. Applications will make use of a standard statistical package (Stata) and use a substantial demographic survey, covering cross-tabulations, derivation of rates and life-tables.
- 3) Model-based analysis of demographic data: this will cover multiple regression analysis of fertility and mortality and will touch on issues of censoring in event history analysis. The underlying concepts and assumptions will be stressed. Applications will use a standard statistical package (Stata).

Course Materials: Relevant documentation and data sets will be made available and a full reading list given.

Teaching Arrangements: Ten one-hour lectures and ten two-hour computer sessions in the Michaelmas term (SA480).

Methods of Assessment: The course will be assessed on the basis of an assignment for each block.

SA481

Basic Population Analysis (Half unit course)

Teacher Responsible: Professor J. Hobcraft, Room A251

Availability and Restrictions: For M.Sc. Demography and M.Sc. Population and Development. Also available to other M.Sc. students. Beyond a basic numeracy, there are no pre-requisites.

Core Syllabus: This course covers the basic principles and techniques of population analysis. Topics covered include the analysis of mortality, fertility, nuptiality, and migration, as well as the basic principles of population projection.

Course 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 reproductiveity. The basic measurement of migration. Component population projections. The use of models in demography.

Teaching Arrangements: 10 one-and-a-half hour lectures and 10 one-and-a-half hour seminars (SA481) in the Michaelmas Term.

Written Work: Students will be expected to complete exercises and write a number of essays.

Reading List: A detailed reading list will be provided at the start of the course. A useful basic text is *Methods and Models in Demography* by C. Newell, 1988; or, alternatively, *Demographic Techniques* by A. H. Pollard, F. Yusuf & G. N. Pollard, 1990.

Methods of Assessment: A two-hour examination paper.

SA482

Demographic Data Collection, Sampling and Surveys (Half unit course)

Teacher Responsible: Professor T. Dyson, Room A224

Availability and Restrictions: For M.Sc. in Demography. Also available as an optional course for M.Sc. in Population and Development and other MSc students where regulations permit.

Core Syllabus: The course aims to familiarise students with the main methods of collecting demographic data and the problems associated with such data. Given the increasing importance of retrospective sample surveys in the gathering of demographic data, particular attention is paid to such surveys and to techniques of sampling in general.

Course Content: The course considers the need for demographic statistics and the general difficulties involved in data collection in both developed and developing countries. The historical development of demographic statistics is explored. Sources of demographic data that predate modern censuses and vital registration are discussed. The course then focuses on the three main methods of collecting demographic data in turn: census enumeration; vital registration and retrospective sample surveys (both large and small-scale).

In many less developed countries the census remains the main vehicle for the collection of demographic data. The course examines the definition of a modern census; the main principles and concepts associated with census taking; the stages involved in planning a census; the primary census topics as they appear in both developed and developing country censuses; and the principal errors in census data, in particular errors that will affect demographic calculations such as age-errors. The course goes on to look at vital registration, with particular reference to the system used in England and Wales.

The course introduces basic survey design and the principles of sampling, stratification, clustering, the multi-stage sample and non-sampling errors. It then examines the application of sample surveys within demography: large-scale retrospective demographic surveys and associated 'indirect' questions; small-scale retrospective demographic sample surveys involving maternity histories (in particular the Demographic and Health Survey and World Fertility Survey programmes); major government social surveys within Britain. Questionnaire design and content.

In addition to the three main methods of data collection, various hybrid systems will also be examined: types of sample registration systems, large and small-scale "surveillance" studies.

Teaching Arrangements: 10 one-and-a-half-hour lectures and 10 one-and-a-half-hour seminars (SA482.A) in the Michaelmas Term.

Written Work: Students are expected to prepare a seminar presentation and a 1,500 word essay during the term.

Reading List: M. Bulmer & D. Warwick (Eds.), *Social Research in Developing Countries: Surveys and Censuses in the Third World*, John Wiley, 1983; C. Moser & G. Kalton, *Survey Methods in Social Investigation*, Heinemann, 1971; United States National Research Council, Panel on Data Collection, *Collecting Data for the Estimation of Fertility and Mortality*, National Academy Press, Washington, 1988; D. J. Casley & D. A. Lury, *Data Collection in Developing Countries*, 2nd edn., Clarendon Press, 1987; D. Lucas & P. Kane (Eds.), *Asking Demographic Questions*, Australian National University, 1985.

Methods of Assessment: A two-hour examination paper.

SA484

The Demography of Developed Societies (Half unit course)

Teacher Responsible: Professor M. Murphy, Room A234

Availability and Restrictions: For M.Sc. in Demography.

Core Syllabus: The course provides an overview of recent demographic trends in developed societies, and an up-to-date critical evaluation of some of the main explanations which have been advanced. It covers the areas of fertility; marriage, cohabitation, divorce; household and family living arrangements; mortality and morbidity, internal and international migration and population prospects.

Course Content: Fertility trends in developed societies; similarities and divergences. The changing pattern of socio-economic fertility differentials. Discussion and evaluation of alternative explanations. Family structure, including the rise of cohabitation, extra-marital childbearing and divorce; the prospects of further convergences in developed countries in these areas. The role of ideational change and the labour market in these developments. The implications of these trends for parenting. The decrease in household size and complexity, and the changing pattern of intergenerational relations. Evolving patterns of international migration from non-Western societies; contrasting patterns among ethnic groups. Geographic population distribution and the implications of urbanization and counterurbanization. Recent mortality improvements and the changing pattern of mortality by cause of death: explanations for the divergent trends in Western and East European Societies. Socio-economic differentials in mortality. Levels and trends in morbidity and the relationship between mortality and morbidity. The likely future patterns of mortality, fertility and migration: population projections. Population policies in a cross-national context. The implications for family and state care of these evolving forms.

Teaching Arrangements: 10 one-and-a-half-hour lectures and ten corresponding seminars (SA484) in the Lent Term.

Reading List: A detailed list will be provided at the start of the course.

Methods of Assessment: Two-hour examination.

SA485

Methods for Population Planning (Half unit course)

Teacher Responsible: Professor M. Murphy, Room A234

Availability and Restrictions: For M.Sc. in Population and Development. Some familiarity with personal computers is required.

Core Syllabus: The course covers the main quantitative methods used in population and development. These include methods of making population projections for both overall populations and particular sub-groups; methods for assessing the impact of factors such as AIDS and the introduction of a new family planning programme. The approach is practical and complements the more theoretical courses in the rest of the M.Sc. Students will undertake a number of computer-based assignments.

Syllabus: The role of population projections in the population development process. The basis of projections of international agencies. The formulation of projection assumptions and methods of making projections. Projections for particular sub-groups such as urban, sub-national and labour force ones. The implications of uncertainty for the planning process. The use of the UN programs for the integration of population into the planning process.

The construction, quality and application of projections produced by international agencies. Methods for assessing the impact on demographic trends of external factors: the cases of AIDS and incorporation of such factors into national planning; the use of

AIM (AIDS Impact Model), and ones for assessing the effects of family planning programmes. Formal and contextual evaluation and monitoring of programmes.

Reading Lists: Relevant documents will be provided at the start of the course. In the first instance, see *Methods for integrating population in the development process*, United Nations, SER/R/90.

Teaching Arrangements: 15 two-hour seminars/practicals (SA485).

Methods of Assessment: Assessment will be by two coursework assignments, which will involve the formulation, execution and writing up of a project concerned with a model for population and development.

SA486

Population and Health

Teachers Responsible: Professor J. Hobcraft, Room A251;

Professor T. Dyson, Room A224; Professor M. Murphy, Room A234; Ms. J. Falkingham, Room A268

Availability and Restrictions: For M.Sc. Health Policy, Planning and Financing

Core Syllabus: This course explores recent trends in population and health in both developing and developed countries. Particular emphasis is placed on policies and programmes, their formulation process, the evaluation and monitoring of their impact in terms of effectiveness, efficiency and equity. The perspectives of different types of organisations are considered: international organisations, central and local governments, non-governmental organisations.

Course Content: Trends in demographic processes of fertility, mortality, marriage, family and migration in developed and developing societies; differences and similarities between societies in demographic patterns; emerging trends in cohabitation and marital breakdown; the implications of changing population structures, ageing and living arrangements; the determinants of mortality and morbidity trends. Effectiveness and efficiency of population programmes, especially those that deliver services; the delivery of reproductive health services; design of programmes, effective implementation and evaluation.

Teaching Arrangements: The course is divided into two parts. Students will attend Population Policies: Evolution and Impact (SA491) in the Michaelmas term, and one of the following in the Lent term: Population Trends and Processes in the Developing World (SA493), or The Demography of Developed Societies (SA484), or Population Programmes: Design, Implementation and Evaluation (SA492). See relevant entries for teaching arrangements.

Reading list: In addition to the reading lists provided for the specific half units which form part of the course (see relevant entries), students may consider the following references. *Health Transition Review*, a journal published by the Health Transition Centre at the Australian National University; R.G. Feacham, T. Kjellstrom, C. L. Murray et al. (Eds.), *The Health of Adults in the Developing World*, OUP, 1992; B. Bucht, "Mortality Trends in Developing Countries: A survey" in W. Lutz (Ed.), *The Future Population of the World: What can we assume today?*, Earthscan Publications, London, 1994.

Methods of Assessment: Two two-hour examination papers (see relevant entries).

SA488

Development of Social Policy

Teachers Responsible: Dr. M. Kleinman, Room A259 and others

Availability and Restrictions: For M.Sc./Diploma in Housing and M.Sc./Diploma Housing (International) only.

Core Syllabus: Broad themes affecting social policy in Britain and other advanced industrial societies.

Course Content: This course will deal with social policy formation: growth and achievement of social policy; the political economy of social policy; demographic trends and their implications; the European dimension; the role of law in social policy; gender and social policy; poverty, unemployment and social exclusion.

Teaching Arrangements: 10 weekly lectures (SA450.1)

Analysis of Social Policy and Administration, Michaelmas Term. 10 weekly seminars (SA488) Michaelmas Term.

Reading List: Some introductory texts are: M. Bulmer, J. Lewis & D. Piachaud (Eds.), *The Goals of Social Policy*, Unwin Hyman, 1989; H. Glennerster, *British Social Policy since 1945*; H. Glennerster, *Paying for Welfare: the 1990s*, Harvester

Wheatshaf, 1997; M. Hudson, *Managing without Profit*, Penguin, 1995; J. Hills & others, *The State of Welfare*, Oxford, 1990; J. Hills, *The Future of Welfare*, JR Foundation, 1993; R. M. Titmuss, *Essays on the Welfare State* (3rd edn.), Allen & Unwin, 1976. A full bibliography will be handed out with the programme of seminar topics. It is hoped that study packs will be available.

Methods of Assessment: There is a written formal two-hour examination in June.

SA490

Population and Development: An Analytic Approach (Half unit course)

Teacher Responsible: Professor T. Dyson, Room A224

Availability and Restrictions: For M.Sc. in Population and Development. Also available to other M.Sc. students where regulations permit.

Core Syllabus: This course critically examines the different analytic approaches to the main interrelationships between population and socio-economic development. The course draws on a variety of theoretical and historical experiences to address and explore these interconnections and the principal debates concerning them. In so doing it aims to provide balance between theoretical understanding, knowledge of empirical processes, and implications for policy analysis.

Course Content: The course begins by providing an overview of the world's current demographic situation at both the global and regional levels. It then addresses the Malthusian and contrasting Populationist perspectives to the basic relationships linking population and economic growth. These contrasting perspectives are considered in the context of both historical and contemporary experience. The course then proceeds to assess demographic transition theories and their relationships to theories and processes of economic development, urbanisation and structural change. The sectoral implications of population growth for issues of labour markets, savings and investment are considered. Education, health, and food security are examined, as well as the family and international migration. Contemporary neo-Malthusian arguments, with their environmental components are also considered.

Reading List: A detailed reading list will be provided. Some essential sources are: T. Dyson, *Population and Food: global trends and future prospects*, Routledge, 1996; R. H. Cassen (Ed.), *Population and Development: Old Debates, New Conclusions*, Overseas Development Council, Washington D.C., 1994; *World Bank, Population Change and Economic Development*, Washington D.C., 1985; and *Population and Development Review*, a Journal published quarterly by the Population Council, New York.

Teaching Arrangements: 10 one-and-a-half-hour lectures and 10 one-and-a-half-hour classes (SA490) will be given in the Michaelmas term.

Methods of Assessment: Two-hour unseen written examination.

SA491

Population Policies: Evolution and Impact (Half unit course)

Teacher Responsible: Professor J. Hobcraft, Room A251

Availability and Restrictions: For M.Sc. in Population and Development.

Core Syllabus: This course examines the evolution of population policies and programmes at both the international and national levels. It is thus concerned with the interplay between politics and demography in shaping policies and programmes on health, fertility and family planning, population distribution, and population size.

Course Content: The international context; the role of the United Nations and other international agencies; the role of USAID and other major donors. How have priorities changed over time and what forces have shaped these changes? What impact do these external forces have in determining policies and programmes at the national level? What are the benefits and distortions involved in the interplay between the donor community and recipient countries? What role is played by international NGOs? What are the broad regional differences in approaches to these issues and how do these differences arise? The role of broader scientific and political contexts: sustained economic growth and sustainable development; colonial heritage; small is beautiful; the Club of Rome and zero population growth movement; the politics of the new right and the Reagan administration; the women's

movement; and organised religion, especially the Vatican and Islam.

The national context: the shaping of policies and programmes in individual countries and their consequences for programmes in other countries. Examples of influential policies and programmes will include China's health and family planning programmes; and Indonesia and Bangladesh as shapers of international policy on the management of family planning programmes. How policies and programmes respond to differing circumstances: the role of religion and tradition; the public/private mix; strong and weak states; levels of development; democracy and human rights; coercion and choice; experiments and demonstration effects; political will; and the role of NGOs.

During the course the policies and programmes of a wide range of societies and agencies will be examined, including examples of successful and unsuccessful programmes. Lessons about good practice will be drawn.

Reading List: A detailed reading list will be provided at the start of the course. A good introduction to international debates can be obtained from L. A. Mazur (Ed.), *Beyond the Numbers: A Reader on Population, Consumption and the Environment*, Island Press, Washington, 1994.

Teaching Arrangements: 10 one-and-a-half-hour lectures and 10 one-and-a-half-hour seminars (SA491) in the Michaelmas term.

Methods of Assessment: A two-hour examination paper.

SA492

Population Programmes: Design, Implementation and Evaluation (Half unit course)

Teacher Responsible: Ms. J. Falkingham, Room A268

Availability and Restrictions: For M.Sc. in Population and Development and MSc Demography.

Core Syllabus: This course is primarily concerned with the effectiveness and efficiency of population programmes, especially those that deliver services. In particular the delivery of family planning and reproductive health services are considered in detail. The key issues addressed are: the design of programmes, their effective implementation, and their evaluation.

Course Content: The organisation of programmes: management structures and styles, including issues of control, participation, leadership, and meeting needs of providers or clients; training; logistics and supply; information, education and communication initiatives. The tools of management and evaluation: collecting the right information, management information systems, the role of operations research and the techniques of evaluation. The delivery system: supplies of vaccines, medicines and contraceptives of choice; the cold chain; levels of training; levels of referral; quality versus quantity. Information, education and communication: what is the appropriate balance between service delivery and trying to change attitudes? The role of the mass media: posters, television, and films. Innovative approaches to health education and to family planning. What is the role of formal education and curriculum content? Measuring programme effectiveness: what are the goals of the programme; does the programme meet the needs of clients; is the programme achieving the targets of the providers; is it efficient in achieving these goals at costs which indicate value for money; what is the balance between choice and cost.

Reading List: A detailed reading list will be provided at the start of the course. There is no one text but the following journals are of key importance: *Studies in Family Planning*; *Population Reports*; IPPF Challenges.

Teaching Arrangements: 10 one-and-a-half-hour lectures and 10 one-and-a-half-hour seminars (SA492) in the Lent Term.

Written Work: Students are expected to prepare two seminar presentations and a 1,500 word essay during the term.

Methods of Assessment: A two-hour examination paper.

SA493

Population Trends and Processes in the Developing World (Half unit course)

Teacher Responsible: Professor T. Dyson, Room A224

Availability and Restrictions: For M.Sc. in Population and Development. Also available to other M.Sc. students where the regulations permit.

Core Syllabus: The main aim of the course is to provide an up-to-date and comprehensive account of demographic

circumstances and trends in the developing regions. The course is primarily concerned with substantive aspects of demographic trends and developments in the contemporary Third World. It covers basic information on population size, distribution, and rates of population growth, and on fertility, mortality, disease and causes of death, and migration. The main determinants of these variables, and their principal consequences and patterns are also examined.

Course Content: The distribution of the world's population between major countries and regions; differentials in population age and sex composition; relatedly, variation in rates and patterns of fertility, mortality and demographic growth; levels and trends of urbanization; the extent of national and international migration flows; principal proximate determinants of fertility – marriage patterns, breastfeeding, practice of contraception, abortion, coital frequency etc; relationships of these proximate determinants to socioeconomic variables such as income, educational levels etc; corresponding consideration of mortality determinants; major disease profiles: malaria, tuberculosis, cholera, HIV/AIDS, other STDs, diarrhoea, respiratory diseases etc; famine demography; extent and determinants of major types of migration; population growth and food provision; the consequences of rapid fertility decline (especially in Asia) including population ageing and related issues of old age support; future Third World population prospects.

Reading List: A reading list will be provided at the start of the course. Two useful general background sources are: United Nations Population Fund, *Population Growth and Economic Development*, UNFPA, New York, 1996; United Nations, *World Population Prospects: The 1996 Revision*, United Nations, New York, 1996.

Teaching Arrangements: 10 one-and-a-half-hour lectures and 10 one-and-a-half-hour seminars (SA493) in the Lent Term.

Methods of Assessment: A two-hour examination paper.

SA495

Statistics and Computing for Demographers (Not available 1998–99)

Teacher Responsible: Professor M. Murphy, Room A234

Availability and Restrictions: M.Sc. Demography.

Core Syllabus: The course is a practical introduction to statistics and computing for demographic analysis. It does not presume any prior familiarity with computers. It includes: the importance of statistical approaches in demography; principles of sampling and practical problems; fitting and interpretation of statistical models; the use of micro computers in general; input and output of data; operating systems and editors; the use of statistical packages and special programs for demographic estimation.

Course Content: Types of data and their presentation; principles of sampling and estimation of standard errors; stratified and clustered designs; practical problems in demographic sampling; questionnaire design and wording; measures of association; correlation and regression; use of computers in demography; spreadsheet packages; use of statistical packages; programs for population projections and indirect estimation of demographic parameters; and word processing packages.

Teaching Arrangements: SA495 10 x two hours Michaelmas Term.

Written Work: Students will undertake exercises.

Reading List: C. A. Moser & G. Kalton, *Survey Methods in Social Investigation*, 1971; P. Armitage & G. Berry, *Statistical Methods in Medical Research*, 1987; United Nations, *Mortpak-Lite*, 1988.

Methods of Assessment: Continuous assessment.

SA496

Fertility and Mortality in Their Socio-Economic Context: Research Seminars

Teacher Responsible: To be announced

Availability: Mainly for M.Sc. and Ph.D. students in Demography and Population and Development.

Course Content: Seminar presentations of work in progress or complete, by researchers inside and outside the School.

Method of Assessment: Non-examinable.

SA497

Research Methods for Graduate Students (SPPDC)

Teacher Responsible: Dr. Gail Wilson, Room A270

Availability and Restrictions: Compulsory for M.Sc. in Social Policy and Planning in Developing Countries, optional for other

relevant M.Sc. courses.

Core Syllabus: The course provides an overview of commonly used research methods sited in the context of policy development and organisational reality.

Course Content: Basic knowledge of quantitative and qualitative research methods as applied to social policy issues; the importance of politics, ethics and values in social policy research; understanding and implementing the processes involved in designing and executing a research project.

Pre-requisites: None

Teaching Arrangements: The course consists of 10 x one-and-a-half-hour workshops and 10 lectures (SA202) in the Michaelmas Term.

Written Work: Students are required to produce short weekly assignments for discuss in the following workshops.

Reading List: C. Robson, *Real World Research*; M. Bulmer & D. Warwick (Eds.), *Social Research in Developing Countries*, 1993; S. Devereux & J. Hoddinott, *Fieldwork in Developing Countries*, 1992; B. Pratt & P. Loizos, *Choosing Research Methods*, 1992.

Method of Assessment: The course is not examined but satisfactory attendance is a condition of final examination entry for the MSc in Social Policy and Planning in Developing Countries

SA498

Demography – Dissertation

Teacher Responsible: M.Sc. Convener and personal supervisor

Availability and Restrictions: This course is intended for students taking the M.Sc. in Demography.

Core Syllabus: The purpose is to allow students to explore a particular research topic in depth.

Selection of Topic: The topic of the dissertation is selected in consultation with the student's personal supervisor.

Arrangements for Supervision: An appropriate dissertation tutor will be appointed to advise each student as the work proceeds. In addition, students are given a class on research and dissertation writing.

Method of Assessment: The completed dissertation must be submitted by 3rd September in the year of examination.

SA499

Population and Development – Dissertation

Teacher Responsible: M.Sc. Convener and personal supervisor

Availability and Restrictions: This course is intended for students taking the M.Sc. in Population and Development.

Core Syllabus: The purpose is to allow students to explore a particular research topic in depth.

Selection of Topic: The topic of the dissertation is selected in consultation with the student's personal supervisor.

Arrangements for Supervision: An appropriate dissertation tutor will be appointed to advise each student as the work proceeds. In addition, students are given a class on research and dissertation writing.

Method of Assessment: The completed dissertation must be submitted by 3rd September in the year of examination.

SA513

Housing Management Practice

Teacher Responsible: Tony Coppellotti

Availability and Restrictions: For full-time M.Sc. Housing/Diploma and M.Sc. Housing (International)/Diploma.

This course takes place every week for ten weeks during the Summer placements for first year full-time students. It comprises five field trips and five two-hour classes on applied housing management subjects. Students complete written reports as part of the course.

SA530

Introduction to City Design Issues

Teacher Responsible: Richard Burdett, Room Y308

Availability and Restrictions: For M.Sc. City Design and Social Science students and for other graduate students only with the permission of the Programme Director. It is compulsory for students going on to the MSc, unless waived by the Programme Director.

Core Syllabus: The aim of this short course is to provide a practical introduction to architecture and urban design for students from a non-design background.

Course Content: The course will introduce techniques of

architectural representation – plans, sections, models, 3D images – and methods of mapping cities and urban systems. It will review basic concepts and issues in contemporary urban design, including public space, sustainable development, conservation, zoning and urban regeneration. There will be training sessions in basic computer aided design (CAD). The course also provides a general introduction to London, its history and urban infrastructure, including site visits to areas currently undergoing significant urban change.

Teaching Arrangements: Six x two-hour lectures and six x one-and-a-half-hour tutorial/training sessions in September. Three half-day site visits in September.

Written Work: Students are expected to complete one practical mapping/descriptive exercise.

Reading List: A reading list, selected articles and project descriptions will be made available at the beginning of the course.

Methods of Assessment: There will be a two-hour practical test at the end of September.

SA531

Social Science for Designers

Teacher Responsible: Mr. Max Steuer, Room S183

Availability and Restrictions: This course is for the M.Sc. City Design and Social Science, and for other graduate students only with the permission of Max Steuer. It is a requirement for students going on to the M.Sc. unless waived by the Programme Director.

Core Syllabus: The aim of the course is to provide a hands on introduction to Anthropology, Economics, Political Science, Social Psychology and Sociology, as currently practised.

Course Content: The course explores how each of the five social sciences addresses issues of crime, families, housing, migration, money and religion. It is intended to help students with their option choices and to provide a foundation for interactions between design and social science in the MSc course work and the studio work.

Teaching Arrangements: Eight x two-hour lectures and six x one-and-a-half-hour classes in September.

Written Work: Students are expected to complete two exercises. **Reading List:** Comprehensive lecture handouts will be made available during the course of the lectures.

Method of Assessment: There will be a two-hour written examination at the end of September.

SA532

City Design Studio

Teacher Responsible: Richard Burdett, Room Y308, with Eric Parry and Roger Zogolovitch

Availability and Restrictions: Compulsory for M.Sc. City Design and Social Science students. Other graduate students

may attend only with the permission of the teacher responsible.

Core Syllabus: The studio is the key integrative element of the programme, providing the link between the theoretical issues raised in the taught core and optional courses and the practice of design. The design-based course offers students the opportunity of testing social, political, economic and environmental issues against the design of real urban projects. The studio provides the context for the objective evaluation of alternate design decisions on social, economic and environmental performance.

Course Content: The course uses London as an urban laboratory. Seven 'live' urban design projects have been selected in different areas across London, reflecting a range of urban design, land use, development and social issues. Each studio will be led by design and client teams actively engaged in the 'live' project in association with LSE academic staff.

The design studios, which vary from 2–12-weeks, include the following projects.

- The Millennium Village in Greenwich – a new 'sustainable' community for 3,000 homes on an inner city redundant industrial site along the River Thames.

- The 'World Squares for All' project: a current proposal to pedestrianise some of central London's most well-known spaces including Trafalgar Square, Parliament Square and Whitehall.

- Public space interventions in the London Borough of Southwark exploring the role of public space in a diverse and rapidly changing urban community.

- The Paddington Basin area in central London where a new rail link to Heathrow Airport is creating major pressure for increased commercial development at the heart of an established residential community.

- The LSE campus site: an urban university campus that is 'invisible' to the surroundings in central London, between the centres of finance (City of London) and politics (Westminster).

Teaching Arrangements: On-site and studio project briefings; Minimum of 10 x two-hour design tutorials in Michaelmas, Lent and Summer Terms.

Integrating Seminar: Weekly seminar (Max Steuer) SA532.A. This weekly meeting is the discussion class for the City Design Studio. It provides the context for the integration of design with the academic themes raised in the core courses and options. Short presentations will be made by staff and students. More than one presentation can be made at a single session. Every student will make at least one presentation in the course of the year and active participation in discussion will be expected.

Reading List and related preparation dependent on the projects selected.

Methods of Assessment: Submission of at least two completed designs, one submitted by 28 February and one by 30 September constituting 75%, and a written report of not more than 2,000 words (25%). The quality of designs will be assessed by design reviews.

Department of Social Psychology

M.Sc. Social Psychology

Examination

Students are required to be examined on elements to a value of four units as detailed below. Precise examination arrangements for each paper are listed under each course guide.

Duration of Course of Study

Full-time: One calendar year. Part-time: Two calendar years.

Paper Number	Paper Title	Course Guide Number
I	Contemporary Social Psychology	PS400
II	Two of the following half units:	
(a)	Social Representations (Advanced)	PS410
(b)	The Psychology of Economic Life (Advanced)	PS415
(c)	The Psychology of Gender (Advanced)	PS413
(d)	The Audience in Mass Communications (Advanced)	PS412
(e)	History of Social Psychology (Advanced)	PS426
(f)	The Psyche and the Social World	PS406
(g)	Issues in Social Psychology (not available 1998/99)	PS421
(h)	Social Psychology of Health (Advanced)	PS418
(i)	The Social Psychology of New Technology	PS439
(j)	Representations, Institutions and Communities	PS437
(k)	Environmental Social Psychology	PS442
(l)	Any other paper which is offered in the School at Master's level, subject to the consent of the candidate's teachers. Options will not all necessarily be available in any one year.	
III	A Report of not less than 10,000 words and not to exceed 15,000 words on a project approved by the candidate's teachers	PS433
IV	Methods of Research in Social Psychology	PS430

Students following the part-time course may, with the approval of the School, take the examination in two parts. The first part will normally consist of papers up to the value of two whole units, taken after completion of courses for those papers. The second part will consist of the remaining paper(s) and the dissertation (or as appropriate Essay/Report), and will be taken in the final year of the course. A candidate who does not at his/her first entry successfully complete the examination or part of the examination for which he/she has 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 until the examination in a subsequent year.

Dates of Examination

Written papers June
Report Friday 20 August 1999

M.Sc. Organisational and Social Psychology

Duration of Course of Study

Full-time: One calendar year. Part-time: Two calendar years.

Examination

Students are required to be examined on elements to a value of four units as detailed below. Precise examination arrangements for each paper are listed under each course guide.

Paper Number	Paper Title	Course Guide Number
I	Organisational Social Psychology	PS404
II	Modern Social Psychology (half unit)	PS443
III	Courses to a value of one unit chosen from the following with the approval of the candidate's teachers:	
(a)	Social Representations (Advanced) (half unit)	PS410
(b)	History of Social Psychology (Advanced) (half unit)	PS426
(c)	The Social Psychology of Economic Life (Advanced) (half unit)	PS415
(d)	The Social Psychology of the Media (Advanced) (half unit)	PS411
(e)	Rational Choice for Individuals and Organisations (half unit)	PS417
(f)	The Psychology of Gender (Advanced) (half unit)	PS413
(g)	The Audience in Mass Communications (Advanced) (half unit)	PS412
(h)	The Psyche and the Social World (half unit)	PS406
(i)	Philosophical Psychology (Advanced) (half unit)	PS416
(j)	Cognitive Science and Natural Language (Advanced) (half unit)	PS420
(k)	Issues in Social Psychology (half unit) (not available 1998/99)	PS421
(l)	Social Psychology of Health (Advanced) (half unit)	PS418
(m)	Corporate Communications (half unit)	PS438
(n)	The Social Psychology of New Technology (half unit)	PS439
(o)	Representations, Institutions and Communities (half unit)	PS437
(p)	Environmental Social Psychology (half unit)	PS442
(q)	Contemporary Social Psychology	PS400

M.Sc. Organisational and Social Psychology (continued)

Paper Number	Paper Title	Course Guide Number
(r)	Paper(s) to the value of one unit from any other course for the M.Sc. in the Faculty of Economics. Options will not all necessarily be available in any one year.	
III	Methods of Research in Organisational and Social Psychology (half unit) (Alternatively, students may wish to take Methods of Research in Social Psychology PS430 for a more comprehensive knowledge of research methods, in which case they should take only a half unit option under Part II)	PS431
IV	A Report of not less than 10,000 words and not to exceed 15,000 words approved by the candidate's supervisor	PS434

Students following the part-time course may, with the approval of the School, take the examination in two parts. The first part will normally consist of papers up to the value of two whole units, taken after completion of courses for those papers. The second part will consist of the remaining paper(s) and the dissertation (or as appropriate Essay/Report), and will be taken in the final year of the course. A candidate who does not at his/her first entry successfully complete the examination or part of the examination for which he/she has 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 until the examination in a subsequent year.

Dates of Examination

Written papers June
Report Friday 20 August 1999

M.Sc. Media and Communications (Theories, Concepts and Methods)

Duration of Course of Study

Full-time: One calendar year. Part-time: Two calendar years.

Students are required to be examined on elements to a value of four units as detailed below with the approval of the candidate's teachers. Unless otherwise specified, all courses in list below have a value of one whole unit. Precise examination arrangements for each paper are listed under each course guide. Not all of the optional courses will be available in any one year.

Paper Number	Paper Title	Course Guide Number
I	Theories and Concepts in Media and Communications	PS405
II	Methods of Research in Media and Communications (half unit)	PS432
III	Courses to a value of one and a half units chosen from the following with the approval of the candidate's teachers:	
(a)	Political Communication (half unit)	PS423
(b)	The Audience in Mass Communications (Advanced) (half unit)	PS412
(c)	Social Psychology of the Media (Advanced) (half unit)	PS411
(d)	Citizenship and the Media (half unit)	PS407
(e)	Media, Technology and Everyday Life (half unit) (not available 1998/99)	PS408
(f)	Contemporary Issues in Media Policy (half unit)	PS422
(g)	The Social Psychology of Economic Life (Advanced) (half unit)	PS415
(h)	Corporate Communications (half unit)	PS438
(i)	The Social Psychology of New Technology (half unit)	PS439
(j)	Current Issues in Media and Communications (half unit)	PS436
(k)	Gender and the Media (half unit)	GI403
(l)	Any other paper which is offered in the School at Master's level, subject to the consent of the candidate's teachers	
IV	A research report of not less than 10,000 words and not to exceed 15,000 words on a topic in media and communications approved by the candidate's teachers	PS435

Students following the part-time course may, with the approval of the School, take the examination in two parts. The first part will normally consist of papers up to the value of two whole units, taken after completion of courses for those papers. The second part will consist of the remaining paper(s) and the dissertation (or as appropriate Essay/Report), and will be taken in the final year of the course. A candidate who does not at his/her first entry successfully complete the examination or part of the examination for which he/she has 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 until the examination in a subsequent year.

Dates of Examination

Written papers June
Report Friday 20 August 1999

Course Guides

PS400

Contemporary Social Psychology

Teacher Responsible: Professor Rob Farr, Room S302

Availability and Restrictions: 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. Students without a prior knowledge of social psychology but who have taken PS443, or who are registered to take it concurrently with PS400 may enrol on PS400. It comprises the core course on the M.Sc. Degree in Social Psychology.

Course Content: Modern social psychology in its historical context. Sociological as well as psychological forms of social psychology. The theory of social representations and its critics. Attitudes and their relation to behaviour. Forms of expressive behaviour and their relationship to impressions forming in the minds of observing others (from Darwin to Goffman via Ichheiser). The sociology of knowledge and the study of widespread beliefs. Attribution theory and the ideology of success and failure. Social identity theory and self categorisation theory. Differences between Cartesian and Hegelian paradigms in psychology and social psychology.

Teaching Arrangements: Lecture (PS400) (two-hours) x 20 Michaelmas Term.

Written Work: One written assignment of 5,000 words required.

Reading List: R. M. Farr, *The Roots of Modern Social Psychology*, Blackwell, 1996; E. E. Jones, *Interpersonal Perception*, Freeman, 1990; H. Tajfel, *Human Groups and Social Categories: Studies in Social Psychology*, Cambridge University Press, 1981; C. Fraser & G. Gaskell, *The Social Psychological Study of Widespread Beliefs*, Clarendon Press, 1990; R. M. Farr & S. Moscovici (Eds.), *Social Representations*, Cambridge University Press, 1984; S. Livingstone, *Making Sense of Television*, Pergamon, 1990; C. Darwin (1872) *The Expression of the Emotions in Man and Animals*, Definitive edition, with introduction, afterword and commentaries by Paul Ekman, Harper Collins; R. M. Farr, *On reading Darwin and discovering social psychology, in The Development of Social Psychology*, R. Gilmour & S. Duck (Eds.), Academic Press, 1980; K. Danziger, *Naming the Mind: How psychology found its language*, Sage, 1997; R. Slobodin, *Rivers*, Sutton Publications, 1997 (copies at £5 each available from Vanessa Cragoe S316) (paperback); S. Bem & H. Looren de Jong, *Theoretical Issues in Psychology: An introduction*, Sage, 1996.

Methods of Assessment:

1. A formal three-hour examination in the Summer Term: three questions from a choice of 10 [50%]
2. One written assignment of not more than 5,000 words [50%]

PS404

Organisational Social Psychology (Advanced)

Teacher Responsible: Dr. J. E. Stockdale, Room S364

Availability and Restrictions: Students on degrees without a psychology or media component may only attend subject to numbers, their own degree regulations and at the discretion of the teacher responsible. It comprises the core course for the M.Sc. Degree in Organisational and Social Psychology.

Core Syllabus: The course addresses both the social psychology of organisations and social psychological processes within organisations. It also provides multidisciplinary coverage of the organisational contexts in which social psychologists may work in a variety of professional domains.

Course Content: Lectures/seminars in the Michaelmas Term: These will cover key social psychological concepts and theories and their application to the understanding of organisations and the implementation of change processes. These sessions will include coverage of specific topics. The nature and meaning of work and its psychopathology. The origins and development of organisational psychology, personnel selection and career guidance. Group processes and their impact: group structures, communication and effectiveness. Social processes in organisations: organisational roles and role strain; conflict and its resolution; project management, leadership. Organisational cultures. Scientific management and its implications. Organisations in transition: change options and implementation; resistance to change; management of change.

Seminars in the Lent Term: These will centre around 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 Arrangements: Lecture (PS404) (one-and-a-half-hour) x 20 Michaelmas Term; Seminar (PS404) (one-hour) x 10 Lent Term. Class (PS404.A) (one-hour) x five fortnightly Michaelmas Term 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: 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; Patrick Humphreys et al. (Eds.) *Decision Support in Organisational Transformation*, Chapman & Hall, 1997.

Methods of Assessment:

1. A formal three-hour examination in the Summer Term: three questions from a choice of 10 [50%]
2. One written assignment of not more than 5,000 words [50%]

PS405

Theories and Concepts in Media and Communications

Teachers Responsible: Dr. S. M. Livingstone Room S366 and Dr. R. Collins Room S311

Availability and Restrictions: Students on degrees other than M.Sc. Media & Communications may only attend subject to numbers, their own degree regulations and only with the permission of the teachers responsible.

Core Syllabus: This course represents the core theoretical and conceptual course for MSc Media and Communications and it takes a social science perspective on a range of issues in media and communications.

Course Content: An interdisciplinary, theoretical course to serve as the core course for M.Sc. Media and Communications, 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 and society, media meanings and representations, media and cultural processes, media and identity, media influence, media and social problems, media in developing countries, media regulations, social aspects of emerging media and communication technologies.

Teaching Arrangements: 20 one-and-a-half-hour lectures/seminars (PS405) over Michaelmas and Lent Terms, class (PS405A) one-hour x 10 fortnightly Michaelmas and Lent Terms.

Written Work: One written assignment of not more than 5,000 words is required plus additional coursework as set.

Reading List: J. Curran & M. Gurevitch (Eds.), *Mass media and society*, Edward Arnold, 1991; R. Collins, J. Curran, N. Garnham, P. Scannell, P. Schlesinger & C. Sparks (Eds.), *Media, culture and society: A critical reader*, Sage, 1986; J. Fiske, *Television culture*, Methuen, 1987; M. R. Levy & M. Gurevitch, *Defining Media Studies: Reflections on the future of the field*, OUP, 1994; S. J. Ball-Rokeach & M. G. Cantor (Eds.), *Media, audience and social structure*, Sage, 1986; O. Boyd-Barrett & C. Newbold, *Approaches to Media: A reader*, Arnold, 1995.

Methods of Assessment:

1. A formal three-hour examination in the Summer Term: three questions from a choice of 10 questions [50%].
2. One written assignment of not more than 5,000 words [50%].

PS406

The Psyche and the Social World

(Half unit course)

Teacher Responsible: Dr. Malcolm Pines

Availability and Restrictions: 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: A survey of the interconnection of psychodynamic group psychology with social phenomena.

Course Content: The topics that will be covered in this series are intended to illustrate the intimate intertwining of individuality and sociality. Topics covered will include: The evolution of the individual in society over different historical periods; looking at different concepts of self; emotional development and theoretical approaches to the structure of emotions; shame and guilt as social regulators; intimacy and solitude; the rise of the psychoanalytic movement in relationship to socio-cultural factors; developments and deviances in psychoanalytic theory; an outline of group analytic theory and its connections to psychoanalysis and other contemporary psychologies.

Teaching Arrangements: Lecture/seminar (PS406) (two-hours) x 10 Lent Term.

Written Work: A 3,000 word written assignment is required.

Reading List: I. Burditt, *Social Selves. Theories of Social Formation of Personality*, Sage, 1991 (chapters 7&8); A. Harris, 'Dialogues as Transitional Space: Rapprochement of Psychoanalysis and Developmental Psycholinguistics' in N. J. Skolnick & S. C. Warshaw (Eds.), *Relational Perspectives in Psychoanalysis*, The Analytic Press, 1992; M. Pines, 'On History and Psychoanalysis', *Psychoanalytic Psychology*, Vol. 6, No. 2 1989; S. Menell, *Norbert Elias: Civilisation and the Human Self Image*, Blackwell, 1989; P. Miller & N. Rose, 'On Therapeutic Authority: Psychoanalytical Expertise under Advanced Liberalism', *Journal of the History of Human Sciences*, Vol. 7, No. 3, 1994; R. F. Baumeister, 'How the Self Became a Problem: A Psychological Review of Historical Research', *Journal of Personality and Social Psychology*, Vol. 52, No. 1, 1987; J. Schlapobesky, *The Language of the Group. Monologue, dialogue and discourse in group analysis*; D. Brown, & L. Zinkin (Eds.) *The Psyche and the Social World*, Routledge, 1984; O. A. Olsen & S. Koppé, *The Shaping of the subject in Capitalist Society*; S. Freud, *Theory of Psychoanalysis*, New York University Press, 1988; R. D Logan, *Historical Change in the Prevailing Sense of Self*; K. Yardley & T. Honess (Eds.), *Self and Identity: Psychosocial Perspectives*, J. Wiley, 1987.

Method of Assessment:

1. A formal two-hour examination in the Summer Term: two questions from a choice of five [50%]
2. A written assignment of not more than 3,000 words [50%]

PS407

Citizenship and the Media (Half unit course)

Teacher Responsible: Dr. Stephen Colman

Availability and Restrictions: Students on degrees without a psychology or media component may only attend subject to numbers, their own degree regulations and at the discretion of the teacher responsible.

Core Syllabus: The object of this course will be to examine the mass media social structures of communication from the perspective of their relationship to democratic citizenship. It will concentrate principally upon the UK, but will necessarily involve examples from several other countries and political systems.

Course Content: Topics to include: Communicating citizenship; theories of public opinion; the media and democratisation in post-Cold War Eastern and Central Europe; citizens; access to the mass media; media regulation; the debate about pornography; the counter-media; civic journalism and community broadcasting; the media as a tool for democratic deliberation; and democracy and the future of the global media.

Teaching Arrangements: Lecture/seminar (PS407) (two-hours) x 10 Lent Term

Written Work: 3,000 word written assignment required.

Reading List: P. Dahlgren & C. Sparks (Eds.), *Communication and Citizenship: Journalism and the public sphere*, Routledge, 1993; S. Coleman, *Stilled Tongues: From soapbox to soundbite*, Porcupine Press, 1997; J. Keane, *The Media and Democracy*, Polity Press, 1991; N. Chomsky, *Necessary Illusions*, Verso, 1990.

Methods of Assessment:

1. A formal two-hour examination in the Summer Term: two questions from a choice of five [50%]
2. A written assignment of not more than 3,000 words [50%].

PS408

Media, Technology and Everyday Life

(Half unit course) (Not available 1998-99)

Teacher Responsible: Dr. L. Haddon

Availability and Restrictions: Available primarily for M.Sc. Media and Communications. Other students may only attend subject to numbers, their own degree regulations and at the

discretion of the teacher responsible.

Course Content: Through historical and contemporary examples, the course aims to explore how the information and communication technologies encountered in everyday life are socially shaped, re-shaped, experienced and consumed. Major theoretical approaches to the study of these information and communication technologies are considered, as are the many and varied debates about their consequences and significance. Topics covered will normally include the following: Mapping the field; issues around information and communication technology; factors shaping major domestic information and communication technologies; structure and agency debates and the study of information and communication technologies; understanding consumption; information and communication technologies in domestic life; gender issues and information and communication technologies; information and communication technologies in public and private times and spaces; the media and information revolution.

Teaching Arrangements: Lecture/seminar (two-hours) (PS408) x 10 Lent Term.

Written Work: A 3,000 word (formally assessed) written assignment is required. Students may also be required to write a 2,000 word (informally assessed) assignment.

Reading List: A. Cawson, L. Haddon & I. Miles, *The Shape of Things to Consume: Bringing Information Technology into the Home*, Avebury, 1995; L. Spigel, *Make Room for TV: Television and the Family Ideal in Postwar America*, University of Chicago Press, 1992; R. Silverstone, *Television and Everyday Life*, Routledge, 1994; R. Silverstone & E. Hirsch, (Eds.), *Consuming Technologies*, Sage, 1992; A. Gray, *Video-Playtime: The Gendering of a Leisure Technology*, Routledge, 1992; T. Forester, *High-Tech Society: The Story of the Information Technology Revolution*, Blackwell.

Methods of Assessment:

1. A formal two-hour examination in the Summer Term, two questions from a choice of five [50%].
2. A written assignment of not more than 3,000 words [50%].

PS410

Social Representations (Advanced)
(Half unit course)

Teacher Responsible: Professor R. M. Farr, Room S302

Availability and Restrictions: Students on degrees without a psychology or media component may only attend subject to numbers, their own degree regulations and at the discretion of the teacher responsible. An advanced knowledge of psychology, sociology, anthropology, linguistics or philosophy is regarded as relevant background.

Core Syllabus: To acquaint students with the richness and diversity of modern French research on social representations and to relate it to other forms of social psychology, especially sociological forms of social psychology.

Course Content: (The course as delivered in the 1996-97 academic session can be accessed via the internet: <http://www.psych.lse.ac.uk/socpsy/socreprs.html>). 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 and the public understanding of science. 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 e.g. scripts, plans, scenarios, narratives, etc. The role of the mass media of communication in the creation and dissemination of representations. Is this tradition of research an anthropology of modern life or a historical social psychology? A special theme, this session, concerns images and representations. This will include extensive coverage from NASA of the 1969 moon landing. The use of images in advertising will also be covered.

Teaching Arrangements: Lecture (PS410) (one-hour) x 10 Lent Term; Class (one-hour) x 10 Lent Term.

Written Work: A 3,000 word written assignment required.

Reading List: Set text: One of: D. Jodelet, *Madness and Social Representations*, Harvester/Wheatsheaf, 1991; I. Marková & R. M. Farr (Eds.), *Representations of Health, Illness and Handicap*, Harwood, 1994.

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 Issues 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.

Methods of Assessment:

1. A formal two-hour examination in the Summer Term: two questions from a choice of five [50%]
2. A written assignment of not more than 3,000 words [50%].

PS411

Social Psychology of the Media (Advanced) (Half unit course)

Teacher Responsible: Professor Patrick Humphreys, Room S303

Availability and Restrictions: Students on degrees without a psychology or media component may only attend subject to numbers, their own degree regulations and at the discretion of the teacher responsible.

Core Syllabus: The 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.

Course Content: Conceptualisations of the media in terms of a system in context, and in terms of communication; interpretation of contents and effects. The power and social context of the media. Influence of the social context in imposing restrictions on the various forms of the media, censorship in the media. Conflicting views on children and the media; children as an active audience. Drama and story-telling in the media. Propaganda through the media; war propaganda, election campaigns, encouragement of stereotypes, mediation of myths. Presentation techniques: diffusion of messages, mediation of myths. Publicity and advertising: contexts, methods and mechanisms. The media as agents of planned social change: the case of health campaigns. Creating social reality: the process of news selection and construction. The ideology of impartiality and balance.

Teaching Arrangements: Lecture/seminar (PS411) (two-hours) x 10 Lent Term; Classes (one-hour) x five fortnightly, devoted to in-depth analysis of specific material.

Written Work: 3,000 word written assignment required.

Reading List: J. Fiske, *Television Culture*, Routledge, 1987; A. Wernick, *Promotional Culture*, Sage, 1991; J. Hartley, *Understanding News*, Methuen, 1982; M. Blonsky, *On Signs*, Macmillan, 1985; A. Briggs & P. Cobley (Eds.), *The Media: An Introduction*, Longman, 1998. Additional reading lists will be given out at the beginning of the Session.

Methods of Assessment:

1. A formal two-hour examination in the Summer Term: two questions from a choice of five [50%]
2. A written assignment of not more than 3,000 words [50%].

PS412

The Audience in Mass Communications (Advanced) (Half unit course)

Teacher Responsible: Dr. S. M. Livingstone, Room S366 and others

Availability and Restrictions: Students on degrees without a psychology or media 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 apply to the television audience.

Course Content: The analysis of the television audience. The reception of television programmes. Approaches to the television audience; the disappearing audience; the active audience; the critical audience. Comprehension and interpretation of texts by readers. Empirical research on audience reception, focussing on specific genres such as the audience discussion programme and the soap opera. Issues of gender, class and culture in audience interpretation. Methods of studying audiences. Developing models of communication and the future of audience research.

Teaching Arrangements: Lecture (PS412) (one-hour) x 10 Michaelmas Term; Class (one-hour) x 10 Michaelmas Term.

Written Work: A 3,000 word written assignment is required.

Reading List: S. M. Livingstone, *Making Sense of Television*, Routledge, 1998; J. Fiske, *Television Culture*, Routledge, 1987; T. Liebes & E. Katz, *The Export of Meaning*, Polity, 1995; European Journal of Communication, 'Communication Research in Europe', Special Issue, Vol. 2-3, 1990; D. Morley, *Television, Audiences and Cultural Studies*, Routledge, 1992. A number of more specialised texts will also be recommended.

Methods of Assessment:

1. A formal two-hour examination in the Summer Term: two questions from a choice of five [50%]
2. A written assignment of not more than 3,000 words [50%].

PS413

Psychology of Gender (Advanced) (Half unit course)

Teacher Responsible: Dr. J. E. Stockdale, Room S364

Availability and Restrictions: 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.

Course Content: Social psychological perspectives on gender and the societal context; sex-role stereotyping and gender beliefs; identity and moral development; communication, language, and emotion; masculinities; stress and mental health; male-female relations in the workplace; crime and violence; and opportunity, achievement and the societal context. The measure and evaluation of gender differences and social-psychological theories of gender-related behaviour are recurrent themes.

Teaching Arrangements: Lecture/seminar (PS413) (two-hours) x 10 Lent Term; Class (PS413.B) (one-hour) x 10 Lent Term.

Written Work: A 3,000 word written assignment is required.

Reading List: S. Oskamp & M. Costanzo (Eds.), *Gender Issues in Contemporary Society*, Sage, 1993; P. Shaver & C. Hendrick (Eds.), *Sex and Gender*, Sage, 1987; M. S. Kimmel, *Changing Men: New Directions in Research on Men and Masculinity*, Sage, 1987; 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.

Methods of Assessment:

1. A formal two-hour examination in the Summer Term: two questions from a choice of five [50%]
2. A written assignment of not more than 3,000 words [50%].

PS415

The Social Psychology of Economic Life (Advanced) (Half unit course)

Teacher Responsible: Dr. G. Gaskell, Room S313

Availability and Restrictions: Students on degrees without a psychology or media component may only attend subject to numbers, their own degree regulations and at the discretion of the teacher responsible.

Core Syllabus: The course reviews the contribution of social psychological theories and perspectives, broadly interpreted to include micro-sociology, to the understanding of people's attitudes, choices and behaviours in the economic sphere.

Course Content: Economic socialization and the development and change of economic values. Rationality in individual and collective decision taking. Consumer behaviour, advertising and social marketing. Equity, fairness and taxation. Behavioural economics.

Teaching Arrangements: Lecture (PS415) (one-hour) x 10 Lent Term; Class x 10 Lent Term.

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.

Methods of Assessment:

1. A formal two-hour examination in the Summer Term: two questions from a choice of five [50%]
2. A written assignment of not more than 3,000 words [50%].

PS416

Philosophical Psychology (Advanced) (Half unit course)

Teacher Responsible: Dr. A. Wells, Room S384

Availability and Restrictions: 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 Mind-Body problem and its consequences for cognitive theory. The theory of meaning and its relation to psychology.

Course Content: Historical approaches to the Mind-Body problem from Descartes to Davidson; dualist, behaviourist, identity and functionalist accounts of the mind-body relation. The requirements on a theory of meaning: Frege, Russell and Strawson. The Realism/Anti-Realism debate: Dummett and psychology. Externalism: a realist riposte.

Teaching Arrangements: Lecture/seminars (PS416) (two-hours) x 10 Lent Term.

Written Work: 3,000 word written assignment required.

Reading List: W. Bechtel, *Philosophy of Mind. An Overview for Cognitive Science*, Lawrence Erlbaum Associates, 1988; P. M. Churchland, *Matter and Consciousness*, MIT Press, 1988; M. Dummett, *Truth and Other Enigmas*, 1978; J. A. Fodor, *The Language of Thought*, Harvester Press, 1975; A. Grayling, *An Introduction to Philosophical Logic*, Duckworth, 1990; M. Lockwood, *Mind, Brain and the Quantum: The Compound 'I'*, Blackwell, 1989; W. G. Lycan, *Mind and Cognition: A Reader*, Blackwell, 1990; C. McGinn, *Mental Content*, Blackwell, 1989.

Methods of Assessment:

1. A formal two-hour examination in the Summer Term: two questions from a choice of five [50%]
2. A written assignment of not more than 3,000 words [50%].

PS417

Rational Choice for Individuals and Organisations (Advanced) (Half unit course)

Teacher Responsible: Professor Rex Brown

Availability and Restrictions: Students in Psychology and decision-related fields, such as Operations Research, Government, Management, Philosophy, Economics, Social and Environmental Policy, subject to numbers and at the discretion of the teacher responsible. Only elementary mathematical ability is assumed, but some background in quantitative methods or an applied decision making field is desirable.

Core Syllabus: Structuring knowledge and value judgements; qualitative and quantitative reasoning to identify and compare options; elementary probability and utility; the interplay of quantitative logic, cognitive psychology and organisational behaviour; resolution of conflicting objectives and uncertainty about outcomes; integration of models of judgement into regular decision processes; personal, professional and public applications.

Course Content: The course is intended to help decision makers in private and institutional contexts to make up their minds about clear-cut but perplexing or contentious options and to communicate their rationale effectively to others. It draws on the responsible teacher's 30 years experience as a decision consultant to government and business, and his academic background in Statistics, Economics and Social Science. Decision theory is the underlying logic, but no statistics is explicitly taught, and there is heavy emphasis on taking human context realistically into account. Students actively evaluate real private and public choices. As decision aids, they use simple models which are equivalent substitutes for their own best judgements, or for readily available knowledge.

Teaching Arrangements: Lecture/seminar (PS417) (two-hours) x 10 Lent Term, and Class (PS417.A) (one-hour) x five fortnightly Lent Term mainly for technical clarification. Students exercise concepts on one personal problem of their own choosing. In small groups, they take a position on some live public issue, such as pending legislation, and present it orally at the end of term.

Written Work: Short weekly assignments and a 2000 word term paper on a personal choice.

Reading List: J. S. Hammond, R. L. Keeney & H. Raiffa, *Smart Choices*, Harvard Business School, 1998; R. V. Brown, *Rational Choices and Uncertainty: Structuring Knowledge and Values to make Decisions* (Draft manuscript) 1998; R. Zeckhauser, R. L. Keeney & J. Sebenius (Eds.), *Wise Choices*, Harvard Business School, 1997; J. Baron & R. V. Brown (Eds.), *Teaching Decision*

Making to Adolescents, LEA, 1991; I. L. Janis & L. Mann, *Decision Making Free Press*, 1977; R. V. Brown, A. S. Kahr & C. R. Peterson, *Decision Analysis: an Overview*, Holt, 1974. Lists of selected articles will be given out at the beginning of term.

Method of Assessment:

1. A formal two-hour examination in the Summer Term, comprising one required question testing technical mastery and either an essay or a case analysis (50%).
2. A 2000 word paper on a personal choice (25%).
3. A one-hour mid-term technical test (10%).
4. Short weekly written assignments (10%).
5. Classroom participation (5%).

PS418

Social Psychology of Health (Advanced) (Half unit course)

Teacher Responsible: Dr. Catherine Campbell, Room S387

Availability and Restrictions: 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.

Course Content: Health and well-being: support, stresses and illness in the social context. Systems approach: the individual (i) as a bio-psycho-social system, (ii) located within family/community/social networks/local cultures. Socially ascribed definitions of health and illness: myths, normality and deviance; tolerance and acceptance of responsibility by the community. Epidemiological patterns and their interpretation: gender, class, age, region, ethnicity. Health and social capital. Primary preventative health care systems: facilitation vs promotion vs prevention vs cure. Dominant and alternative/complementary models of intervention and therapy.

Teaching Arrangements: Lecture/Seminar (PS418) (two-hours) x 10 Lent Term. Class (PS418.A) (one-hour) x five fortnightly, directed to indepth analysis of specific material.

Written Work: 3,000 word written assignment required.

Reading List: W. Stroebe & M. Stroebe, *Social Psychology and Health*, The Open University Press, 1995; C. L. Cooper, R. D. Cooper & L. H. Eaker, *Living with Stress*, Penguin, Harmondsworth, 1988; C. Herzlich, *Health and Illness*, Academic Press, 1973; M. Foucault, *Mental Illness and Psychology*, Harper & Row, New York, 1976; J. Ogden, *Health Psychology - A Textbook*, Open University Press, 1996; P. Bennett & S. Murphy, *Psychology and health promotion*, Open University Press, 1997; 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.

Methods of Assessment:

1. A formal two-hour examination in the Summer Term: two questions from a choice of five [50%]
2. A written assignment of not more than 3,000 words [50%].

PS420

Cognitive Science and Natural Language (Advanced) (Half unit course)

Teacher Responsible: Dr. Bradley Franks Room S385

Availability and Restrictions: 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 discusses the central theoretical and methodological underpinnings of cognitive science, and their application to the study of language. The role of logical and computational tools is emphasised in discussing models of implicit knowledge of syntax, semantics and pragmatics. The relation between such models and psychological evidence is discussed.

Course Content: Nature and problems of cognitive science. Semantic, syntactic and lexical knowledge. Semantics: compositionality; sense and reference; opacity; proper names and descriptions; possible worlds semantics. Grammar: phrase structure grammars; unification; categorial grammar. Parsing: augmented and recursive transition networks; shift-reduce parsers. Psycholinguistics: models of the human sentence processing mechanism and lexical access. World knowledge and lexical semantics: concepts, typicality and word meaning; intensional and extensional models; sense generation; default inheritance in knowledge representation; nonmonotonic inference.

Teaching Arrangements: Lecture/seminar (PS420) (two-hours) x 10 Lent Term. Class (one-hour) x 10 Lent Term.

Written Work: 3,000 word essay required.

Preliminary Reading List: No single text covers the course. Detailed reading lists will be provided for the individual blocks. Some introductory sources are the relevant chapters in: P. N. Johnson-Laird, *Mental Models*, Cambridge, 1983; N. Stillings *et al.*, *Cognitive Science*, 2nd edn., MIT Press, 1996. Slightly more technical sources are: J. Allen, *Natural Language Understanding*, Benjamin Cummings, 1987; B. Grosz *et al.* (Eds.), *Readings in Natural Language Processing*, 2nd edn., Morgan Kaufman, 1992; G. Chierchia & S. McConnell-Gillett, *Meaning and Grammar*, MIT, 1990.

Methods of Assessment:

1. A formal two-hour examination in the Summer Term: two questions from a choice of five [50%]
2. A written assignment of not more than 3,000 words [50%]

PS421

Issues in Social Psychology

(Not available 1998-99)

Teacher Responsible: TBA

Availability and Restrictions: Students on degrees without a psychology component may attend subject to numbers, their own degree regulations and at the discretion of the teacher responsible.

Course Content: TBA

Teaching Arrangements: Lecture/seminar (PS421) (two-hours) x 10 Lent Term.

Written Work: A 3,000 word written assignment is required.

Reading List: TBA

Method of Assessment:

1. A formal two hour examination in the Summer Term: two questions from a choice of five [50%]
2. A written assignment of not more than 3,000 words [50%]

PS422

Contemporary Issues in Media Policy

(Half unit course)

Teacher Responsible: Dr. R. Collins, Room S305

Availability and Restrictions: Available primarily for M.Sc. Media & Communications. Other students may attend subject to numbers, their own degree regulations and at the discretion of the teacher responsible.

Core Syllabus: An introduction to contemporary issues in media and communication policy and to concepts relevant to their understanding.

Course Content: Introduction: public service broadcasting and the public sphere; the market and competition; the information society; new communications technologies and convergence; the radio spectrum; globalisation and media imperialism.

Teaching Arrangements: 10 Lecture/seminars (two-hours) Lent Term.

Written Work: A 3,000 word written assignment required.

Reading List: A reading list will be provided for each topic. General works relevant to the course include: R. Collins & C. Murrone, *New Media New Policies*, Polity, 1996; I. de Sola Pool, *Technologies of Freedom*, Belknap, 1983; N. Garnham, *Capitalism and Communications*, Sage, 1990; Home Office, *Report of the Committee on Financing the BBC*, HMSO, 1986; M. Tehrani, *Technologies of Power*, Ablex, 1990.

Methods of Assessment:

1. A formal two-hour examination in the Summer term: two questions from a choice of five [50%]
2. A written assignment of not more than 3,000 words [50%].

PS423

Political Communication (Half unit course)

Teachers Responsible: Dr. P. Lunt and others

Availability and Restrictions: Available for M.Sc. Media & Communications only.

Core Syllabus: The aim of the course is to examine the relationship between the mass media and political processes.

Course Content: The relationship between the mass media and political influence. The course will address a range of interconnected issues from among the following: political coverage and political beliefs; the role of opinion polls and media coverage in election campaigns; the development of political communications in Britain and America; the impoverishment of

civic communication; the current state of political communication and prospects for the future.

Teaching Arrangements: Lecture/seminar (two-hours) (PS423) x 10 Michaelmas Term.

Written Work: A 3,000 word written assignment required.

Reading List: D. Hallin, *We Keep America on Top of the World: Television journalism and the public sphere*, Routledge, 1994; R. Negrine, *Politics and the Mass Media in Britain*, Routledge, 1989; M. Ferguson (Ed.), *Political Communication: The new imperative*, Sage, 1990; J. Keane, *The Media and Democracy*, Polity Press, 1991; J. Curran & J. Seaton, *Power Without Responsibility: The press and broadcasting in Britain* (4th edn.), Routledge, 1991; C. Seymour-Ure, *The British Press and Broadcasting since 1945*, Basil Blackwell, 1991.

Methods of Assessment:

1. A formal two-hour examination in the Summer term: two questions from a choice of five [50%]
2. A written assignment of not more than 3,000 words [50%].

PS426

History of Social Psychology (Advanced)

(Half unit course)

Teacher Responsible: Professor R. M. Farr, Room S302

Availability and Restrictions: An advanced knowledge of one of the social sciences.

Core Syllabus: The main aim of the course is to acquaint students with the historical development of psychology as both a biological and a social science.

Course Content: The influence of positivism both in and on the history of psychology. The creation of false origin myths and the choice of ancestors. The uses of history for apologetic purposes. The emergence, in Germany, of psychology as an experimental and social science. The influence of Wundt on the development of social sciences other than psychology. Special topics, this session, will include the centenaries of Durkheim's notion of collective representations and the 1898 Cambridge Expedition to the Torres Strait. In this connection a required text for the course, this year, is *Slobodin* (1978) W. H. R. Rivers (copies of the Sutton Publications paperback edition which appeared for the launch of the film of Pat Barker's trilogy *Regeneration* are available at £10 each from Vanessa Cragoe, S316). Sociological as well as psychological forms of social psychology. F. H. Allport and the establishment, in America, of social psychology as an experimental and social science. *Successive Handbooks of Social Psychology*, 1935-85. Varieties of behaviourism - Watson, Mead and Skinner. The migration of the Gestalt psychologists from Germany and Austria to America.

Teaching Arrangements: Lecture (PS426) (one-hour) x 10 Lent Term; Class (PS426.B) (one-hour) x 10 Lent Term.

Written Work: A 3,000 word written assignment required.

Reading List: Required text: R. M. Farr, *The Roots of Modern Social Psychology (1872-1954)*, Blackwell, 1996; Other texts include: F. K. Ringer, *The Decline of the German Mandarins: The German academic community, 1890-1933*, Harvard University Press, 1969; K. Danziger, 'The positivist repudiation of Wundt', *Journal of the History of the Behavioural Sciences*, 15, 1979; R. M. Farr, 'The long past and the short history of social psychology', *European Journal of Social Psychology*, Vol. 21, No. 5, 1991; J. M. O'Donnell, *The Origins of Behaviourism: American Psychology 1870-1920*, New York University Press, 1985; K. Danziger, *Constructing the Subject: Historical origins of psychological research*, Cambridge University Press, 1990; M. G. Ash, *Gestalt Psychology in German Culture (1890-1967)*, Cambridge University Press, 1995.

Methods of Assessment:

1. A formal two-hour examination in the Summer Term: two questions from a choice of five [50%]
2. A written assignment of not more than 3,000 words [50%].

PS430

Methods of Research in Social Psychology

Teacher Responsible: Dr. M. Bauer, Room B804

Availability and Restrictions: M.Sc. Social Psychology students only.

Core Syllabus: The objective of the course is to provide a wide ranging awareness of methods and skills in design of research, the collection and analysis of data, to enable the student to evaluate critically his/her own research and that of professional researchers.

Course Content: The course has four components:

(i) **Principles of Social Research** and (ii) **Research Techniques**. Introduction to the philosophy of scientific method,

the distinction between qualitative and quantitative methods, the design and analysis of experiments and quasi-experiments, social artefacts in research, interviewing and participant observation, attitude measurement, evaluation research, and the criteria for assessing social research. A series of workshops and practicals covering attitude measurement and questionnaire design, content analysis of text and visual media, case studies, policy research, individual and focus group interview, and participant observation. The presentation of research reports. Training in the use of SPSS. Further details will be provided at the start of the session. (iii) & (iv) **Statistics** - students will take two of the following courses offered by the Methodology Institute: MI411 **Quantitative Analysis in Social Research I**, MI412 **Quantitative Analysis in Social Research II** and MI413 **Applied Multivariate Analysis**. For details please consult the relevant course guides.

Teaching Arrangements: Course work includes regular assignments and exercises on research techniques, computer analysis of data and statistics.

(i) Lectures & Laboratory Sessions: (PS430) (two-hours) x 16 Michaelmas and Lent Terms

(ii) MI411 (three-hours) x eight Michaelmas Term; MI412 (three-hours) x eight Lent Term; MI413 (one-hour) x 10 plus MI413a (two-hours) x five.

Reading List: G. Hoinville & R. Jowell, *Social Research Practice*, Heinemann, 1978; T. D. Cook & D. T. Campbell, *Quasi-Experimentation Design and Analysis*, Rand McNally, 1979; L. J. Cronbach, *Essentials of Psychological Measurement*; R. B. Weber *Basic content analysis*, Sage, 1985; D. Silverman (Ed.), *Qualitative Research. Theory, method, practice*, Sage, 1997; J. Habermas, *Knowledge and human interest*, Polity, 1997. 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.

Methods of Assessment:

1. Coursework [50%].
2. Statistics coursework and examination (see MI411, MI412 & MI413 course guides) [50%].

PS431

Methods of Research in Organisational & Social Psychology (Half unit course)

Teacher Responsible: Dr. M. Bauer, Room B804

Availability and Restrictions: M.Sc. Organisational & Social Psychology students only.

Core Syllabus: The objective of the course is to provide a wide ranging awareness of methods and skills in design of research, the collection and analysis of data, to enable the student to evaluate critically his/her own research and that of professional researchers.

Course Content: Introduction to the philosophy of scientific method, distinction between qualitative and quantitative methods, the design and analysis of experiments and quasi-experiments, individual and focus group interview, participant observation, attitude measurement, evaluation research, and the criteria for assessing social research. A series of workshops and practicals covering attitude measurement and questionnaire design, content analysis of text and visual media, and case studies. The presentation of research reports. Introduction into the use of SPSS. Further details will be provided at the start of the session.

Teaching Arrangements: Lectures & Laboratory Sessions: (PS430) (two-hours) x 16 Michaelmas & Lent Terms

Reading List: G. Hoinville & R. Jowell, *Social Research Practice*, Heinemann, 1978; T. D. Cook & D. T. Campbell, *Quasi-Experimentation Design and Analysis*, Rand McNally, 1979; L. J. Cronbach, *Essentials of Psychological Measurement*; W. M.; R. B. Weber, *Basic content analysis*, Sage, 1985; D. Silverman (Ed.), *Qualitative Research. Theory, method, practice*, Sage, 1997; J. Habermas, *Knowledge and human interest*, Polity, 1997; A. Bryman, (Ed.), *Doing Research in Organisations*, Routledge, 1988. 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.

Methods of Assessment:

1. Assessment of coursework assignments [100%].

PS432

Methods of Research in Media and

Communications (Half unit course)

Teachers Responsible: Dr. M. Bauer Room B804, Dr. S. M. Livingstone and others

Availability and Restrictions: Students on degrees other than M.Sc. Media & Communications may only attend subject to numbers, their own degree regulations and at the discretion of the teachers responsible.

Core Syllabus: The objective of the course is to provide a wide ranging awareness of methods and skills in design of research, the collection and analysis of data, to enable the student to evaluate critically his/her own research and that of professional researchers.

Course Content: This half unit course is intended to give students an advanced knowledge of methods of research in media and communications and broad experience in the use of various research techniques selected from among: the content analysis of the media; structural and semiotic analysis; media effects designs; survey research and questionnaire design; focus group discussions; interviewing; audience measurement; case studies/participant observation. Introduction to the use of SPSS. Further details will be provided at the start of the session.

Teaching Arrangements: The course is taught by means of two-hours x 16 combined lecture/practical sessions (PS430.1) in the Michaelmas and Lent Terms.

Reading List: R. P. Weber, *Basic Content Analysis*, Sage, 1985; R. Kent, *Measuring Media Audiences*, Routledge, 1994; R. C. Adams, *Social Survey Methods for Mass Media Research*, Lawrence Erlbaum Associates, 1989; K. B. Jensen & N. Jankowski (Eds.), *A Handbook of Qualitative Methodologies for Mass Communications Research*, Routledge, 1991; P. Alasuutari, *Researching Culture*, Sage, 1995; D. Silverman (Ed.), *Qualitative Research. Theory, method, practice*, Sage, 1997; J. Habermas, *Knowledge and human interest*, Polity, 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.

Methods of Assessment:

1. Assessment of written coursework assignments [100%].

PS433

Report: M.Sc. Social Psychology

Teacher Responsible: All members of the Department may be involved in the supervision of the research project on which the Report is based.

Availability and Restrictions: M.Sc. Social Psychology students only.

Course Content: The research project, an empirical investigation of a social psychological issue, is one quarter of the year's work. Towards the end of the Michaelmas Term a 'Project Shop Window Meeting' is held at which members of staff outline the research areas in which they would be willing to supervise projects. Students must obtain the approval of their Supervisors before embarking on the empirical part of their investigation. Many projects are also linked to the half-course unit option courses offered in the Lent Term. It is desirable, but not necessary, that a student undertakes a research project in the area of one of his or her option courses.

Arrangements for Supervision: In the first instance students should approach the member of staff whom they think is most appropriate to supervise the research they have in mind. The function of the Supervisor is to advise the student by providing information and by identifying problems in the research that might not have occurred to the student. The student is not required to accept this advice.

Methods of Assessment: Two copies of the Report must be handed into the Departmental Office by 12.00 noon, Friday 20 August 1999. It is preferable if the Report is typewritten. It should not be less than 10,000 words and should not exceed 15,000 words in length.

PS434

Report: M.Sc. Organisational & Social

Psychology

Teacher Responsible: All members of the Department may be involved in the supervision of the work on which the Report is based.

Availability and Restrictions: M.Sc. Social & Organisational Psychology students only.

Core Syllabus: Theoretical analysis or empirical research relating to the programme content, carried out on the student's own initiative, under the supervision of a member of staff.

Course 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.

Topic selection and supervision: Following the 'Project Shop Window' (held towards the end of the Michaelmas Term) students should consult the member(s) of staff whose areas of research most closely match their interests. Students should ensure that they have a Report Supervisor, and that the nature of the work has been agreed before they embark on any research. The supervisor's role is to provide advice and guidance. A project officer is also available to advise students, especially on data analysis.

Methods of Assessment: Two copies of the Report must be handed into the Departmental Office by 12.00 noon, Friday 20 August 1999. It is preferable if the Report is typewritten. It should not be less than 10,000 words and should not exceed 15,000 words in length.

PS435

Report: M.Sc. Media and Communications

Teacher Responsible: All teachers contributing to the M.Sc. courses, from the Departments of Social Psychology or other departments, may be involved in the supervision of the research project on which the report is based.

Availability and Restrictions: M.Sc. Media and Communications students only.

Core Syllabus: The aim of this report is for students to pursue an independent piece of research within media and communications.

Course Content: The research project, one quarter of the year's work, is a quantitative or qualitative investigation of an issue in the field of media and communications. It may take the form of a dissertation or an empirical research project. Students must obtain the approval of their supervisors for their project outline before completing the project.

Arrangements for Supervision: In the first instance students should approach the member of staff whom they think is most appropriate to supervise the research they have in mind. The supervisor will advise the student, help provide information and bibliography, and identify likely problems with the research proposed.

Methods of Assessment: Two copies of the report must be handed in to the Social Psychology Department office by 12.00 noon, Friday 20 August 1999. It is preferable if the Report is typewritten. It should not be less than 10,000 words and should not exceed 15,000 words in length.

PS436

Current Issues in Media and Communications (Half unit course)

Teacher Responsible: TBA

Availability and Restrictions: Available primarily for M.Sc. Media and Communications. Other students may only attend subject to numbers, their own degree regulations and at the discretion of the teacher responsible.

Course Content: TBA

Teaching Arrangements: Lecture/seminar (two-hours) (PS436) x 10 Lent Term.

Written Work: A 3,000 word (formally assessed) written assignment is required. Students may also be required to write a 2,000 word (informally assessed) assignment.

Reading List: TBA.

Methods of Assessment:

1. A formal two-hour examination in the Summer Term, two questions from a choice of five [50%].
2. A written assignment of not more than 3,000 words [50%].

PS437

Representations, Institutions and Communities (Half unit course)

Teacher Responsible: Dr. S. Jovchelovitch, Room S307

Availability and Restrictions: 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.

Course Content: The social context of representational activity; (i) The genesis and development of representations, (ii) The

public nature of representations; (iii) Time and place in the construction of representations: Memory and identity; Representing institutions and communities; (i) Institutions: The symbolic and the material in the life of communities, (ii) The instituting and the instituted in the life of communities, (iii) Institutions and communities as potential space; Representing/constructing Others: (i) The other institutionalised: strategies of classification, segregation and exclusion, (ii) The other in the community: strategies of habituation, denial and differentiation, (ii) The other in dialogue: solidarity and strategies of communicative action; The limitations and possibilities of social psychological intervention: (i) Research as a dialogical act: Interpretation, knowledge and empowerment.

Teaching Arrangements: Lecture (one-hour) (PS437) x 10 Lent Term, seminar/class (one-hour) x 10 Lent Term.

Written Work: A 3,000 word written assignment required.

Reading List: D. Jodelet, *Madness and Social Representations* (1991); M. Douglas, *How Institutions Think* (1987); C. Castoriadis, *The Imaginary Institution of Society* (1987); M. Foucault, *Madness and Civilization* (1971); J. Habermas, *The Theory of Communicative Action*, Vol. I and II (1987); S. Freud, *Civilization and Its Discontents* (1930), *Group Psychology and the Analysis of the Ego* (1921); D. W. Winnicott, *Playing and Reality* (1971); I. Martin-Baró, *Writings for a Liberation Psychology* (1994).

Method of Assessment:

1. A formal two-hour examination in the Summer Term: two questions from a choice of five (50%).
2. A written assignment of not more than 3,000 words (50%).

PS438

Corporate Communications (Half unit course)

Teacher Responsible: Dr. J. White

Availability and Restrictions: Only for: M.Sc. Social Psychology; M.Sc. Organisational and Social Psychology; and M.Sc. Media and Communications.

Core Syllabus: The objectives of the course are to provide an introduction to organisational communication, in particular the practices of public relations and corporate communications, and to show how an understanding of communications management, based on knowledge of the social sciences, may contribute to the overall management of organisations.

Course Content: Communication within, and by organisations. Understanding organisations as systems of communication. Communication behaviour by individuals for and on behalf of organisations. Techniques of communication used by organisations and the means by which these are managed. The practices of corporate communication and public relations. Specific topics in corporate communication: corporate identity, corporate symbols and the relationship of corporate communication to corporate culture. Organisations and the public channels of communication: the relationships of commercial and other organisations to the mass media; managed use of interpersonal communication.

Teaching Arrangements: Seminar (PS438) (two-hours) x 10 Lent Term

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: J. White, *How to Understand and Manage Public Relations*, Business Books, 1991; J. Grundig (Ed.), *Excellence in Public Relations and Communication Management*, L. Erlbaum, 1992; G. Broom & D. Dozier, *Using Research in Public Relations Practice: Applications to Program Management*, Prentice Hall, 1990; A. R. Raucher, *Public Relations and Business, 1900-1929*, The Johns Hopkins Press, 1968; J. White & L. Mazur, *Strategic Communications Management: Making Public Relations Work*, Addison-Wesley, 1995.

Methods of Assessment:

1. A formal two-hour examination in the Summer Term: two questions from a choice of five (50%).
2. A written assignment of not more than 3,000 words (50%).

PS439

The Social Psychology of New Technology (Half unit course)

Teacher Responsible: Dr. Martin Bauer, Room B804

Availability and Restrictions: Students on degrees without a social psychology or media component may attend subject to numbers and at the discretion of the teacher responsible.

Core Syllabus: The objective of this course is to analyse the contribution of various social psychological concepts to the

analysis of public opinion on new technologies, and to raise awareness for the functions of public opinion measures for the public opinion process as it influences technological trajectories.

Course Content: According to Krantzberg's First Law technology is neither good nor bad, nor is it neutral. At any time it is a negotiated process: a growing web of designers and users held together by a changing configuration of ideas and matter. The course explores the 'pain analogy' of resistance: public resistance is the reality principle of technological trajectories. What influences resistance, what forms does it take, and what are the consequences for the development of new technology? The course explores conceptions of 'resistance' drawing upon research in psychotherapy, attitude change, risk perception, media research, group dynamics, and public understanding of science. The technologies discussed will be: nuclear power, information technology and genetic engineering. Analyses of media coverage and of public opinion research provide the empirical basis of the course. Further details will be provided at the start of the session.

Teaching Arrangements: Lecture (one-hour) (PS439) x 10 Lent Term, seminar/class (one-hour) x 10 Lent Term.

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. Caroppo, 'A history of social psychological reactions to new technology', *Journal of Occupational Psychology*, 61, 1988; B. Joerges, 'Technology in everyday life: conceptual queries', *Journal for the Theory of Social Behaviour*, 18, 1988; T. Marteau & M. P. M. Richards (Eds.), *The Troubled Helix: Social and psychological implications of the new human genetics*, CUP, 1996; J. Van der Pligt, *Nuclear Energy and the Public*, Blackwell, 1992; S. R. Weart, *Nuclear Fear: A history of images*, Harvard University Press, 1988. 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.

Method of Assessment:

1. A formal two-hour examination in the Summer Term: two questions from a choice of five (50%).
2. A written assignment of not more than 3,000 words (50%).

PS442

Environmental Social Psychology (Half unit course)

Teachers Responsible: Dr. Marie-Claude Gervais, Room S311

Availability and Restrictions: Students on degrees without a psychology component may attend subject to numbers, their own degree regulations and at the discretion of the teacher responsible.

Core Syllabus: The course examines the environment as a social psychological object and explores changing historical and cultural constructions of nature.

Course Content: Drawing on environmental and social psychology, but also on the literatures in sociology and anthropology, this course provides a framework for the understanding of new environmental realities and their psychological consequences. The lectures will address the following: (1) Environmental psychology in context: origins, main schools of thought, critique and novel research directions. (2) Nature in a historical and cross-cultural perspective: the problematisation of nature in late modernity; organic, mechanistic and cybernetic states of nature; the proliferation of hybrids and the hybridisation of representations of nature; the environment as simultaneously a natural, social and discursive product. (3) The existential reality of living in an era of global environmental risk: new forms of science-informed common sense knowledge; indeterminacy, trust and scepticism; responsibility and disengagement; relativism and certainty. (4) Plural rationalities, identity processes and community structures during ecological disasters: the case studies of the Chernobyl nuclear fall-out among Cumbrian sheepfarmers, and of the tanker *Braer* oil spill in Shetland. **Teaching Arrangements:** 10 x one-hour lecture (PS442) Lent Term and 10 x one-hour seminar/class in Lent Term.

Reading List: A reading list will be provided for each topic. General works relevant to the course include: D. Stokols, *Perspectives on Environment and Behaviour: Theory, research and applications*, Plenum, London and New York, 1977; D. Stokols, & I. Altman, *Handbook of Environmental Psychology*, Wiley, New York, 1987; U. Beck, *Risk Society: Towards a new modernity*, Sage, 1992; B. Latour, *We Have Never Been Modern*,

Harvester Wheatsheaf, 1993; A. Giddens, *Modernity and Self-Identity: Self and society in the late modern age*, Polity Press, 1991; J. Hannigan, *Environmental Sociology: A social constructionist perspective*, Routledge, 1995; S. Moscovici, *Essai sur l'Histoire Humaine de la Nature*, Flammarion, Paris, 1977; P. Macnaughten & J. Urry, *Contested Natures*, Sage, 1998.

Methods of Assessment:

1. A formal two-hour examination in the Summer Term: two questions from a choice of five (50%).
2. A written assignment of not more than 3,000 words (50%).

PS443

Modern Social Psychology (Half unit course)

Teacher Responsible: Dr. Marie-Claude Gervais, Room S311

Availability and Restrictions: A conversion course at a graduate level for all social science students at the School without a prior knowledge of social psychology in their first degrees. It is a compulsory half-course unit for the M.Sc. in Organisational and Social Psychology. Students on this degree who do have a prior knowledge of social psychology may gain an exemption from the Programme Director for this M.Sc. This is a prerequisite for PS400 for those without a prior knowledge of social psychology.

Core Syllabus: Basic theories in modern social psychology following both European and American traditions of research.

Course Content: The historical background of modern social psychology. Attitudes and their relation to behaviour. Intergroup relations and social identity theory. Self-categorisation theory. Moscovici's theory of social representations and its relation to minority influence theory. The role of the audience in studies of mass communication. Assessing the effects of the mass media. Application of social identity theory to crowds, to ethnolinguistic identity and to relative deprivation. Theories of attitude change.

Teaching Arrangements: 10 x two-hour lecture/seminar (PS443) Michaelmas Term.

Reading List: R. Brown, *Social Psychology*, 2nd edn, Collin-Macmillan, New York, 1986 (set text); E. E. Jones, *Interpersonal Perception*, Freeman, 1990; H. Tajfel, *Human Groups and Social Categories: Studies in Social Psychology*, Cambridge University Press, 1981; S. Livingstone, *Making Sense of Television*, Routledge 1998; M. Hewstone, W. Stroebe, J-P. Codol, & G. M. Stephenson, *Introduction to Social Psychology: A European perspective*, Blackwell, 1988 (set text); H. Himmelweit & G. Gaskell (Eds.), *Societal Psychology*, Sage, 1990; F. Heider, *The Psychology of Interpersonal Relations*, Wiley, 1958.

Methods of Assessment:

1. A formal two-hour examination in the Summer Term: two questions from a choice of five (50%).
2. A written assignment of not more than 3,000 words (50%).

PS940

Psychology (Seminar)

Teachers Responsible: Professor R. M. Farr, Room S302

Availability and Restrictions: Open to all graduate students in Social Psychology Department.

Teaching Arrangements: Fortnightly seminars (PS940) Sessional. Papers will be presented by outside speakers.

Methods of Assessment: Non-examinable.

PS960

Classical Texts in Social Psychology

Teachers Responsible: Dr. Martin Bauer, Professor Rob Farr, Dr. Sandra Jovchelovitch, Dr. George Gaskell and others

Availability and Restrictions: None

Core Syllabus: To maintain awareness of classical monographical studies of social psychology. Its psychological as well as its sociological tradition. To provide a forum for entire textual reading and contextual discussions of contributions by J. Vygotsky, K. Piaget, Lewin, G. H. Mead, LeBon, McDougall, F. Bartlett, S. Freud, E. Goffman, Ichheiser, Buehler and others.

Teaching Arrangements: A series of discussion seminars centering on key texts and authors. Lent and Summer Terms.

Reading List: R. M. Farr, *The Roots of Modern Social Psychology*, Blackwell, 1996. Further readings will be suggested at the start of the seminar.

Method of Assessment: Non-examinable

METHODOLOGY INSTITUTE

M.Sc. Social Research Methods (Philosophy)

Duration of Course of Study

Full-time: One calendar year. Part-time: At least two calendar years.

Examination

Students are required to be examined on courses to a value of three whole units. All courses below are half units unless specified to the contrary. For courses outside the Methodology Institute, a particular option may be excluded due to timetable incompatibility or for some other reason. The choice of courses under 1 is subject to the approval of the student's supervisor and the course tutor for the degree.

Paper Number	Paper Title	Course Guide Number
I	Three units as follows:	
1.	Two of the following:	
(a)	Quantitative Analysis in Social Research I	MI411
	Quantitative Analysis in Social Research II	MI412
	Quantitative Analysis in Social Research III	MI413
or	(b) Approved courses in Statistics to the value of one whole unit	
2.	(a) Social Research Design	MI421
and	(b) Text, Image and Sound in Social Research	MI422
3.	One whole or two half units from the following list of approved courses for this field:	
(i)	Philosophy of the Social Sciences (whole unit)	PH405
(ii)	Foundations of Probability (whole unit)	PH407
(iii)	Philosophy of Science and Scientific Method (whole unit)	PH400
(iv)	Philosophy of Economics (whole unit)	PH413
(v)	Advanced Social Philosophy (whole unit)	PH410
(vi)	Philosophy of the Social Sciences (half unit)	MI431
and	Causal Analysis (half unit)	PH414
and		
II	A project including a research report of not more than 10,000 words in length in the candidate's special field. Supervision for the project will be provided by the department or Institute in which the candidate's special field is located.	

Dates of Examination

Written papers	Courses under 1(a) above are examined by a combination of a formal examination at the end of the term in which they are taken and a take-home paper to be completed by the end of the following vacation, or by an unseen examination held in May/June.
Project/Report	15 September

M.Sc. Social Research Methods (Social Policy)

Duration of Course of Study

Full-time: One calendar year. Part-time: At least two calendar years.

Examination

Students are required to be examined on courses to a value of three whole units. All courses below are half units unless specified to the contrary. For courses outside the Methodology Institute, a particular option may be excluded due to timetable incompatibility or for some other reason. The choice of courses under 1 is subject to the approval of the student's supervisor and the course tutor for the degree.

Paper Number	Paper Title	Course Guide Number
I	Three units as follows:	
1.	Two of the following:	
(a)	Quantitative Analysis in Social Research I	MI411
	Quantitative Analysis in Social Research II	MI412
	Quantitative Analysis in Social Research III	MI413
or	(b) Approved courses in Statistics to the value of one whole unit	
2.	(a) Social Research Design	MI421
and	(b) Text, Image and Sound in Social Research	MI422
3.	Social Policy Research (whole unit)	SA451
and		
II	A project including a research report of not more than 10,000 words in length in the candidate's special field. Supervision for the project will be provided by the department or Institute in which the candidate's special field is located.	

Dates of Examination

Written papers	Courses under 1(a) above are examined by a combination of a formal examination at the end of the term in which they are taken and a take-home paper to be completed by the end of the following vacation, or by an unseen examination held in May/June.
Project/Report	15 September

M.Sc. Social Research Methods (Social Psychology)

Duration of Course of Study

Full-time: One calendar year. Part-time: At least two calendar years.

Examination

Students are required to be examined on courses to a value of three whole units. All courses below are half units unless specified to the contrary. For courses outside the Methodology Institute, a particular option may be excluded due to timetable incompatibility or for some other reason. The choice of courses under 1 is subject to the approval of the student's supervisor and the course tutor for the degree.

Paper Number	Paper Title	Course Guide Number
I	Three units as follows:	
1.	Two of the following:	
(a)	Quantitative Analysis in Social Research I	MI411
	Quantitative Analysis in Social Research II	MI412
	Quantitative Analysis in Social Research III	MI413
or	(b) Approved courses in Statistics to the value of one whole unit	
2.	(a) Social Research Design	MI421
and	(b) Text, Image and Sound in Social Research	MI422
3.	One whole or two half units from the following approved courses	
(a)	Social Psychology of Health (Advanced)	PS418
(b)	Social Representations (Advanced)	PS410
(c)	History of Social Psychology (Advanced)	PS426
(d)	Philosophical Psychology (Advanced)	PS416
(e)	Social Psychology of the Media (Advanced)	PS411
(f)	The Social Psychology of Economic Life (Advanced)	PS415
(g)	Psychology of Gender (Advanced)	PS413
(h)	The Audience in Mass Communications (Advanced)	PS412
(i)	Decision Making and Decision Support Systems (Advanced)	PS417
(j)	Organisational Social Psychology (Advanced) (whole unit)	PS404
and		
II	A project including a research report of not more than 10,000 words in length in the candidate's special field. Supervision for the project will be provided by the department or Institute in which the candidate's special field is located.	

Dates of Examination

Written papers	Courses under 1(a) above are examined by a combination of a formal examination at the end of the term in which they are taken and a take-home paper to be completed by the end of the following vacation, or by an unseen examination held in May/June.
Project/Report	15 September

M.Sc. Social Research Methods (Sociology)

Duration of Course of Study

Full-time: One calendar year. Part-time: At least two calendar years.

Examination

Students are required to be examined on courses to a value of three whole units. All courses below are half units unless specified to the contrary. For courses outside the Methodology Institute, a particular option may be excluded due to timetable incompatibility or for some other reason. The choice of courses under 1 is subject to the approval of the student's supervisor and the course tutor for the degree.

Paper Number	Paper Title	Course Guide Number
I	Three units as follows:	
1.	Two of the following:	
(a)	Quantitative Analysis in Social Research I	MI411
	Quantitative Analysis in Social Research II	MI412
	Quantitative Analysis in Social Research III	MI413
or	(b) Approved courses in Statistics to the value of one whole unit	
2.	(a) Social Research Design	MI421
and	(b) Text, Image and Sound in Social Research	MI422
3.	One of the following approved courses (all courses are whole unit):	
(a)	Sociological Theory	SO402
(b)	Social Analysis of Industrial Societies	SO403
(c)	Sociology of Development	SO404
(d)	Nationalism	EU405
(e)	Political Stability and Change	SO406
(f)	Contemporary Political Sociology: Theories and Research Strategies	SO407
(g)	Sociology of Religion	SO408
(h)	Sociology of Crime, Deviance and Control	SO409
(i)	The Sociology of Gender (not available 1998/99)	SO411
(j)	Society, Culture and Media	SO413
(k)	Sociology of Employment	SO412
and		
II	A project including a research report of not more than 10,000 words in length in the candidate's special field. Supervision for the project will be provided by the department or Institute in which the candidate's special field is located.	

Dates of Examination

Written papers	Courses under 1(a) above are examined by a combination of a formal examination at the end of the term in which they are taken and a take-home paper to be completed by the end of the following vacation, or by an unseen examination held in May/June.
Project/Report	15 September

M.Sc. Social Research Methods (Statistics)**Duration of Course of Study**

Full-time: One calendar year. Part-time: At least two calendar years.

Examination

Students are required to be examined on courses to a value of three whole units. All courses below are half units unless specified to the contrary. For courses outside the Methodology Institute, a particular option may be excluded due to timetable incompatibility or for some other reason. The choice of courses under 1 is subject to the approval of the student's supervisor and the course tutor for the degree.

Paper Number	Paper Title	Course Guide Number
I	Three units as follows:	
1.	Two of the following:	
(a)	Quantitative Analysis in Social Research I	MI411
	Quantitative Analysis in Social Research II	MI412
	Quantitative Analysis in Social Research III	MI413
or	Approved courses in Statistics to the value of one whole unit	
2.	(a) Social Research Design	MI421
and	(b) Text, Image and Sound in Social Research	MI422
3.	Two of the following approved courses:	
(a)	Survey and Market Research Methods	ST415
(b)	Sampling Theory and Multivariate Methods	ST412
(c)	Statistical Aspects of Educational and Manpower Planning	ST400
(d)	Statistical Sources, Packages and Data Analysis	ST401
and		
II	A project including a research report of not more than 10,000 words in length in the candidate's special field. Supervision for the project will be provided by the department or Institute in which the candidate's special field is located.	

Dates of Examination

Written papers	Courses under 1 (a) above are examined by a combination of a formal examination at the end of the term in which they are taken and a take-home paper to be completed by the end of the following vacation, or by an unseen examination held in May/June.
Project/Report	15 September

M.Sc. Social Research Methods (Gender)**Duration of Course of Study**

Full-time: One Calendar year. Part-time: Two Calendar years.

Paper Number	Paper Title	Course Guide Number
I		
1.	Gender Theories in the Modern World	GI400
2.	Gender: Epistemology and Research Methodology (half unit)	GI402
3.	Quantitative Analysis in Social Research I (half unit)	MI411
and	Quantitative Analysis in Social Research II (half unit)	MI412
4.	Text Image and Sound in Social Research (half unit)	MI422
or	Social Research Design (half unit)	MI421
II	A dissertation of not more than 10,000 words on a topic approved by the candidate's supervisor	

Part-time students may, with the approval of the School, take the examination in two parts. The first part will consist of up to three papers, taken after completion of courses for those papers. The second part will consist of the remaining papers and the essay and will be taken in the final year of the course. A candidate who does not at his/her first entry successfully complete the examination or part of the examination for which he/she has 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 until the examination in a subsequent year.

Dates of Examination

Written papers	June
Dissertation	September

Course Guides**MI411****Quantitative Analysis in Social Research I**

Teachers Responsible: Dr. Matthew Mulford, Room B802, Colin Mills, Room S875, Dr. Fiona Steele, Room B808 and others.

Availability and Restrictions: Optional for M.Sc. Social Research Methods; also available for research students.

Core Syllabus: An intensive introduction to the principles and methods of statistical analysis in social research.

Course Content: The course, designed specifically for research students with little or no past training in quantitative analysis, aims to impart a level of familiarity suitable for a moderately critical understanding of the statistical material in the journals being used by students in their work and the ability to use some elementary techniques. Topics include descriptive statistics, exploratory data analysis (EDA), basic ideas of inference and estimation, contingency tables and some forms of regression models. The course includes an introduction to the statistical program Spss, which will be used during the computer sessions.

Teaching Arrangements: Eight three-hour sessions starting in the second week of the Michaelmas Term. In each session there will be two hours of lecture and one hour on the computer. Weekly assignments, both on and off the computer, will be required.

Reading List: Students should buy J. Healey, *Statistics: A Tool for Social Research, 4th Edition*. This will be the core text for this course and will be a useful reference book thereafter. Some additional reading will be suggested during the course.

Methods of Assessment: Two-hour in-class examination at the end of the Michaelmas Term and a take-home paper to be completed and submitted by the beginning of the Lent Term.

MI412**Quantitative Analysis in Social Research II**

Teachers Responsible: Dr. Matthew Mulford, Room B802, Colin Mills, Room S875, Dr. Fiona Steele, Room B808.

Availability and Restrictions: Optional for M.Sc. Social Research Methods; also available for research students.

Core Syllabus: This course follows on from MI411, giving students further training with the statistical techniques used in social research.

Course Content: Students are required to have satisfactorily passed MI411 or an equivalent level statistics course. This course provides students with a firm training in statistical methodology. Topics include multiple regression, log-linear models, logistic regression, as well as discussions of how inference and estimation should and should not be used in social science research. Students will be introduced to the statistical package Spss.

Teaching Arrangements: This course will be given twice, in eight three-hour sessions starting in the second week of each of the Michaelmas and Lent Terms. In each session there will be two hours of lecture and one hour on the computer. Weekly assignments, both on and off the computer, will be required. M.Sc. students' choice of term in which to attend will be constrained by their choice of other options.

Reading List: A useful text is D. Knoke & G. W. Bohrnstedt, *Statistics for Social Data Analysis*. A pack of course materials will be handed out at the start of the course.

Methods of Assessment: Two-hour in-class examination at the end of the term plus a take-home examination to be completed and submitted by the beginning of the following term.

MI413**Quantitative Analysis in Social Research III****(Applied Multivariate Analysis)**

Teachers Responsible: Dr. Fiona Steele, Room B808, Jane Galbraith, Room S212 and others.

Availability and Restrictions: Optional for M.Sc. Social Research Methods and for M.Sc. Social Psychology; also available for research students undertaking projects entailing an advanced level of statistical analysis. A basic knowledge of probability, statistical theory and survey methods up to first degree level is required.

Course Content: The course deals with some of the multivariate techniques used in the Social Science including a selection from principal components analysis, factor analysis, latent variable modelling, cluster analysis, multi-dimensional scaling, correspondence analysis and log-linear modelling.

Teaching Arrangements: Ten one-hour sessions (ST412.2) in the Lent Term and about five two-hour practical sessions. Additional classes will be provided for postgraduate students as necessary.

Reading List: The course does not closely follow any book but all the following cover most of the material. Students are advised to purchase at least one from the list having regard to their background and interests. Advice will be given by the lecturer.

B. S. Everett & G. Dunn, *Applied Multivariate Data Analysis* (1991); C. Chatfield & A. J. Collins, *Introduction to Multivariate Analysis* (1988); S. Sharma, *Applied Multivariate Techniques* (1996).

Methods of Assessment: A two-hour unseen written examination in the Summer Term. Students will also be assessed on work done during the course.

MI420**Concepts and Methods in Social Inquiry**

Teachers Responsible: Dr. George Gaskell, Room B811 and others

Availability and Restrictions: For M.Sc. in Government and interested research students. Course MI425 may also be of interest.

Course Content: The objective is to give students an appreciation of the basic concepts, debates and methodologies in social scientific research. The purpose of the course is to enable students to understand and critically evaluate empirical research, and to provide a foundation for their own research projects. The course provides a broad coverage of the underlying assumptions and concepts, and of the major methodologies of the empirical social science enquiry. Epistemology and the philosophy of science; Habermas and forms of knowledge; Experimental and quasi experimental designs, observation and case studies, ethnography, correlation and association and comparative analysis; From constructs to indicators and the ladder of abstraction; Sampling, representativeness and generalisation; Attitudes and public opinion, forms of interviewing, questionnaire and survey design; The analysis of the media and texts, classical and structural content analysis and discourse analysis. The 'indication' of different methods, reliability, validity and credibility.

Teaching Arrangements: 10 sessions (MI420) of two-hours in Lent Term.

Reading List: G. King, R. O. Keohane & S. Verba, *Designing Social Inquiry: Scientific Inference in Qualitative Research*, Chapter 1, (Princeton University Press, 1994); J. Habermas, *Knowledge and Human Interest* (1987); P. Dunleavy, *Studying for a Degree in the Humanities and Social Sciences*, Chapter 5, (Pergamon, 1987); N. K. Denzin & Y. S. Lincoln, *Handbook of Qualitative Research* (Sage, 1994); D. L. Morgan (Ed.), *Successful Focus Groups: Advancing the State of the Art* (Sage, 1993); R. Krippendorff, *Content Analysis* (Sage, 1982); R. Barthes, *Mythologies* (Paladin, 1973); F. de Saussure, *Course in General Linguistics* (McGraw-Hill, 1969 (1915)); G. Hoinville et al., *Survey Research Practice* (Heinemann, 1978); G. Sartori, 'Concept Misformation in Comparative Politics', *American Political Science Review*, 64, (1970); G. Sartori, 'Comparing and Miscomparing', *Journal of Theoretical Politics*, 3, (1991); R. O'Kane, 'The Ladder of Abstraction', *Journal of Theoretical Politics*, 5, (1993); M. Fonow & J. Cook (Eds.), *Beyond Methodology: Feminist Scholarship as Lived Research* (Indiana University Press, 1991); S. Reinharz, *Feminist Methods in Social Research* (Oxford University Press, 1992); D. Held, *Introduction to Critical Theory* (Polity Press, 1990); R. Morro, *Critical Theory and Methodology* (Sage, 1990); M. Dogan & A. Kazancigil, *Comparing Nations: Concepts, Strategies and Substance* (Blackwell, 1994); R. Rose, 'Comparing Forms of Comparative Analysis', *Political Studies*, Vol. 39, No. 3, (1991); L. Griffin & C. Ragin, 'Some Observations on formal Methods of Qualitative Analysis', *Sociological Methods and Research*, Vol. 23, No. 1, (1994); C. Ragin, *The Comparative Method: Moving Beyond Qualitative and Quantitative Strategies* (University of California Press, 1987).

Methods of Assessment: One written assignment of no more than 2500 words.

MI421
Social Research Design
Teachers Responsible: Dr. George Gaskell, Room B811 and others

Availability and Restrictions: Compulsory for M.Sc. Social Research Methods; also available for research students.

Course Content: Introduction: an overview of social research methodologies, the nature of explanation, correlation and causation. From constructs to indicators: hypothetical constructs and intervening variables, operationalisation. Designing qualitative inquiry. Experimental and quasi-experimental designs for research. Sampling, representativeness and generalisation. Case studies in social research. Questionnaire design.

Teaching Arrangements: 10 two-hour sessions during Michaelmas Term.

Reading List: T. D. Cook & D. T. Campbell, *Quasi-experimentation: Design and analysis issues for field settings* (Rand McNally, Chicago, 1979); R. K. Yin, *Case study research* (Sage, Beverly Hills, 1984); G. King, R. O. Keohane & S. Urba, *Designing social enquiry. Scientific Inference in qualitative research* (Princeton University Press, 1994); G. Kalton, *Introduction to Survey Sampling* (Sage Publications, California, 1987).

Methods of Assessment: For students taking the course as a half unit, one written assignment of 2500 words.

MI422

Text, Image and Sound in Social Research

Teachers Responsible: Dr. Martin Bauer, Room B804, Dr. George Gaskell, Room B811 and others

Availability and Restrictions: Compulsory for M.Sc. Social Research Methods; also available for research students from other departments. Students should also be attending MI421. Courses MI425 and MI426 may also be of interest.

Core Syllabus: Social research comprises the collection, description and interpretation of data in the form of written texts, still or moving images, or recorded sound. On the other hand images, sound and written text are also forms of research outputs. The course will cover analytic methods for all three types of data and provide the student with technical competence in the selection between and the use of such methods through practical experience. Students will be introduced to computer aids which assist the qualitative research process, including the multi-media facilities at the school.

Course Content: Types of interviewing, participant observation, systematic observation, on-line data sources for press or tv, access to archival material, and the use of photographic and video material. Analytic approaches will include semiotics, rhetoric, narrative analysis and classical content analysis; the development of coding systems; and an overview on qualitative computer aids such as TEXTBASE ALPHA, NUD*ist and ATLAS/ti. The course will cover the cycle from 'text as input' to 'text as output', issues of reliability, validity and relevance, and the graphical presentation of results.

Teaching Arrangements: 15 eighty minute lectures during Michaelmas and Lent Terms. For M.Sc. Social Research Methods a 40 minute seminar will follow each lecture.

Reading List: N. K. Denzin & Y. S. Lincoln, *Handbook of Qualitative Research* (Sage, 1994); M. Hammersley & P. Atkinson, *Ethnography*, (2nd edn.), (1995); A. Strauss, *Qualitative Analysis for Social Scientists* (1987); R. Tesch, *Qualitative Research; Analysis Types and Software Tools* (1990); D. Knoke & Kuklinski, *Network Analysis* (1983); J. Lofland, *Analyzing Social Settings* (1971); P. Thompson, *The Voice of the Past* (1988); K. Plummer, *Documents of Life* (1983); R. P. Weber, *Basic Content Analysis* (Sage, 1985); Krippendorf, *Content Analysis* (Sage, 1982); R. Wuthnow, *Vocabularies of public life* (Routledge, 1992); P. Loizos, *Innovations in ethnographic film* (MUP, 1993); J. Collier & M. Collier, *Visual Anthropology: Photography as a Research Methodology* (University of New Mexico Press).

Methods of Assessment: Two assignments of 3,000 words and three-hour unseen written exam.

MI423

Unstructured Interviewing

Teachers Responsible: Qualitative Research Unit members from **Social and Community Planning Research (SCPR)**

Availability and Restrictions: For M.Sc. Social Research Methods students and for research students undertaking projects in which unstructured, in-depth interviews comprise a substantial component. Students should be attending MI422.

Core Syllabus: The aim of this course is to provide students with an intensive introduction to the skills and techniques required to conduct effective unstructured interviews.

Course Content: During this short course, students will be introduced to the objectives and purposes of interviewing as a means of collecting qualitative data, and will receive expert training in all aspects of interviewing skills and techniques. Students will develop their own interview topic guides in groups and undertake 'role-play' interviews under the supervision.

Teaching Arrangements: Three consecutive one-day sessions (to be arranged).

Methods of Assessment: Non-examinable.

MI424

Interviewing Skills Workshop

Teachers Responsible: Dr. George Gaskell, Room B811 and others

Availability and Restrictions: For research students and M.Sc. students.

Course Content: The aim of this course is to give students the basic principles, conduct and analysis of in-depth interviewing of individuals, elites and groups. Syllabus: Basic concepts in qualitative research, sampling of respondents and the design of the topic guide; Interviewing skills for individuals, elite respondents and groups; The analysis of qualitative data, reporting results and the issue of quality indicators in qualitative research.

Teaching Arrangements: Two days during the Christmas vacation (to be arranged).

Methods of Assessment: Non-examinable.

MI425

Computer Packages for Qualitative Analysis

Teachers Responsible: Dr. Martin Bauer, Room B804 and others

Availability and Restrictions: For M.Sc. Social Research Methods and research students who intend to use qualitative computer packages in their research. Students also attend MI420 and/or MI422.

Course Content: It is intended to provide research students with an appreciation of various computer packages for qualitative analysis through introduction courses and hands-on training in the use of these tools.

Teaching Arrangements: Regular half-day introductory and two-day training courses on computer packages such as NUD*ist, TEXTBASE ALPHA, and ATLAS/ti all through the year.

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); E. A. Weitzman & M. B. Miles, *Computer programs for qualitative data analysis* (Sage, 1995).

Methods of Assessment: This course is non-examinable.

MI431

Topics in the Philosophy of the Social Sciences

Teachers Responsible: To be announced

Availability and Restrictions: Optional for M.Sc. Social Research Methods (Philosophy of the Social Sciences) students; designed specifically for research students. MSc in Philosophy of the Social Sciences Stream III.

Core Syllabus: Some of the main problems in the philosophy and methodology of the social sciences.

Course Content: Topics to be covered will include some or all of: 1) Methodological Individualism; Can all social explanations ultimately be reduced to explanations invoking only individuals and relations between individuals? 2) The role of values in social science: Can social science be entirely value-free? 3) Historical and social explanations: Do explanations in history and in social science conform to any of the models of explanation exemplified in the natural sciences? 4) Testability in economics and in social science: Can theories in economics and the social sciences be tested in the same way as theories in the natural sciences? 5) Criteria-free theory change: What are the criteria for theory change in natural science and do changes in theory in the social field satisfy the same criteria? 6) The role of rationality assumptions in economics and in social science 7) Reflexive predictions: Does the fact that publicising a social prediction may either help bring the predicted event about or help prevent that event happening mark out the social sciences as ineliminably different from the natural sciences? 8) Biology and Social Science: How useful, if at all, can evolutionary biology be in explaining human social behaviour?

Teaching Arrangements: Ten one-hour lectures (MI431), each followed by an informal discussion session, starting in the first week of the Lent Term.

Reading List: Detailed readings will be specified during the course – useful background and general reading is: H. Kincaid, *Philosophical Foundations of the Social Sciences*; M. Martin and L. McIntyre (Eds.), *Readings in the Philosophy of Social Science*; P. Urbach, *The Scientific Status of Evolutionary Theories of Society*, LSE Quarterly, (1987); M. Daly & M. Wilson, *Homocide*; H. Cronin, *The Ant and the Peacock*.

Methods of Assessment: For those taking this examination as a half unit there is a two-hour examination in the summer. For those taking it as part of the paper Methodology of the Social Sciences (Ph454) there is a three-hour examination in the summer.

MI445

Ethical and Legal Aspects of Social Research

Teachers Responsible: Dr. George Gaskell, Room B811 and others

Availability and Restrictions: For M.Sc. Social Research Methods students, research students, and staff of all departments.

Course Content: The ethical issues of social research will be examined over several seminars with experts from within and outside the LSE dealing with (a) general philosophical approaches to ethics; (b) ethical issues in experimental research; (c) ethical issues in survey research; (d) ethical issues in ethnographic research; (e) the legal protection of privacy and the conduct of social research; and as much of social research is conducted commercially; (f) business ethics.

Teaching Arrangements: A two day seminar/workshop (to be arranged).

Reading List: I. Kant, *Grounding for the Metaphysics of Morals*; P. Singer (Ed.), *Applied Ethics*; R. Homan, *The Ethics of Social Research*; J. A. Barnes, *Who Should Know What? Social Science, Privacy and Ethics*; R. M. Lee, *Doing Research on Sensitive Topics*; T. L. Beauchamp et al. (Eds.), *Ethical Issues in Social Science Research*; M. Bulmer (Ed.), *Social Research Ethics*; A. M. Rivlin & P. M. Timpane (Eds.), *Ethical and Legal Issues of Social Experimentation*. A course pack with further suggestions for preparatory reading will be made available prior to the course.

Methods of Assessment: Non-examinable.

Department of Sociology

M.Sc. Criminology

Duration of Course of Study

Full-time: One calendar year, depending on the choice of options. Part-time: Two calendar years, depending on the choice of options.

Examination

Paper Number	Paper Title	Course Guide Number
I	Three papers as follows:	
1.	Sociology of Crime, Deviance and Control	SO409
2. & 3.	Two other related courses [other than Theoretical Criminology (LL496)] from the LL.M., M.Sc. Sociology or M.Sc. courses in Social Policy and Administration chosen after discussion with the Student's supervisor, subject to timetabling considerations and, where necessary, the permission of the department concerned	
II	Methods of Criminological Inquiry: An essay of not more than 10,000 words on an approved topic	SO415

Students following the part-time course may, with the approval of the School, take the examination in two parts. The first part will normally consist of two papers, taken after completion of courses for those papers. The second part will consist of the remaining paper and the dissertation, and will be taken in the final year of the course. Students following the part-time course who fail the first part of the examination may be permitted by the School to re-enter the first part and to re-enter the for the second part at the same examination and, if on that occasion the examination is failed, to make one further attempt at the whole examination.

Dates of Examination

Written papers June and September
Essay 1 September

M.Sc. Political Sociology

Duration of Course of Study

Full-time: One calendar year. Part-time: Two calendar years.

Examination

Paper Number	Paper Title	Course Guide Number
I	Three papers as follows:	
1.	Contemporary Political Sociology: Theories and Research Strategies	SO407
2. & 3.	Two of the following:	
(a)	Methods of Sociological Study	SO401
(b)	Nationalism	EU405
(c)	Sociology of Development	SO404
(d)	Contemporary Russian Society: Key Issues and Developmental Trends	SO417
(e)	The Sociology of Gender (not available 1998/99)	SO411
(f)	Society, Culture and Media	SO413
(g)	Revolutions and the International System	IR420
(h)	Modernity and International Relations	IR426
(i)	Theories and Concepts in Media and Communications	PS405
and		
II	An essay of not more than 10,000 words on an approved topic	SO498

In exceptional circumstances **and only with the approval of the Course Director**, candidates may substitute a paper from another M.Sc. course for one of the papers (a) to (g) listed above. The substituted paper is to be taken at the time when it is normally taken by candidates offering the course under which the paper is listed.

Students following the part-time course may, with the approval of the School, take the examination in two parts. The first part will normally consist of two papers. The second part will consist of the remaining paper and the essay, and will be taken in the final year of the course.

Part-time students who fail the first part of the examination may be permitted by the School to re-enter for the first part and to enter for the second part at the same examination, and, if on that occasion the examination is failed, to make one further attempt at the whole examination.

Dates of Examination

Written papers June
Essay 1 September

M.Sc. Religion and Contemporary Society (not available 1999-2000)

Duration of Course of Study

Full-time: One calendar year. Part-time: Two calendar years.

Examination

Paper Number	Paper Title	Course Guide Number
I	Three papers as follows:	
1.	Methods of Sociological Study	SO401
2.	Sociology of Religion (not available 1999-2000)	SO408
3.	Cults, Sects and New Religions (not available 1999-2000)	SO416
and		
II	An essay of not more than 10,000 words on an approved topic	

In exceptional circumstances **and only with the approval of the Course Director**, candidates may substitute a paper from the M.Sc. Sociology list of options, or from a course related to religion in another department.

Students following the part-time course may, with the approval of the School, take the examination in two parts. The first part will normally consist of papers up to the value of two whole units, taken after completion of those courses. The second part will consist of the remaining paper and the 10,000-word essay, and will be taken in the final year of the course. Students following the part-time course who fail the first part of the examination may be permitted by the School to re-enter the first part at the same time as entering for the second part. If, on that occasion, the examination is failed, the candidate may be allowed to make one further attempt at passing the whole examination.

Dates of Examination

Written papers June (Essays for SO408 and SO416 to be submitted 1 May)
Essay 1 September

M.Sc. Sociology

Duration of Course of Study

Full-time: One calendar year. Part-time: Two calendar years.

Examination

Paper Number	Paper Title	Course Guide Number
I	Three papers as follows:	
1.	Methods of Sociological Study	SO401
2. & 3.	Two of the following	
(a)	Social Analysis of Industrial Societies	SO403
(b)	Sociology of Development	SO404
(c)	Sociology of Crime, Deviance and Control	SO409
(d)	Sociology of Religion (not available 1999-2000)	SO408
(e)	Sociology of Employment	SO412
(f)	(i) Contemporary Political Sociology: Theories and Research Strategies	SO407
or	(ii) Political Stability and Change	SO406
(g)	Medical Sociology	SO410
(h)	Sociological Theory	SO402
(i)	Nationalism	EU405
(j)	Society, Culture and Media	SO413
(k)	The Sociology of Gender (not available 1998/99)	SO411
(l)	Professions, Society and Policy: Lawyers, Engineers and Accountants	SO414
(m)	Cults, Sects and New Religions (not available 1999-2000)	SO416
(n)	Contemporary Russian Society: Key Issues and Developmental Trends	SO417
(o)	Genes and Society	SO418
(p)	Crime, Politics and Human Rights	SO419
and		
II	An essay of not more than 10,000 words on an approved topic	

In exceptional circumstances, and subject to the approval of their teachers, candidates may substitute for paper 1 a further paper from 2 and 3 above. A paper from any other course for the M.Sc. in the Faculty of Economics may, with the approval of the teachers concerned, be substituted for one paper taken under 2 and 3. The substituted paper is to be taken at the time when it is normally taken by candidates offering the course under which the paper is listed.

Students following the part-time course may, with the approval of the School, take the examination in two parts. The first part will normally consist of papers up to the value of two whole units, taken after completion of courses for those papers. The second part will consist of the remaining paper(s) and the dissertation (or as appropriate Essay/Report), and will be taken in the final year of the course. A candidate who does not at his/her first entry successfully complete the examination or part of the examination for which he/she has 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 until the examination in a subsequent year.

Dates of Examination

Written papers June
Essay 1 September

Course Guides

SO401

Methods of Sociological Study

Teacher Responsible: Mr. C. Mills, Room S875

Availability and Restrictions: Compulsory course for the M.Sc. (Sociology). Part-time students taking the M.Sc. over two years may wish to note that the course can be taken in either the first or second year. M. Phil. (Sociology) students may attend with the permission of the course convenor.

Core Syllabus: The aim of the course is to discuss main aspects of the research methods used in sociology.

Course Content: The main problems arising in the logic of sociological research, the design of social investigations, the collection of data, and the analysis and interpretation of results.

Teaching Arrangements: SO401.1: Design and Analysis of Social Investigation 24 Sessional.

MI411: Quantitative Methods in Social Research I eight x three-hour lecture/laboratory sessions.

Each series of seminars will intersperse three methods of teaching:

(a) lecture followed by discussion

(b) workshops and practicals

Written Work: Students will be expected to submit the following coursework:

a) a research design paper;

b) field notes from an observational exercise;

Reading List: No one book covers the whole syllabus. Students are advised to purchase C. M. Judd, E. R. Smith & L. H. Kidder, *Research Methods in Social Relations* (6th edn.), Holt, 1991. Readings which students may wish to consult include: M. Bulmer (Ed.), *Sociological Research Methods* (2nd edn.), Macmillan, 1984; R. G. Burgess, *In the Field*, Allen & Unwin, 1984; D. A. de Vaus, *Surveys in Social Research*, Allen & Unwin; P. Hammersley & P. Atkinson, *Ethnography: Principles in Practice*, Tavistock, 1983; G. Hoineville, R. Jowell & Associates, *Survey Research Practice*, Heinemann, 1978; C. A. Moser & G. Kaiton, *Survey Methods in Social Investigation*, Heinemann, 1971.

Methods of Assessment: There is a three-hour formal examination in the Summer Term, based on the whole syllabus. The paper contains about ten questions of which three are to be answered. Copies of previous years' papers are available. 66% of the final mark is awarded by the examination, 34% by coursework.

SO402

Sociological Theory

Teacher Responsible: Dr. A. Swingewood, Room H621

Availability and Restrictions: For M.Sc. students.

Core Syllabus: A review of current theoretical developments in Sociology.

Course Content: Recent trends in sociological thought: theories of action, structure and system; ideology, culture and communication; power and domination; conflict; integration; post-modernism; critical theory; sociology of culture and knowledge, etc. Students are assumed to have a basic grounding in classical social theory. Selected classical themes will be pursued more intensely in the work of recent, prominent social theorists.

Teaching Arrangements: 22 two-hour seminars (SO402) weekly throughout the Session.

Reading List: Useful introductory books are: J. H. Turner, *The Structure of Sociological Theory*; A. Giddens, *Central Problems of Sociological Theory*; A. Giddens & J. Turner (Eds.), *Social Theory Today*; I. Craib, *Modern Social Theory*; G. Ritzer, *Frontiers of Social Theory*; Z. Baumann, *Intimations of Post-modernity*; J. Alexander (Ed.), *Culture and Society*; J. Scott, *Sociological Theory*.

Methods of Assessment: One three-hour formal examination in the Summer Term, comprising topics agreed with the students and covered in the course of the seminar series. Students must answer three from about ten questions.

SO403

Social Analysis of Industrial Societies

(Not available 1998-99)

Teacher Responsible: Dr. E. A. Weinberg, Room S666

Availability and Restrictions: For M.Sc. Sociology; also available as an outside option within other Master's degrees where regulations permit. A first degree in sociology or some

experience of undergraduate courses in sociology is required. (Students reading for the M.A. Area Studies (United States) are subject to different rules concerning pre-requisites).

Core Syllabus: The aim of the course is to increase students' knowledge of a number of industrial societies by concentrating on the application to them of certain major sociological theories.

Course Content: Political power, labour movements and industrial relations, gender relations, education and work, stratification and social mobility in industrial societies. Problems of comparative analysis. The course will focus on Britain, France, Germany, Russia and the C.I.S., U.S.A. and Japan.

Teaching Arrangements: Course comprises 25 seminars (SO403) at which papers are presented by staff and students. During Michaelmas and part of Lent Term the seminars follow a prescribed pattern of topics. During the remainder of Lent and some weeks of Summer Term the papers are chosen by the students, reading material being discussed individually.

Reading List: The following represents a minimal list: A. Amsden (Ed.), *The Economics of Women and Work*; M. Archer, *Social Origins of Educational Systems*; D. L. Barker & S. Allen (Eds.), *Dependence and Exploitation in Work and Marriage*; A. Giddens, *Class Structure of Advanced Societies*; R. Scase (Ed.), *The State in Western Europe*; K. Thompson (Ed.), *Work, Employment and Unemployment*; D. Treiman, *Occupational Prestige in Comparative Perspective*; K. Kumar, *Prophecy and Progress*.

Methods of Assessment: There is a conventional three-hour examination in the Summer Term, in which three questions must be answered.

SO404

Sociology of Development

Teacher Responsible: Dr. L. Sklair, Room A350

Availability and Restrictions: For M.Sc. Sociology, M.Sc. Economic History (Option B). A knowledge of basic sociological theory is required.

Core Syllabus: Sociological analysis of major issues related to the economic, political and cultural transformation of 'third world' societies.

Course Content: Theories of development; the role of transnational corporations; globalization; gender and development; the state; ideology, culture and political mobilization; class structure; marginality and urbanization; consumerism; peasantry; revolutionary movements in the Third World; socialist development paths.

Teaching Arrangements: Seminars: SO404 24 Michaelmas, Lent and Summer Terms. The Lecture courses SO205 and SO206 are also relevant.

Written Work: Students are expected to write and present at least two seminar papers (one during the Michaelmas and one during the Lent Term).

Reading List: H. Alavi & T. Shanin (Eds.), *Introduction to the Sociology of 'Developing Societies'* (1982); L. Brydon & S. Chant, *Women in the Third World* (1989); D. Harrison, *The Sociology of Modernization and Development* (1988); P. Dickson, *Global Shift* (3rd edn., 1998); L. Sklair, *Sociology of the Global System* (2nd edn., 1995); A. Webster, *Introduction to the Sociology of Development* (1990); L. Sklair (Ed.), *Capitalism and Development* (1994).

Supplementary Reading List: Detailed reading lists on specific topics are available from Dr. Sklair.

Methods of Assessment: A three-hour examination in June. Three questions to be answered.

SO406

Political Stability and Change

(Not available 1998-99)

Teacher Responsible: Mr. A. W. G. Stewart, Room S876

Availability and Restrictions: For M.Sc. and other graduate students. A working knowledge of basic sociological theory (i.e. of analysis in terms of norms, roles, structures, institutions, etc.) and an ability to integrate theoretical and empirical materials are required.

Core Syllabus: The aim of the seminar is to explore major problems in the analysis of political stability and change. Particular attention is paid to the discussion of alternative frameworks for the analysis of stability and change and of the differential contribution of social structural, cultural and organisational factors.

Course Content: Role attributed to politics and the state within macro-theories of social development; differential political

implications of capitalism and modernisation; processes of state formation; material and cultural factors as determinants of stability and change; social movements as sources of stability and change; concepts of 'pre-political' movements; structure, culture and organization in the analysis of societal breakdown and revolution; case studies of the development of social democratic, fascist and communist regimes.

Teaching Arrangements: Seminars: SO406 Sessional. Papers are presented by one or more members of the seminar upon relevant topics agreed and assigned at the first meeting of the seminar. Students choosing the course are strongly recommended to attend the lecture course 'Political Processes and Social Change' (SO204) which deals with many of the same problems with which the seminar is concerned.

Written Work: Members of the seminar will be required to present two papers during the course of the session.

Reading List: C. Tilly, *As Sociology meets History*; A. Stinchcombe, *Theoretical Methods in Social History*; P. Blau (Ed.), *Approaches to the Study of Social Structure*; B. Moore, *Social Origins of Dictatorship and Democracy*; P. Anderson, *Lineages of the Absolutist State*; C. Tilly, *The Formation of Nation States in Western Europe*; N. Poulantzas, *Fascism and Dictatorship*; S. Woolf (Ed.), *The Nature of Fascism*; T. Skocpol, *States and Social Revolutions*.

Methods of Assessment: There is a three-hour formal examination in the Summer Term based on the full syllabus. The paper will consist of approximately twelve questions of which candidates must answer three.

SO407

Contemporary Political Sociology: Theories and Research Strategies

Teacher Responsible: Mr. A. W. G. Stewart, Room S876

Availability and Restrictions: For M.Sc. Political Sociology students for whom it is required, M.Sc. Sociology and other interested M.Sc. and graduate students.

Core Syllabus: The course identifies key issues and debates concerning the distribution of power and consequent political processes in modern societies.

Course Content: Major theories of the distribution of power in modern societies; capitalism and class; state development and state formation; world-systems theories; feminist theories of power; political identities and processes of legitimation; political representation and political incorporation: parliamentarism and corporatism; citizenship analysis; the displacement of states as sites of political action; new social movements.

Teaching Arrangements: Seminars: Teaching by seminar: SO407 Sessional. Papers will be presented by the Course Convenor, participants and, on occasion, by guest speakers. In addition to the weekly seminar, there will be a number of additional seminars specifically concerned with research strategies in political sociology. Students should attend the lecture course SO204 Political Processes and Social Change.

Written Work: Members of the seminar will be required to present a number of papers during the course of the session.

Reading List: S. Clegg, *Frameworks of Power*; J. Scott (Ed.), *Power: Critical Concepts*, Vol. II; S. Lukes, *Power: A Radical View*; S. Lukes (Ed.), *Power*; A. Giddens, *Studies in Social and Political Theory*; M. Mann, *The Sources of Social Power*, Vols. I and II; M. Foucault, *Power/Knowledge*; J. A. Hall (Ed.), *The State: Critical Concepts*; A. Giddens, *The Nation-State and Violence*.

Methods of Assessment: There is a three-hour formal examination in the Summer Term based on the full syllabus. Candidates will be required to answer three questions.

SO408

Sociology of Religion

(Undergraduate and Postgraduate)

(Not available 1999-2000)

See SO106

SO409

Sociology of Crime, Deviance and Control

Teachers Responsible: Professor S. Cohen, Room S684,

Professor P. Rock, Room A454b, Professor D. Downes, Room A246 and Dr. B. Hutter, Room S779.

Availability and Restrictions: For M.Sc. Sociology, M.Sc. Social Psychology, M.Sc. Social Planning, M.Sc. Criminal Justice

Policy, M.Sc. Criminology. Students taking this course will normally be expected to have a Social Science or Law degree or an appropriate professional qualification.

Core Syllabus: The analysis of deviance, crime and social control.

Course Content: The course falls into three parts: a systematic introduction to concepts and problems in the sociology of crime and deviance; a chronological review of major theories of deviance and control; and a description of empirical examples of deviance.

Teaching Arrangements: Seminars: SO409 10 Michaelmas, 10 Lent and three Summer Term. There is a course of 15 undergraduate lectures (SO210) offered in the Michaelmas and Lent Terms to which M.Sc. students are invited.

Reading List: D. Downes & P. Rock, *Understanding Deviance*, 1995; J. Tierney, *Criminology: Theory and Context*; J. Muncie et al. (Eds.), *Criminological Perspectives*; S. Cohen, *Visions of Social Control*; M. Maguire et al. (Eds.), *The Oxford Handbook of Criminology*, 1994.

Supplementary Reading List: A more detailed list is available from Professor Cohen or secretary.

Methods of Assessment: Three-hour unseen examination (80%), two pieces of assessed course work, one to be completed in Michaelmas Term, and one in Lent Term (20%).

SO411

The Sociology of Gender

(Not available 1998-99)

Teacher Responsible: Dr. B. Hutter, Room S779

Availability and Restrictions: For M.Sc. Sociology.

Core Syllabus: Analysis of the nature and causes of gender divisions in society.

Course Content: Recent developments in the sociology of gender relations. Theoretical debates and contemporary issues. Employment; the rigidity of occupational segregation; culture; the development of new reproductive technologies; gender representations within the state; sexuality; the increase in non-married parenthood and divorce; violence; gender and crime; racism and ethnicity; gender and class stratification; research methodology; the concepts of patriarchy; essentialism and difference.

Teaching Arrangements: 23 Seminars (SO411) on a weekly basis. Students are also recommended to attend the lectures for Course SO208 Gender and Society. Students will write and present seminar papers.

Reading List: R. W. Connell, *Masculinities*, 1995; C. Delphy & D. Leonard, *Familiar Exploitation*, 1992; M. McNeil, I. Varcoe & S. Yearly, *The New Reproductive Technologies*, 1990; C. Smart, *Regulating Womanhood*, 1992; L. Stanley & S. Wise, *Breaking Out Again* (2nd edn.), 1993; S. Walby, *Theorizing Patriarchy*, 1990; I. Whelehan, *Modern Feminist Thought*, 1995. A more detailed reading list will be provided at the beginning of the course.

Methods of Assessment: A three-hour unseen examination. Three questions to be answered.

SO412

Sociology of Employment

Teachers Responsible: Dr. P. McGovern, Room S668 and Professor S. Hill, Room H603

Availability and Restrictions: For graduate students in the departments of Industrial Relations and Sociology and the Interdisciplinary Institute of Management. Students should preferably have a degree with a sizeable component of Sociology, but any social science is acceptable; other students will be admitted at the discretion of the teaching staff.

Core Syllabus: Coverage of recent sociology of employment at an advanced level, with an emphasis on economic restructuring and issues of political economy and linking with contemporary debates in Sociology and Industrial Relations.

Course Content: The Management of work. Labour market structures and employer strategy. Women in the labour market. Ownership and control of large corporations. Contemporary management. The globalization of production and the regulation of labour.

Teaching Arrangements: The course is taught by Dr. P. McGovern and comprises 23 seminars (SO412) and 20 lectures (SO212). The lectures are intended broadly to survey and introduce the relevant material on each subject while the seminars, with papers presented by students, are intended to pursue a topic or some specific aspects in more detail.

Written Work: One piece of written work is required in each of the first two terms.

Reading List: There is no recommended textbook. Books of a general nature that cover substantial parts of the syllabus are: T. Watson, *Sociology, Work and Industry* (3rd edn.); D. Gallie (Ed.), *Employment in Britain*; C. Lane, *Industry and Society in Europe*; C. Hakim, *Key Issues in Women's Work*; J. Scott, *Corporate Business and Capitalist Classes*. A more comprehensive bibliography will be available to students taking this course.

Methods of Assessment: A three-hour written examination in the Summer Term, students choosing three out of twelve questions.

SO413

Society, Culture, Media

Teacher Responsible: Dr. A. Swingewood, Room H621

Availability and Restrictions: For M.Sc. Sociology; also available as an outside option within other Master's degrees where regulations permit.

Core Syllabus: An examination of the development of cultural theory and cultural studies in relation to current issues and debates on modernity and mass culture, post-modern culture and media.

Course Content: Sociological theories of culture: Weber, Gramsci, the Frankfurt School, Bourdieu. The debate on mass culture. Theories of popular culture. The role of the media in modern society. Postmodernity and consumerism. Global culture. Culture and Social Change.

Teaching Arrangements: A two-hour seminar (SO413) during the Michaelmas, Lent and Summer Terms.

Written Work: Two essays each term.

Reading List: P. Brantlinger, *Cultural Studies in Britain and America*; S. During (Ed.), *Cultural Studies Reader*; D. Crane (Ed.), *Sociology of Culture*; P. Bourdieu, *The Field of Cultural Production*; A. Swingewood, *Cultural Theory and the Problem of Modernity*.

Methods of Assessment: A three-hour, unseen examination.

SO414

Professions, Society and Policy: Lawyers, Engineers and Accountants

Teacher Responsible: Mr. M. Burrage, Room A375

Availability and Restrictions: For M.Sc. Sociology, and all other graduate students, their regulations permitting.

Core Syllabus: Sociological and historical theories or interpretations of the professions relating in particular, but not exclusively to Britain, France and the United States; analysis of policy-oriented issues.

Course Content: The aspects considered cover three main areas:

1. Analytical and theoretical: sociological and historical theories or interpretations of the professions are outlined and critically examined;
2. Descriptive and analytical; the available historical and sociological evidence about lawyers, engineers and accountants, in selected industrial societies will be outlined and utilized to provide further critical commentary on the theories of the professions already introduced. The core countries will be Britain, France and the United States. However, additional, selected comparative references will, wherever possible, be made to Germany, Japan and Russia;
3. Polemical and policy-oriented; selected issues which, directly or indirectly, involve one or other of these three professions, are analyzed and debated.

Teaching Arrangements: Seminars SO414 20 Michaelmas, Lent and Summer Terms, each two hours in length.

Written Work: Students are expected to write and present at least two seminar papers, one for each term.

Reading List: Robert Dingwall & Philip Lewis (Eds.), *The Sociology of the Professions*, Macmillan, 1983; Michael Zander, 'The Thatcher Government's Onslaught on the Lawyers: Who Won?', *International Lawyer*, Vol. 24, No. 3, 1990; Michael Burrage, 'Advokatura: In search of professionalism and pluralism in Moscow and Leningrad', *Law and Social Inquiry*, Vol. 15, No. 3, Summer 1990; Stephen Crawford, *Technical Workers in an Advanced Society: the word careers and politics of French Engineers*, Cambridge, 1989; Allan Silver, *Is there one politics of the new middle class? Engineers in England, France and the United States*, paper to European Consortium for Political Research, Paris 1989; P. Armstrong, 'The Rise of Accounting

Controls in British Capitalist Enterprises', *Accounting, Organizations and Society*, 1987; M. Power, *The Audit Explosion*, Demos, 1994.

Supplementary Reading List: A more detailed reading list is available from Mr. Burrage, or his Secretary.

Methods of Assessment: A three-hour examination in June. Three questions to be answered.

SO415

Methods of Criminological Inquiry

Teachers Responsible: Mr. Derek Cornish, Room A262 and Professor Paul Rock, Room A454b

Availability and Restrictions: For M.Sc. Criminology. This course is also open to students taking the M.Sc. in Criminal Justice Policy and other M.Sc. programmes.

Core Syllabus: The aim of the course is to discuss main aspects of the research methods used in criminological inquiry at a general level.

Course Content: Qualitative and quantitative aspects of criminological methodology, including interviewing techniques, problems of gaining access to subjects, ethnographic methods, methods of legal and psychological research, crime surveys, longitudinal analysis, crime trend analyses and evaluation techniques.

Teaching Arrangements: SO415: Six seminars in the Lent Term. Compulsory attendance at M411 **Quantitative Methods of Social Research I** eight x three-hour lectures/laboratory sessions.

Reading List: A. Ashworth, *Criminal Law*; H. Becker, *Sociological Methods*; D. Douglas (Ed.), *Research on Deviance*; M. Hammersley & P. Atkinson, *Ethnography: Principles in Practice*; M. Miles & A. Huberman, *Qualitative Data Analysis*; A. Oppenheim, *Questionnaire Design and Attitude Measurement*; R. Black, *Evaluating Social Science Research*; K. Bordens & B. Abbott, *Research Design and Methods*; V. Jupp, *Methods of Criminological Research*, 1989; P. Rossi & H. Freeman, *Evaluation: A Systematic Approach*.

Methods of Assessment: A 10,000 word essay on an approved topic.

SO416

Cults, Sects and New Religions (Undergraduate and Postgraduate)

(Not available 1999-2000)

See SO216

SO417

Contemporary Russian Society: Key Issues and Developmental Trends

Teacher Responsible: Dr. E. A. Weinberg, Room S666

Availability and Restrictions: Primarily for M.Sc. Sociology, M.Sc. Russia and Post-Soviet Studies, and M.Sc. 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.

Course Content: Particular attention will be focused on the analysis of: women, the family, population policy, urban and rural structure, the distribution of power, the planned economy, the industrial base, social stratification and mobility, the education system, social problems including crime and juvenile delinquency, religion and nationalities.

Teaching Arrangements: 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 M.Sc. students may attend.

Written Work: Students will normally be expected to write seminar papers during each semester.

Reading List: C. Black (Ed.), *The Transformation of Russian Society*; J. Pankhurst & M. P. Sacks, *Contemporary Soviet Society*; D. Lane, *Soviet Economy and Society and Soviet Society under Perestroika*; M. McCauley (Ed.), *Gorbachev and*

Perestroika, A. Jones et al., (Eds.), *Soviet Social Problems*; S. White et al., *Developments in Soviet and post-Soviet Politics*; A. Saikal & W. Maley (Eds.), *Russia in Search of Its Future*; M. Buckley, *Redefining Russian Society and Polity*.

Supplementary Reading List: A more detailed list will be distributed in the seminar.

Methods of Assessment: There is a conventional three-hour examination in the Summer Term in which three questions must be answered.

SO418

Genes and Society

Teacher Responsible: Dr. C. Badcock, Room S777

Availability and Restrictions: This course is an option for the M.Sc. in Sociology.

Core Syllabus: The history of genetics and its social impact. Basic principles of molecular and developmental genetics. The role genetics in modern evolutionary social science. The issues raised by modern genetics for society and the social sciences.

Course Content: Preformationism, Lamarckism, Pangenesis and epigenesis. Spencer and Social Darwinism. Mendel, Weismann, Morgan and the American geneticists. Single gene disorders. The eugenics movement. Lysenkoism in the USSR. Boas, cultural determinism, Margaret Mead and Samoa. The nature/nurture controversy. Twin studies and socialization theory. Sociological holism and genetic reductionism. The modern synthesis of Mendelian genetics and Darwinism. DNA and the genetic code. Hamilton's inequality and the genetics of social behaviour. The selfish gene model. The sociobiology controversy. Sex determination, violence and homicide. Parent-offspring conflict before and after birth. Genomic imprinting and intragenomic conflict. Genes, memes and gene-culture co-evolution. Evolutionary psychology and psychodarwinism. DNA, race and language. Biotechnology and the human genome project.

Teaching Arrangements: 10 lectures in the first term plus 22 two-hour lecture/seminars, which will include videos, computer demonstrations and exercises.

Reading List: C. Badcock, *PsychoDarwinism*, 1994; M. Berg & M. Singer, *Dealing with Genes: The Language of Heredity*, 1992; H. Caton, *The Samoa Reader*; R. Cook-Degan, *The Gene Wars: Science, Politics & the Human Genome*, 1994; W. Cookson, *The Gene Hunters*, 1994; N. G. Cooper (Ed.), *The Human Genome Project*, 1994; H. Cronin, *The Ant & the Peacock: Altruism & Sexual Selection from Darwin to Today*, 1991; R. Dawkins, *The Selfish Gene*, 1989; *River Out of Eden*, 1995; D. Freeman, *Margaret Mead and Samoa: The Making and Unmaking of an Anthropological Myth*, 1983; W. D. Hamilton, *Narrow Roads of Gene Land*, 1996; A. Edey & D. Johanson, *Blueprints: Solving the Mystery of Evolution*, 1990; D. J. Kevles & L. E. Hood, *The Code of codes: scientific and social issues in the human genome project*; D. Nelkin & M. S. Lindee, *The DNA Mystique: The Gene as a Cultural Icon*, S. Jones, *The Language of the Genes: Biology, History and the Evolutionary Future*, 1993; *In the Blood*, 1996; S. Jones & B. Van Loon, *DNA for Beginners*, 1993; R. Pollack, *Signs of Life: The Language & Meanings of DNA*, 1994; S. Tomkins, *Heredity and Human Diversity*, 1989; R. Trivers, *Social Evolution*, 1985; *Intragenomic Conflict*; C. Tudge, *The Engineer in the Garden*; T. Wilkie, *Perilous Knowledge: The Human Genome Project & Its Implications*, 1993; L. Wolpert, *The Triumph of the Embryo*; D. Young, *The Discovery of Evolution*. In addition, a Teaching Pack of about a dozen key readings will be prepared with the assistance of the BLPES and made available to students.

Methods of Assessment: A three-hour unseen examination at the end of the Summer Term.

SO419

Crime, Politics and Human Rights

Teacher Responsible: Professor S. Cohen, Room S684

Availability and Restrictions: For M.Sc. Criminology; M.Sc. Sociology; M.Sc. Criminal Justice Policy; M.Sc. Political Sociology. Available as outside option for other Master's degrees where regulations permit.

Core Syllabus: "Crime" is studied by criminology, sociology or law and dealt with by the criminal justice system. "Politics" and "Human Rights" are studied by political science, history or international relations. This course will explore a series of connections between these otherwise separate areas.

Course Content: Five major connections between crime, politics and human rights will be covered: (1) Crime as a political issue: the emergence in many societies of crime (law and order, punishment, crime on the streets) as a major political issue; (2) The boundary lines between criminal and political phenomena: (a) What is "political crime" or "politically-motivated crime" (e.g. political assassination and terrorism) as distinguished from "ordinary" crime? (b) When is a trial a "political trial"? (c) What is a "political prisoner" (or "prisoner of conscience" etc.) as distinguished from an ordinary prisoner? (3) "Crimes of the state" or "gross human rights violations": what is the meaning of these and allied concepts such as war crimes or crimes against humanity? (Selected examples will include genocide, political massacres, and torture); (4) "Crimes of obedience": the conditions under which atrocities are committed as a result of obedience to political authority; (5) Democratization and justice in transition: how societies in transition from authoritarian to more democratic governments, deal with human rights violations committed by the previous regime. We concentrate on recent and current transitions such as the end of military juntas in Latin America, the collapse of communism and the dismantling of apartheid in South Africa.

Teaching Arrangements: Twenty weekly two-hour seminars in the Michaelmas and Lent Terms.

Written Work: Students will be required to present and write a paper in the Lent Term.

Reading List: S. Cohen, 'Crime and Politics: Spot the Difference', *British Journal of Sociology*, March 1996; E. McLaughlin, 'Political Violence, Terrorism and Crimes of the State' in J. Muncie & E. McLaughlin, *The Problem of Crime*; G. Rusche & O. Kirscheimer, *Political Justice*; S. Schafer, *The Political Criminal*; Paul Wilkinson, *Terrorism and the Liberal State*; Antonio Cassese, *Human Rights in a Changing World*; G. Lopez & M. Stohl (Eds.), *Government Violence and Repression*; Jeffrey Ross (Ed.), *Controlling State Crime*; Leo Kuper, *Genocide: Its Political Use in the Twentieth Century*, Frank Chalk & Kurt Johanson, *The History and Sociology of Genocide*; Zygmunt Bauman, *Modernity and the Holocaust*; Irving Horowitz, *Taking Lives: Genocide and State Power*; Edward Peters, *Torture*; Ronald D. Crelinston & Alex Schmid (Eds.), *The Politics of Pain: Torturers and their Masters*; Darius Rejali, *Torture and Modernity*; Stanley Milgram, *Obedience to Authority*; Herbert Kelman & Lee Hamilton, *Crimes of Obedience*; Lawrence Weschler, *A Miracle, A Universe: Settling Accounts with Torturers*; Alex Borraine et al. (Eds.), *Dealing with the Past: Truth and Reconciliation in South Africa*; S. Cohen, 'State Crimes of Previous Regimes: Knowledge, Accountability and the Policing of the Past', *Law and Social Inquiry*, Vol. 20 March 1996; *Selected Reports from Human Rights Watch*, Amnesty International etc.

Methods of Assessment: (1) Assessed essay, due at end of Lent Term (40%); (2) Three-hour written examination paper (60%).

Department of Statistics

M.Sc. Statistics

Duration of Course of Study

Full-time: One academic year. Part-time: At least two academic years.

Branch 1

Examination

Students are required to be examined on courses to a total of four whole units. All courses detailed below are half units unless specified to the contrary. The examination for each half unit will normally be by means of a two-hour unseen written examination paper. For each whole unit the examination will normally be by means of a three-hour unseen written examination. In addition course work may also be assessed.

Paper Number	Paper Title	Course Guide Number
I		
1.	Statistical Sources, Packages and Data Analysis	ST401
2.	Regression Diagnostics and Robustness	ST406
3.	Sampling Theory and Multivariate Methods	ST412
4.	Basic Time Series and Stochastic Processes	ST407
II	Courses totalling four half units from II.1 to II.12	
1.	Multivariate Analysis and Linear Models	ST403
2.	Further Time Series and Stochastic Processes	ST408
3.	Survey and Market Research Methods	ST415
4.	Quantitative Techniques	EC480
5.	Advanced Econometric Theory	EC481
6.	Mathematical Programming I	OR406
7.	Computer Modelling for Operational Research	ST430
8.	Basic Population Analysis	SA481
9.	Mathematics (by special arrangement only) (whole unit)	
10.	A dissertation on some topic approved by the student's teachers (by special arrangement only) (whole unit)	
11&12.	Any other subject(s) approved by the student's teachers	

Not all the courses listed in Part II will necessarily be available every year.

Students following the part-time course may, with the approval of the School, take the examination in two parts. The first part will normally consist of papers up to the value of four half units at least two of which are from I.1 to I.4, taken after completion of courses for those papers. The second part will consist of the remaining paper(s) and the dissertation (or as appropriate Essay/Report), and will be taken in the final year of the course. A candidate who does not at his/her first entry successfully complete the examination or part of the examination for which he/she has 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 until the examination in a subsequent year.

Dates of Examination

Written papers June
Report 1 June

Branch 2

Examination

Students are required to be examined on courses to a total of four whole units. All courses detailed below are half units unless specified to the contrary. The examination for each half unit will normally be by means of a two-hour unseen written examination paper. For each whole unit the examination will normally be by means of a three-hour unseen written examination. In addition course work may also be assessed.

Paper Number	Paper Title	Course Guide Number
I		
1.	Statistical Sources, Packages and Data Analysis	ST401
2.	Regression Diagnostics and Robustness	ST406
3.	Sampling Theory and Multivariate Methods	ST412
4.	Basic Time Series and Stochastic Processes	ST407
5.	Either Social Research Design	MI421
or	Concepts and Methods in Social Inquiry	MI420
6.	One half unit from	
(a)	Multivariate Analysis and Linear Models	ST403
(b)	Further Time Series and Stochastic Processes	ST408
(c)	Survey and Market Research Methods	ST415
(d)	Quantitative Techniques	EC480
(e)	Advanced Econometric Theory	EC481
(f)	Mathematical Programming I	OR406
(g)	Computer Modelling for Operational Research	ST430
(h)	Basic Population Analysis	SA481
(i)	Mathematics (by special arrangement only)	
(j)	Any other subject approved by the course tutor	
II	Statistics Project (one unit)	
	A maximum 10,000 words on a project agreed with the Course Tutor	

Students following the part-time course may, with the approval of the School, take the examination in two parts. The first part will normally consist of papers up to the value of four half units at least two of which are from I.1 to I.4, taken after completion of courses for those papers. The second part will consist of the remaining paper(s) and the dissertation (or as appropriate Essay/Report), and will be taken in the final year of the course. A candidate who does not at his/her first entry successfully complete the examination or part of the examination for which he/she has 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 until the examination in a subsequent year.

Dates of Examination

Written papers May-June
Project 5 September

Course Guides

ST401

Statistical Sources, Packages and Data

Analysis (Half unit course)

Teacher Responsible: Dr. I. Moustaki, Room S117c

Availability and Restrictions: This course is intended primarily for M.Sc. Statistics. Statistics to the level of ST254 Statistical Techniques for Management Sciences is a prerequisite of this course.

Core Syllabus: The course gives an introduction to the more important sources of statistical data, to several of the popular statistical computing packages, and to the basics of statistical simulation. It aims to provide graduate students with the technical skills they will need in doctoral research or future employment.

Course Content:

ST401.1: Introduction to Statistical Simulation Techniques (Mr. D. W. Balmer) Monte Carlo Methods, Random Number Generators, Variance Reduction Techniques, Computer Systems for Monte Carlo Simulation.

ST401.2: Statistical Sources (Dr. C. Phillips) The sources and methodology used in major UK sample survey and census are discussed and their use as a starting point for research analysed. Students are encouraged to progress from this base to further study of other sources both in the UK and abroad with a view to researching particular social or economic problems.

ST401.3: Packages and Data Analysis (Dr. I. Moustaki) Analysis of data using standard statistical packages such as MINITAB and SPSS. Students will work on a series of mini-projects presenting their results to the group.

Teaching Arrangements: There are three components of the course as below:

Lectures ST401.1: 10 Lent Term.

Lectures ST401.2: 5 Michaelmas Term and five Summer Term.

Lectures ST401.3: 25 Michaelmas and Lent Terms.

Reading List: Appropriate material will be made available during the course. A general source referred to throughout will be the current issue of *Social Trends*, HMSO. ST401.3: Students will refer to the computer manuals of the packages being discussed.

ST401.1: Hammersley & Handscombe, *Monte Carlo Methods* (Chapman & Hall); Ripley, *Stochastic Simulation* (Wiley); Morgan, *Elements of Simulation* (Chapman & Hall).

Methods of Assessment: There will be no formal examination. The course will be assessed on the basis of mini-projects undertaken during the course. ST401.1 will account for 10%, ST401.2 for 30% and ST401.3 for 60%.

ST403

Multivariate Analysis and Linear Models

(Half unit course)

Teacher Responsible: Dr. M. Knott, Room S203

Availability and Restrictions: This course is intended primarily for M.Sc. Statistics. Mathematics to the level of MA200 and MA201 Further Mathematical Methods and a sound undergraduate level of regression theory and distribution theory are prerequisites of this course.

Core Syllabus: An introduction to the theory and application of modern multivariate methods to continuous and categorical data.

Course Content:

ST403.1: Multivariate Analysis (Dr. M. Knott) Multivariate normal distribution, multiple regression analysis, principal component analysis, canonical analysis, discriminant analysis, factor analysis, latent variable models for binary data.

ST403.2: Analysis of Categorical Data (Mrs. J. Galbraith) Binary and multinomial logit models, ordered response models,

nested logit models, log-linear models and multivariate probit models. Model estimation and inference.

Teaching Arrangements:

Lectures ST403.1: 10 Michaelmas Term, 10 Lent Term.

Lectures ST403.2: 10 Michaelmas Term.

Reading List: ST403.1: W. J. Krzanowski, *Principles of Multivariate Analysis*, Oxford University Press, 1988. D. J. Bartholomew, *Latent Variable Models and Factor Analysis*, Griffin, 1987.

ST403.2: T. Amemiya, *Advanced Econometrics*, Blackwell, 1985; J. Whittaker, *Graphical Models in Applied Multivariate Statistics*, Wiley, 1990. A. Agresti, *Categorical Data Analysis*, Wiley, New York, 1990.

Methods of Assessment: There is a two-hour examination in the Summer Term.

ST406

Regression Diagnostics and Robustness (Half unit course)

Teachers Responsible: Professor A. C. Atkinson, Room S210

Availability and Restrictions: This course is intended primarily for M.Sc. Statistics. Mathematics to the level of MA100 Mathematical Methods, and of probability to the level of ST202 Probability, Distribution Theory and Inference are prerequisites of this course.

Core Syllabus: An introduction to diagnostics for regression models and to robust estimation.

Course Content:

ST406.1: Regression Diagnostics (Professor A. C. Atkinson) Diagnostic quantities, presentation of results, diagnostic plots for explanatory variables, transformations, constructed variables, the use of S-Plus for data analysis, generalized linear models.

ST406.2: Robust Methods of Estimation (Dr. M. Knott) M-estimators of location and scale, influence functions, robust methods for regression models.

Teaching Arrangements:

Lectures ST406.1: 20 lectures Michaelmas Term, including computer sessions.

Lectures ST406.2: 10 Lent Term

Reading List: ST406.1: A. C. Atkinson, *Plots, Transformations, and Regression* (Oxford); W. N. Venables & B. D. Ripley, *Modern Applied Statistics*, with S-Plus (Springer); P. McCullagh & J. A. Nelder, *Generalized Linear Models* (Chapman and Hall).

ST406.2: F. R. Hampel et al., *Robust Statistics* (J. Wiley 1986); D. C. Hoaglin et al., *Understanding Robust and Exploratory Data Analysis* (J. Wiley 1983); P. J. Huber, *Robust Statistics* (J. Wiley 1981); A. Marazzi et al., *Algorithms, Routines and S-Functions for Robust Statistics* (Wadsworth and Brooks 1993); P. J. Rousseeuw & A. M. Leroy, *Robust Regression and Outlier Detection* (J. Wiley 1987).

Methods of Assessment: There is a two-hour written examination in the Summer Term.

ST407

Basic Time Series and Stochastic Processes (Half unit course)

Teacher Responsible: Mr. D. Balmer, Room S208

Availability and Restrictions: This course is intended primarily for M.Sc. Statistics, M.Sc. Operational Research, M.Sc. Econometrics and Mathematical Economics. Mathematics to the level of MA200 and MA201 Further Mathematical Methods and a good undergraduate knowledge of distribution theory and regression are prerequisites of this course.

Core Syllabus: A broad introduction to time series and stochastic processes for postgraduates.

Course Content:

ST407.1: **Basic Time Series (Dr. J. Penzer)** Stationary time series, autoregressive and moving average models, structural time series models, ARIMA models, state space models and the Kalman filter, forecasting, intervention analysis and explanatory variables.

ST407.2: **Stochastic Processes (Mr. D. Balmer)** Poisson processes, renewal processes, Markov chains.

Teaching Arrangements:

Lectures ST407.1: 10 two-hour lectures Michaelmas Term.

Lectures ST407.2: 10 one-hour lectures Michaelmas Term.

Reading List: ST407.1: A. C. Harvey, *Time Series Models*, 2nd edn.; S. J. Koopman et al., *STAMP 5.0 Tutorial Guide*; G. E. P. Box & G. M. Jenkins, *Time Series Analysis, Forecasting and Control*; W. A. Fuller, *Introduction to Statistical Time Series*; C. W. J. Granger & P. Newbold, *Forecasting Economic Time Series*; A. C. Harvey, *Forecasting, Structural Time Series Models and the Kalman Filter*. ST407.2: S. M. Ross, *Stochastic Processes*; S. Karlin & H. M. Taylor, *A First Course in Stochastic Processes*; H. M. Taylor & S. Karlin, *Introduction to Stochastic Modelling*; S. M. Ross, *Introduction to Probability Models*.

Methods of Assessment: There is a two-hour written examination in the Summer Term.

ST408**Further Time Series and Stochastic Processes (Half unit course)**

Teacher Responsible: Mr. D. Balmer, Room S208

Availability and Restrictions: This course is intended primarily for M.Sc. Statistics; M.Sc. Econometrics and Mathematical Economics. Mathematics to the level of MA200 and MA201 **Further Mathematical Methods**, a good undergraduate level of regression theory and distribution theory and ST407 **Basic Time Series and Stochastic Processes** are prerequisites for this course.

Core Syllabus: Time series analysis in the frequency domain; multivariate models and nonlinear models. Further stochastic processes.

Course Content:

ST408.1: **Further Time Series (Professor A. C. Harvey)** Time series in the frequency domain, the periodogram and spectral analysis, statistical inference on parametric models in the frequency domain, long-memory time series, multivariate time series, nonlinear time series.

ST408.2: **Further Stochastic Processes (Dr. A. Dassios and Mr. D. W. Balmer)** Random walks and martingales, Wiener processes, stochastic differential equations and diffusion processes. Applications in Finance.

Teaching Arrangements:

Lectures ST408.1: 10 two-hour lectures Lent Term.

Lectures ST408.2: 10 one-hour lecture Lent Term.

Reading List: ST408.1: A. C. Harvey, *Time Series Models*, 2nd edn.; P. A. Brockwell & R. A. Davies, *Time Series: Theory and Methods*; W. A. Fuller, *Introduction to Statistical Time Series*; A. C. Harvey, *Forecasting, Structural Time Series Models and the Kalman Filter*.

ST408.2: S. M. Ross, *Stochastic Processes*; A. Friedman, *Stochastic Differential Equations and Applications*, Vol. I; R. S. Liptser & A. N. Shiriyayev, *Statistics of Random Processes*; I. B. Øksendal, *Stochastic Differential Equations*.

Methods of Assessment: There will be a two-hour written examination paper in the Summer Term.

ST412**Sampling Theory and Multivariate Methods (Half unit course)**

Teacher Responsible: Mrs. J. I. Galbraith, Room S212

Availability and Restrictions: This course is intended primarily for M.Sc. Statistics. A basic knowledge of probability, statistical theory and survey methods up to first degree level is a prerequisite of this course.

Course Content: The course deals with the theory and application of sample design and with some of the multivariate techniques used in the Social Sciences.

ST412.1: **Further Sampling Theory (tba)** The history of survey sampling. Techniques of sample design including stratification, clustering, pps selection, multi-phase sampling. Methods of estimation, including ratio and regression estimation. Methods of variance estimation.

ST412.2: **Applied Multivariate Analysis (Professor D. J.**

Bartholomew) The course deals with some of the multivariate techniques used in the Social Sciences including a selection from principal components analysis, factor analysis, latent variable modelling, cluster analysis, multi-dimensional scaling, correspondence analysis and log-linear modelling.

Teaching Arrangements:

Lectures ST412.1: 20 Michaelmas and Lent Terms.

Lectures ST412.2: 10 Lent Term and 5 computer sessions.

Reading List: ST412.1: W. G. Cochran, *Sampling Techniques* (3rd edn., 1977) Wiley; L. Kish, *Survey Sampling* (1965) Wiley. ST412.2: The course does not closely follow any book but all the following cover most of the material. Students are advised to purchase at least one from the list having regard to their background and interests. Advice will be given by the lecturer. B. S. Everitt & G. Dunn, *Applied Multivariate Data Analysis*; C. Chatfield & A. J. Collins, *Introduction to Multivariate Analysis*; D. J. Bartholomew, *Latent Variable Models and Factor Analysis*; W. J. Krzanowski, *Principles of Multivariate Analysis*; S. Sharma *Applied Multivariate Techniques*.

Methods of Assessment: There is a two-hour written examination in the Summer Term.

ST415**Surveys and Market Research Methods (Half unit course)**

Teacher Responsible: Dr. F. Steele, Room S207

Availability and Restrictions: This course is intended primarily for M.Sc. Statistics and M.Sc. Operational Research. A basic knowledge of statistics and probability up to first degree level is a prerequisite of this course.

Course Content: The course deals with practicalities of the design and execution of sample surveys and social investigations.

ST415.1 **Survey Design, Execution and Analysis:** Problems of measurement and scaling, attitude measurement, questionnaire design, strategies and methods of data collection, response errors, structure of interviewer effect, problems of and procedures for compensation for non-response.

ST415.2 **Experiments in Social Research:** The nature and limitation of some common experimental and quasi-experimental designs, retrospective and longitudinal studies used by researchers.

Teaching Arrangements:

Lectures ST415.1: 20 in Michaelmas and Lent Terms.

Lectures ST415.2: 10 Lent Term. In the last three hours students present papers to the group.

Reading List: ST415.1 (prerequisite): C. A. Moser & G. Kalton, *Survey Methods in Social Investigation*;

ST415.2 students are advised to purchase: D. T. Campbell & J. C. Stanley, *Experimental and Quasi-experimental Designs for Research* (paperback); P. Spector, *Research Designs* (Sage University, Paper Series No. 23).

Supplementary Reading List: C. A. Moser & G. Kalton, *Survey Methods in Social Investigations*; J. A. Caporaso & L. L. Roos, *Quasi-experimental Approaches*; C. J. Webb, *Unobtrusive Measure: Nonreactive Research in the Social Sciences*.

Methods of Assessment: There is a two-hour written examination in the Summer Term.

ST420**Applied Statistics (Half unit course)**

Teacher Responsible: Dr. J. Howard, Room S209

Availability and Restrictions: Prerequisites are Statistics and Probability Theory to the level of the course ST102 **Elementary Statistical Theory**; Mathematics to the level of MA100 **Mathematical Methods**; or both subjects to the level of MA105 **Quantitative Methods**. Students with a more extensive knowledge of statistics should not take this course.

Core Syllabus: The course is intended as a second course in statistics, emphasising the practical context and applications within operational research. A distinctive feature of this course is its integration of theoretical development and practical data analysis. There will be extensive practical work using a computer package. The presentation of theoretical material is designed to provide the necessary framework for rigorous statistical investigations.

Course Content: The main topics covered are: exploratory data analysis and graphical presentation; association of variables; problems of model selection; design of experiments; analysis of variance; multiple regression; time series.

Teaching Arrangements: Lectures ST420: Weekly two-hour sessions for 15 weeks, Michaelmas and Lent Terms.

Reading List: M. Chapman & B. Mahon, *Plain Figures*; J. D. Cryer, *Time Series Analysis*; 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*.

Methods of Assessment: This course is examined entirely by course work and/or project work.

ST430**Computer Modelling for Operational Research (Half unit course)**

Teacher Responsible: Mr. D. W. Balmer, Room S208

Availability and Restrictions: Course Intended Primarily for

M.Sc. Statistics. There are no specific prerequisites in computing, but some prior contact with computing, use of packages and programming would be useful.

Core Syllabus: The course is composed of distinct sections. Each of these in its own way provides some insight into the interface between computing methods and operational research.

Course Content:

OR403.2 - see OR Course Guides

OR403.3 - see OR Course Guides

OR402.5 - see OR Course Guides

Methods of Assessment: Each section of the course will be assessed independently by means of an extended essay or a project as appropriate.

ST450**Advanced Lectures on Special Topics in Statistics**

Teacher Responsible: Mrs. J. I. Galbraith, Room S212

Seminar series, not always held at LSE.

Interdepartmental Degrees

Lecture/Seminar lists and Course Guides for these degrees will mainly be found in the Information on Master's degrees in the departments responsible for the courses concerned, as indicated by the prefix to the Course Guide number.

M.A. Area Studies

The School co-operates in the teaching for certain branches of the M.A. Area Studies degree offered by the University of London.

Duration of Course of Study

Full-time: One academic year for candidates offering four written papers. Once calendar year for candidates offering three written papers and a dissertation.

Part-time: Two academic years for candidates offering four written papers. Two calendar years for candidates offering three written papers and a dissertation.

Examination

For all programmes (1) either two papers or one paper and a dissertation of 10,000 words on a major subject and (2) either two papers on a minor subject or one paper in each of two minor subjects. For the Africa and Far East programmes the examination will also include an assessment of course work.

Candidates registered for the part-time course will be required to pass in all written papers taken in any one year before proceeding.

All candidates who fail the written papers will normally be required to be accepted for and to complete a further course of study before re-entering the examination.

Candidates offering a dissertation will not be permitted to proceed to its submission unless they have satisfied the examiners in the three written papers.

Dates of Examination

	Full-time	Part-time
Written papers	June	June of the year in which each major and minor subject has been taken
Dissertation	Before 30 September	Before 20 September of the same year the final year

M.Sc. Anthropology and Development

Duration of Course of Study

Full-time: One Calendar year. **Part-time:** Two Calendar years.

Examination

Paper Number	Paper Title	Course Guide Number
I		
1.	Anthropology: Theory and Ethnography	AN404
2.	Development: Theory, History and Policy	DV400
3.	One of the following	
(a)	Political and Legal Institutions	AN406
(b)	Economic Institutions and Social Transformation	AN407
(c)	Anthropology of Religion	AN402
(d)	Kinship, Sex and Gender	AN405
(e)	Poverty	DV407
(f)	Gender, Institutions and Development	DV408
(g)	Development Aid	DV414
or	(h) Two half units taught in the Anthropology department	
II		
	An essay of not more than 10,000 words on an approved topic.	

Part-time students may, with the approval of the School, take the examination in two parts. The first part will consist of up to three papers, taken after completion of courses for those papers, and the skills course. The second part will consist of the remaining papers and the essay and will be taken in the final year of the course. A candidate who does not at his/her entry successfully complete the examination or part of the examination for which he/she has 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 until the examination in a subsequent year.

Dates of Examination

Written papers	June
Dissertation	September

M.Sc. Economics and Philosophy

Duration of Course of Study

Full-time: One calendar year. **Part-time:** Two calendar years.

Examination

Paper Number	Paper Title	Course Guide Number
A.		
Two from:		
(a)	Microeconomics I	EC411
(b)	Macroeconomics I	EC413
(c)	Methods of Economic Investigation I	EC402

M.Sc. Economics and Philosophy (continued)

Paper Number	Paper Title	Course Guide Number
B.		
One from:		
(a)	Philosophy of Science and Scientific Method	PH400
(b)	Philosophy of the Social Sciences	PH405
(c)	Foundations of Probability	PH407
(d)	Philosophy of Economics	PH413
C.		
	A dissertation of not more than 10,000 words on some aspects of the Philosophy of Economics.	

In cases where the student is deemed by the Economics Department to have a sufficiently strong background in either Microeconomics or Macroeconomics, the paper EC420 History of Economic Thought, may be substituted for the core paper in which the student possesses the necessary background.

In special circumstances students may be permitted to substitute one or two of the 'II' options for the 'I' options listed under 'A'. All students will attend the seminar in Philosophy of Economics.

Dates of Examination

Written papers	May or June
Dissertation	15 September

MSc Law and Accounting

A new degree in Law and Accounting will commence in October 1999, to be taught jointly by the Law and Accounting and Finance departments. This will be suitable for those with a background either in Law or Accounting who are interested in breaking down disciplinary boundaries and exploring the interaction between legal and accounting regulation in a commercial environment. All students will be required to take the core course, entitled **Corporate Accountability: Topics in Legal and Accounting Regulation**. This will be exclusive to students studying for this degree and will be examined by an essay and examination. Other courses to be studied will depend on the background of the individual student but will include a paper in Financial Reporting and other papers from the LLM and Accounting and Finance MSc.

The course will be open to full-time and part-time students and full details will be published in the 1999/2000 Graduate Prospectus or can be obtained from the Graduate School.

M.Sc. Regional and Urban Planning Studies

Duration of Course of Study

Full-time: One calendar year. **Part-time:** Two to four calendar years.

Examination

Paper Number	Paper Title	Course Guide Number
I		
Candidates have to pass in four units of study		
Four written papers in the following compulsory half units:		
1.	The Economics of Regional and Urban Planning	EC436
2.	Geographical Aspects of Regional and Urban Planning	GY453
3.	The Politics of Regional and Urban Planning	GV491
4.	Urban Policy and Planning (includes seminar on Regional and Urban Planning Problems)	GY454
and		
II		
Written papers in two half units or chosen from the following:		
1. <i>Either</i>	Comparative Local Government and Urban Politics	GV492
<i>or</i>	Socio-economic Cohesion Policies in the EU	GV453
2. <i>Either</i>	Economic Aspects of Project Appraisal	GY455
<i>or</i>	Economic Aspects of Urban Change	EC437
3. <i>Either</i>	Issues in Environmental Regulation	GY456
<i>or</i>	Economic Development: Global Change and Local Response	MN418
4.	Research Methods I	GY402
5.	A related subject offered at Masters level as a half unit with the approval of the course tutor	
and		
III		
An essay of not more than 10,000 words on an approved topic (full unit)		
and		
IV		
Candidates must also satisfy the examiners that they have achieved a sufficient level of attainment in the research methods course		

Dates of Examination

Written paper	June
Essay	September

Course Guides

EC436

The Economics of Regional and Urban Planning (Half unit course)

Teacher Responsible: Dr. C. M. E. Whitehead, Room S377
Availability and Restrictions: M.Sc. in Regional and Urban Planning Studies. Other graduates may attend with permission. Students should normally have completed an introductory course in economics. Students without this background will be required to attend the micro-economic section of EC100 **Economics A** and the 12 classes which will take place throughout the year.

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.

Course 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 and investment decisions. Urban and regional economic policy issues.

Teaching Arrangements: 10 lectures and five two-hour seminars in the Michaelmas Term. For those without previous economic background there will also be 10 classes in the Michaelmas and two classes in the Summer Terms. The course will be supplemented by a visiting speaker Seminar Series EC450 **Urban and Transport Economics**.

Reading List: R. W. Vickerman, *Urban Economics*; H. Armstrong & J. Taylor, *Regional Economic Policy and its Analysis*; M. Fujita, *Urban Economic Theory*; M. Common, *Environmental and Resource Economics*; H. Dunkerley (Ed.), *Urban Land Policy: Issues and Opportunities*. More detailed readings will be provided during the course.

Method of Assessment: A two-hour unseen examination taken in June.

EC437

Economic Aspects of Urban Change (Half unit course)

Teachers Responsible: Dr. M. Kleinman, Room A259 and Mr. J. J. Thomas, Room S677

Availability and Restrictions: Option for M.Sc. in Regional and Urban Planning Studies. Other graduate students are welcome to attend.

Core Syllabus: The course is concerned with the economic analysis of urban change and urban and regional development. It will explore different theoretical approaches to urban and regional growth, the economics of urban change and decline, urban and regional inequalities and the functioning of urban labour markets. The syllabus will cover urban change in both developed countries, developing countries, and transition economies.

Course Content: The dynamics of urban and regional economic growth; theoretical approaches to urban and regional growth; agglomeration economies; cities as engines of growth and sites of economic problems; suburbanisation and the location of jobs and housing; functional urban regions; reurbanisation and gentrification; inequalities between cities: the urban hierarchy; inequalities within cities: polarisation in the labour and housing markets; urban labour markets and urban employment; regional inequalities and long-run development; rural-urban migration; the urban informal sector in developing countries.

Teaching Arrangements: 10 (one-hour) lectures in the Lent Term and 10 (one-and-a-half-hour) seminars in the Lent Term (EC437).

Reading List: Vickerman, *Urban Economics*; Evans, *Urban Economics*; Armstrong & Taylor, *Regional Economics and Policy*; Jacobs, *Cities and the Wealth of Nations*; Krugman, *Geography and Trade*; Cheshire & Hay, *Urban Problems in Western Europe: an economic analysis*; Reich, *The Work of Nations*; Stark, *The Migration of Labour*; de Soto, *The Other Path*. Detailed reading lists will be provided for lecture and seminar topics.

Methods of Assessment: A two-hour unseen examination paper in June.

GY450

EC450

GY450 Seminar in Regional and Urban Planning Problems and**EC450 Urban and Transport Economics**

Teachers Responsible: Dr. A. Thornley, Room S420 and Dr. C. M. E. Whitehead, Room S377

Availability and Restrictions: Course intended primarily for M.Sc. Regional and Urban Planning Studies.

Core Syllabus: Interdisciplinary seminars with invited speakers from within the LSE and outside. The focus will be on contemporary regional and urban problems and the speakers will either be engaged in relevant current research or be practicing planners or policy-makers from central or local government, research agencies or consultancy.

Course Content: Issues of current concern and debate within urban development transport and planning.

Teaching Arrangements: 15 (one-and-a-half-hour) seminars throughout the Session.

Examination Arrangements: There is no assessment in this course but the content will contribute towards the course GY454 **Urban Policy and Planning** and EC436 **The Economics of Regional and Urban Planning**.

GY453

Geographical Aspects of Regional and Urban Planning (Half unit course)

Teachers Responsible: Dr. D. Perrons, Room S406 and Dr. Y. Rydin, Room S413

Availability and Restrictions: This course is intended primarily for M.Sc. Regional and Urban Planning Studies. Other graduate students may attend by permission.

Core Syllabus: To explore the contribution of spatial analysis to the understanding of regional and urban planning processes. Two themes are chosen for particular attention; a) the analysis of regional and urban development and issues involved in the formulation of regional policy, b) planning for sustainable urban development.

Course Content: Regional inequality and social cohesion in the European Union; theories of regional development; National and supra-national policies for regional regeneration; inward regional investment, endogenous development and technology networks; sustainable regional development; technopolis and science parks; sustainability, sustainable development and the urban level; sustainability and normative models of the policy process; the applicability of policy tools for sustainability at the local level; environmental limits, carrying capacity and ecological footprints; the debate on sustainable urban form.

Teaching Arrangements: 10 lectures and 10 seminars in Michaelmas Term.

Reading List: A detailed reading list will be issued at the start of the course. M. Dunford & G. Kafkalas (Eds.), *Cities and Regions in the New Europe*; H. Armstrong & P. Taylor, *Regional Economics and Policy*; A. & M. Storper, *Pathways to Industrialisation and Regional Development*; Hardy et al., *An Enlarged Europe – Regions in Competition*; A. Amin & N. Thrift, *Behind the Myth of European Union*; A. Amin & N. Thrift, *Globalisation, Institutions and Regional Development in Europe*; P. Cooke, *The Rise of the Rustbelt*; M. Breheny (Ed.), *Sustainable Development and Urban Form*, 1992; J. Agyeman & B. Evans (Eds.), *Local Environmental Policies and Strategies*, 1994; A. Blowers & B. Evans (Eds.), *Town Planning in the 21st Century*, 1997; S. Buckingham-Hatfield & B. Evans (Eds.), *Environmental Planning and Sustainability*, 1996; G. Haughton & C. Hunter, *Sustainable Cities*, 1994; A. Blowers (Ed.), *Planning for a Sustainable Environment*, 1993; P. Selman, *Local Sustainability*, 1996; R. Gilbert et al., *Making Cities Work*, 1996.

Methods of Assessment: A two-hour unseen examination paper taken in June.

GY454

Urban Policy and Planning (Half unit course)

Teachers Responsible: Dr. M. Kleinman, Room A259 and Dr. A. Thornley, Room S420

Availability and Restrictions: For M.Sc. in Regional and Urban Planning Studies.

Core Syllabus: The course aims to provide a synthesised approach to the analysis of urban policy-making and plan

formulation. It will explore the way in which economic, political and social forces interact to effect policy approaches in different spatial settings. The aim is also to gain an understanding of the causes for similarity and difference in policy approaches.

Course Content: The impact of global economic change on urban policy and the interaction with local urban governance and culture. Debates over the world city hypothesis. The effect of increasing competition between cities. Marketing cities. Labour market changes, social polarisation and ethnic divisions in cities. Case studies of urban policy and plan formulation in a range of cities including London, New York and Tokyo. An exploration of the combined effect of global, local, economic and political forces on particular development projects.

Teaching Arrangements: 10 (one-hour) Lectures in the Lent Term and 10 (one-and-a-half-hour) seminars (GY454). The course will be accompanied by seminar GY450 and EC450.

Reading List: S. Sassen, *The Global City*; S. Sassen, *Cities in a World Economy*; S. Fainstein, *City Builders: property, politics and planning in London and New York*; J. Brotchie et al., *Cities in Competition*; G. Kearns & C. Philo, *Selling Places*; H. Savitch, *Post-Industrial Cities*; S. Fainstein et al., *Divided Cities*; M. Castells & J. Mollenkopf, *Dual City*.

Further reading will be provided at the start of the course to cover case studies of particular cities and development projects.

Method of Assessment: A two-hour unseen examination paper in June.

GY455

Economic Aspects of Project Appraisal (Half unit course)

Teachers Responsible: Dr. S. Glaister, Room S410 and Mr. A. Marin, Room S566

Availability and Restrictions: Option for M.Sc. Regional and Urban Planning and M.Sc. Operational Research. Other graduate students are welcome to attend.

Core Syllabus: This course is concerned with the foundations of applied welfare economics in the context of project appraisal and policy evaluation.

Course Content: Theoretical issues of pricing and discount rates. The effects of risk and uncertainty in evaluating public investment decisions. Methods of evaluation: time saving, safety, the environment. The effect of income distribution. Case studies relating to regulation, pricing, and provision. Examples particularly from transport and environmental policy.

Teaching Arrangements: 10 (one-hour) lectures and eight (two-hour) seminars (GY455) in the Lent Term.

Reading List: R. Layard & S. Glaister, *Cost Benefit Analysis*; R. Turner, D. Pearce & I. Bateman, *Environmental Economics*. Further reading will be provided at the start of the course.

Methods of Assessment: A two-hour unseen examination taken in June.

GY456

Issues in Environmental Regulation**(Half unit course)**

Teachers Responsible: Dr. Y. Rydin, Room S413, Professor J. Rees, Room S407 and Mr. A. Gouldson, Room S414

Availability and Restrictions: Course intended primarily for M.Sc. Regional and Urban Planning Studies and M.Sc. Environmental Assessment and Evaluation. Other students may take the course with the agreement of the course teachers but some knowledge of the theory of environmental regulation is required.

Course Syllabus: The purpose of the course is to apply the theoretical material on environmental management and regulation to a variety of environmental policy situations.

Course 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; Common property, equity issues, the role of NGOs, technology policy, integrated environmental planning, supranational agencies, the precautionary principle.

Teaching Arrangements: 10 seminars (GY456) of two-hours each during the Lent Term.

Reading List: D. Pearce & J. Warford, *World Without End: Economics, Environment and Sustainable Development*; W. Adams, *Green Development: Environment and Sustainability in the Third World*; M. Anderson, *Governance by Green Taxes: Making Pollution Prevention Pay*; D. Vogel, *National Styles of Regulation: Environmental Policy in Great Britain and the US*; A.

Weale, *The New Politics of Pollution*; N. Vig & M. Kraft, *Environmental Policy in the 1990s*; N. Watts, *Distributional Conflicts in Environmental Resource Policy*.

Methods of Assessment: An unseen two-hour examination taken in June.

GV453

Socio-economic Cohesion Policies in the EU

See entry in the M.Sc. Government section.

GV491

Politics of Regional and Urban Planning (Half unit course)

Teachers Responsible: Dr. K. Dowding, Room K206 and Dr. A. Thornley, Room S420

Availability and Restrictions: This course is intended primarily for M.Sc. Regional and Urban Planning Studies. Other graduate students may attend by permission.

Core Syllabus: The aim is to explore the way in which regional and urban planning is influenced by political and institutional factors. The role of planning in both regulating development decisions and promoting public policy is explored.

Course Content: Variety in the interaction between market processes and public intervention and its effect on planning. Debates over the purpose and scope of planning. Constraints and influences on planning including party control. Comparisons of UK and US. The interaction of the private sector, the public sector and local communities in development decisions. Public/private partnerships. Opportunities for participation in planning and the incorporation of different interests.

Teaching Arrangements: 10 weekly one-hour lectures and eight one-and-a-half hour seminars in the Michaelmas Term (GV491).

Reading List: A full reading list will be handed out at the beginning of the course. M. P. Smith, *City, State and Market*; S. Fainstein, *Restructuring the City*; E. Reade, *British Town and Country Planning*; Y. Rydin, *The British Planning System*; A. Thornley, *Urban Planning under Thatcherism: the Challenge of the Market*; Barnekov, Boyle & Rich, *Privatism and Urban Policy in the US and UK*; R. A. W. Rhodes, *Beyond Westminster and Whitehall*; C. Gray, *Government Beyond the Centre*; L. J. Sharpe & K. Newton, *Does Politics Matter?*; D. Wilson & C. Game, *Local Government in the UK*; R. W. Caves (Ed.), *Exploring Urban America*; H. Wolman & M. Goldsmith, *Urban Politics and Policy*; J. Montgomery & A. Thornley (Eds.), *Radical Planning Initiatives*.
Methods of Assessment: A 3,000 word essay (25%) and a two-hour unseen examination in June (75%).

GV492

Comparative Local Government and Urban**Politics**

See entry in the M.Sc. Government section.

GY495

Research Methods in Planning

Teachers Responsible: Dr. A. C. Pratt, Room S506b and Dr. J. Robinson, S515

Availability and Restrictions: For M.Sc. Regional and Urban Planning Studies students.

Core Syllabus: To introduce students to a range of approaches to planning oriented research. To provide students with some basic research skills and prepare them for their long essay.

Course Content: The nature of social scientific research. Choosing a research topic, identifying sources and time management. Objectivity. Theory building and use. Information collecting and handling planning data. G.I.S. Quantitative and qualitative information. Sampling and case studies. Evaluation.
Teaching Arrangements: 10 lectures (GY402) and 10 seminar/workshops in Michaelmas and Lent Term.

Reading List: G. Gardner, *Social Surveys for Social Planners*; D. Massey & R. Meegan (Eds.), *Politics and Method*; A. Sayer, *Method in Social Science: a Realist Approach*; J. Cresswell, *Research Design: Qualitative and Quantitative Approaches*; J. Bell, *Doing Your Research Project*; E. Kane, *Doing your own research*. Further reading on particular techniques will be supplied during the course.

Methods of Assessment: All students will have to reach the required standard in a particular research skill through passing in a given exercise. The course will also form the basis for the long essay.

MN418

Economic Development: Global Change and Local Response (Half unit course)
See entry in the M.Sc. Management section.

M.Sc. Regulation

Duration of Course of Study
Full-time: Twelve months.

Paper Number	Paper Title	Course Guide Number
I	Three written papers as follows:	
1.	Law and Politics of Regulation	GV488
2. & 3.	Two courses or (where half courses are taken) courses to a total value of two full courses from the following:	
A.	Environmental Regulation	
(a)	Environmental Regulation: Implementing Policy	GY420
(b)	Hazard and Risk Management (not available 1998/99)	GY416
(c)	Geographical Aspects of Regional and Urban Planning	GY453
(d)	Institutions, Environmental Change and Development (half unit)	DV413
(e)	Institutions and the Global Environment (half unit)	DV415
(f)	International Environmental Law (not available 1998/99)	LL448
(g)	Environmental Law and Policy (not available 1998/99)	LL426
B.	Financial and Commercial Regulation	
(h)	History of Accounting (not available 1998/99)	AC460
(i)	Financial Reporting and Management	AC490
or	Principles of Finance	AC492
(j)	Regulation of Financial Markets	LL484
(k)	Multinational (Transnational) Enterprises and the Law (not available 1998/99)	LL476
(l)	The European Internal Market	LL431
C.	Social Regulation	
(m)	European Social Policy	SA405
(n)	European Community Law (Social Policy)	LL429
(o)	Gender, Space and Society	GY414
(p)	Criminal Justice Policy	SA403
(q)	Labour Law	ID480
(r)	Policing and Police Powers	LL478
Either (s)	Political and Legal Institutions	AN406
or	The Anthropology of Economic Institutions and their Social Transformation	AN407
D.	Utilities Regulation	
(t)	International Political Economic of Energy	IR458
(u)	European Community Competition Law (not available 1998/99) (Candidates must have a law degree to take this course)	LL430
(v)	Law and Politics of Utility Regulation	GV489
E.	Government and Law	
(w)	Public Management Theory and Doctrine	GV483
(x)	Law and Social Theory	LL465
(y)	Jurisprudence and Legal Theory	LL400
(z)	Modern Legal History	LL474
(aa)	Public Choice and Public Policy I – Introduction	GV481
(bb)	Public Choice and Public Policy II – Advanced Topics	GV482
(cc)	Any other graduate level course, which is offered for the M.Sc., M.A. or LL.M., with the approval of the candidate's teachers.	
II	A dissertation of not more than 10,000 words on a topic approved by the candidate's supervisor.	

Paper I will be examined by a three hour unseen written examination (75% of total marks) and by one essay to be written during the course (25% of total marks). All other papers will be examined as provided for in calendar entries.

Candidates who have offered two subjects from one of the categories set out below, or one subject and a dissertation which in the opinion of the School falls within the same category (in either case counting two half subjects as one full subject) may elect* to have the title of their subject grouping included on the degree certificate in parentheses after the degree title. Not more than one subject grouping may be included on the certificate.

* Such election to be made at the time of entry to the examination.

Subject Categories:

- Category 1: Environmental Regulation. Papers (a), (b), (c), (d), (e), (f) (g) or (cc) (where paper (cc), in the opinion of the School, properly falls within the category).
- Category 2: Financial and Commercial Regulation. Papers (h), (i), (j), (k), (l), (u) or (cc) (where paper (cc), in the opinion of the School, properly falls within the category).
- Category 3: Social Regulation. Papers (m), (n), (o), (p), (q), (r), (s), or (cc) (where paper (cc), in the opinion of the School, properly falls within the category).
- Category 4: Utilities Regulation. Papers (t), (u), (v) or (cc) (where paper (cc), in the opinion of the School, properly falls within the category).
- Category 5: Law and Government. Papers (w), (x), (y), (z), (aa), (bb) or (cc) (where paper (cc), in the opinion of the School, properly falls within the category).

Dates of Examination

Written Papers May/June or August/September
Dissertation 1 September

M.Sc. Regulation (Research Training)

Duration of Course of Study
Full-time: Twelve months.

Paper Number	Paper Title	Course Guide Number
I	Three written papers	
1.	Law and Politics of Regulation	GV488
2.	One whole unit or two half units from the following:	
A.	Environmental Regulation	
(a)	Environmental Regulation: Implementing Policy	GY420
(b)	Hazard and Risk Management (not available 1998/99)	GY416
(c)	Geographical Aspects of Regional and Urban Planning	GY453
(d)	Institutions, Environmental Change and Development (half unit)	DV413
(e)	Institutions and the Global Environment (half unit)	DV415
(f)	International Environmental Law (not available 1998/99)	LL448
(g)	Environmental Law and Policy (not available 1998/99)	LL426
B.	Financial and Commercial Regulation	
(h)	History of Accounting (not available 1998/99)	AC460
(i)	Financial Reporting and Management	AC490
or	Principles of Finance	AC492
(j)	Regulation of Financial Markets	LL484
(k)	Multinational (Transnational) Enterprises and the Law (not available 1998/99)	LL476
(l)	The European Internal Market	LL431
C.	Social Regulation	
(m)	European Social Policy	SA405
(n)	European Community Law (Social Policy)	LL429
(o)	Gender, Space and Society	GY414
(p)	Criminal Justice Policy	SA403
(q)	Labour Law	ID480
(r)	Policing and Police Powers	LL478
Either (s)	Political and Legal Institutions	AN406
or	The Anthropology of Economic Institutions and their Social Transformation	AN407
D.	Utilities Regulation	
(t)	International Political Economic of Energy	IR458
(u)	European Community Competition Law (not available 1998/99) (Candidates must have a law degree to take this course)	LL430
(v)	Law and Politics of Utility Regulation	GV489
E.	Government and Law	
(w)	Public Management Theory and Doctrine	GV483
(x)	Law and Social Theory	LL465
(y)	Jurisprudence and Legal Theory	LL400
(z)	Modern Legal History	LL474
(aa)	Public Choice and Public Policy I – Introduction	GV481
(bb)	Public Choice and Public Policy II – Advanced Topics	GV482
(cc)	Any other graduate level course, which is offered for the M.Sc., M.A. or LL.M., with the approval of the candidate's teachers.	
3.	Quantitative Analysis in Social Research I	MI411
and	Qualitative Research Methods I	MI420
II	A dissertation of not more than 10,000 words on a topic approved by the candidate's supervisor.	

Paper I will be examined by a three hour unseen written examination (75% of total marks) and by one essay to be written during the course (25% of total marks). All other papers will be examined as provided for in calendar entries.

Candidates who have offered two subjects from one of the categories set out below, or one subject and a dissertation which in the opinion of the School falls within the same category (in either case counting two half subjects as one full subject) may elect* to have the title of their subject grouping included on the degree certificate in parentheses after the degree title. Not more than one subject grouping may be included on the certificate.

* Such election to be made at the time of entry to the examination.

Subject Categories:

- Category 1: Environmental Regulation. Papers (a), (b), (c), (d), (e), (f) (g) or (cc) (where paper (cc), in the opinion of the School, properly falls within the category).
- Category 2: Financial and Commercial Regulation. Papers (h), (i), (j), (k), (l), (u) or (cc) (where paper (cc), in the opinion of the School, properly falls within the category).
- Category 3: Social Regulation. Papers (m), (n), (o), (p), (q), (r), (s), or (cc) (where paper (cc), in the opinion of the School, properly falls within the category).
- Category 4: Utilities Regulation. Papers (t), (u), (v) or (cc) (where paper (cc), in the opinion of the School, properly falls within the category).
- Category 5: Law and Government. Papers (w), (x), (y), (z), (aa), (bb) or (cc) (where paper (cc), in the opinion of the School, properly falls within the category).

Dates of Examination

Written Papers May/June or August/September
Dissertation 1 September

Course Guide

GV488

The Law and Politics of Regulation

Teachers Responsible: Professor Christopher Hood (Government L203), Professor Robert Baldwin (Law A455) and Dr. Stephen Glaister (Geography S410)

Availability and Restrictions: This is the core course for the M.Sc. in Regulation. Other postgraduate students may have access to the course, when numbers permit, by arrangement.

Core Syllabus: The course aims to give students an essential grounding in theories of regulation encountered in the public policy/administration/legal literature. It examines competing explanations of the origins, development and reform of regulation; the styles and processes of regulation; issues surrounding enforcement; the inter-organisational and international aspects of regulation; and questions of evaluation and accountability. Some specific UK cases will be explored through the medium of a seminar series, additional to the main seminars, which will be led by experienced practitioners invited on a one-off basis.

Course Content:

- Theories of Regulatory Origins, Development and Reform:** Functional, Chicago; non-instrumental; the problem of regulatory reform (ideas/ideology v. interests).
- Regulatory Styles and Processes:** classical versus 'less restrictive' alternatives (self-regulation, antitrust laws, taxes, marketable property right, franchises); light-rein/tight rein styles; public enterprise versus regulated private sector; juridification.
- Enforcement:** compliance and deterrence approaches; sanctions and optimal penalties; private and public enforcement; enforcement pyramids and corporate sanctioning.

4) **Regulation in inter-organisational and international contexts:** federalism; regulatory competition, problems of supranational regimes.

5) **Evaluation and Accountability:** measuring regulatory success; accountability through legislative, judicial and administrative means; the consumer voice, cost-benefit review and Citizen's Charter.

Teaching Arrangements: The course is taught: (a) by 22, two-hour sessions (GV488) in variable format (some lecture-discussions, student-paper led discussions, debates) comprising the academic core AND (b) by 10 one-and-a-half-hour sessions in the second and third terms, of which five will consist of seminars presented by those involved in the practice of regulation and five will be on Research Design and Strategy in Regulation. The course organisers will use LSE contacts to field a number of well-placed speakers from a variety of regulated sectors.

Written Work: All students are expected to produce three written essays plus short presentations on topics assigned to them.

Core Reading: A. Ogus, *Regulation* (1994); R. Baldwin & C. McCrudden, *Regulation and Public Law* (1987); C. Hood, *Administrative Analysis* (1986); *The Tools of Government* (1983); R. Baldwin, *Rules and Government* (1994); S. Breyer, *Regulation and its Reform* (1982); E. Bardach & R. Kagan, *Going by the Book* (1982); C. Sunstein, *After the Rights Revolution* (1990); M. Derthick & P. Quirk, *The Politics of Deregulation* (1985); R. Epstein, *Takings* (1982); L. Hancher & M. Moran, *Capitalism, Culture and Regulation* (1989); M. Bishop, J. Kay & C. Mayer, *The Regulatory Challenge* (1995).

Methods of Assessment: Students will be assessed by a course essay weighted at 25% of the total mark and a three-hour examination in June; weighted at 75% of the total mark. The examination will involve answering three questions out of twelve.

RESEARCH PROGRAMMES (MPhil and PhD)

INTRODUCTION

MPhil/PhD programmes are governed by the University of London Regulations for the degrees of MPhil and PhD and by the Code of Practice for Research Students and their Supervisors further on in this section.

All students are registered initially for the MPhil degree. If your progress is satisfactory you will be upgraded to PhD registration with full retrospective effect. The Code of Practice gives more information on this point.

Each department has its own arrangements and requirements in the form of attendance at seminars and classes for research students. These arrangements are set out in the departmental entries at the end of this section.

There is one formal MPhil programme, the two year MPhil in Philosophy which is examined by thesis and formal written examination. The programme regulations for this degree are in the relevant departmental entry.

METHODOLOGICAL TRAINING AND STUDY SKILLS

MPhil/PhD students are welcome to attend the following courses run by the Methodology Institute. In addition you may wish to consider other courses run by the Methodology Institute primarily for students on MSc Social Research Methods programme, details of which are in the relevant part of the section on Master's degrees above.

MI500

Introduction to Study for the M.Phil. and Ph.D.

Teachers Responsible: Professor Patrick Dunleavy, Room K300 and others

Availability and Restrictions: All first year research students preparing for the M.Phil. and Ph.D. degrees.

Course Content: Introduction to the methods and materials of study for the M.Phil. and Ph.D. The purpose is to provide a preliminary introduction (a) to look at practical problems likely to be encountered in working for a higher degree by thesis; and (b) to review the resources available to assist students at the School. Issues covered include:

- Organising One's Time
- Bibliographical Tools
- Computing at the School
- Statistical Advice at the School
- Psychological Aspects of Ph.D. Study
- Professional "Activities"
- Theory and Empiricism
- Ethics, Rigour, Relevance

Teaching Arrangements: Two meetings in the second and third week of the Michaelmas Term.

Reading List: E. M. Phillips & D. M. Pugh, *How to Get a Ph.D.*; J. Barzun & H. Graff, *The Modern Researcher*; G. Watson, *Writing a Thesis*; J. Calnan, *Coping with Research: A Complete Guide For Beginners*; C. J. Parsons, *Thesis and Project Work: A Guide to Research and Writing*; K. Howard & M. A. Sharp, *Management of a Student Research Project*; D. Madsen, *Successful Dissertations and Thesis: A Guide to Graduate Student Research from Proposal to Completion*; T. Turabian, *A Manual for Writers of Research Papers, Theses and Dissertations*; H. Zeisel, *Say It With Figures*; National Audit Office, *Presenting Data*; C. J. Mullins, *A Guide to Writing and Publishing in the Social and Behavioural Sciences*; E. Harman & L. Montagnes (Eds.), *The Thesis and the Book*; S. Vartuli (Ed.), *The Ph.D. Experience: A Woman's point of view*; D. Sternberg, *How to Complete and Survive a Doctoral Dissertation*; Howard S. Becker, *Writing for Social Scientists: How to Start and Finish Your Thesis, Book or Article*.

MI501

Information Skills for Research

Teachers Responsible: Rupert Wood and others, British Library of Political & Economic Science

Availability and Restrictions: First and second year research students and M.Sc. Social Research Methods students.

Core Syllabus: The aim of the course is to introduce students to some of the essential sources available for their research, and some of the skills needed to use them.

Course Content: Five classes will be held:

- Searching electronic bibliographic databases.* This hands-on session will enable participants to select the appropriate electronic sources for their research from the range available on the School network and develop an appropriate strategy for searching for references.

2. *Using the Internet.* This session will introduce participants to finding and accessing the wide range of research sources now available via the Internet.

3. *Citing references and creating a bibliography.* This seminar will enable participants to cite bibliographic information in their research using the Harvard system and to create a bibliography according to the accepted standards of academic research.

4. *Using EndNote Plus.* This hands-on training session uses the bibliographic management software available on the School's network for storing references and outputting them into wordprocessed documents as citations.

5. *Using datasets and sources of statistics.* This session explores the statistical source material (printed and electronic) available in the Library and also enables participants to explore datasets elsewhere (such as at the Data Archive and at Manchester University) and to gain access to them.

Teaching Arrangements: All classes will be held in the Library's Training Suite, first floor, BLPES. Booking a place will be necessary for each class. Class times and booking arrangements will be announced in the Institute's brochure Courses for Research Students and in the Library.

Methods of Assessment: This course is non-examinable.

MI502

Drafting, Writing and Publishing a Ph.D. Thesis

Teachers Responsible: Professor Patrick Dunleavy, Room K300 and others

Availability and Restrictions: Students registered for the Ph.D. who are starting to think about organising material with a view to drafting the thesis; or who have already begun writing their dissertation. Suitable for people in their first or subsequent year of their Ph.D. across the School.

Course Content: The aim of the seminar is to assist research students in writing their thesis. The principal focus will be upon the process of writing, not upon the substantive content of the thesis. The topics covered will be:

- The Macro-Structure of the Thesis
- The Macro-Structure of the Chapter
- Defining Good Style
- The Thesis End-Game
- Publishing Journal Articles and Books
- Presenting Data, Graphics and Statistics

Teaching Arrangements: Six two-hour seminars (MI502) at the start of the Lent Term.

Reading List: Howard S. Becker, *Writing for Social Scientists: How to Start and Finish your Thesis, Book or Article*; P. Dunleavy, *Studying for a Degree in the Humanities and Social Sciences*, ch.5, "Writing a Dissertation"; D. Sternberg, *How to Complete and Survive a Doctoral Dissertation*, esp. ch.5; M. Stoch, *A Practical Guide to Graduate Research*; G. Taylor, *The Students' Writing Guide for the Arts and Social Sciences*; National Audit Office, *Presenting Data*.

Methods of Assessment: This course is non-examinable.

MI515

Spatial Query and Analysis using Geographical Information Systems

Teacher Responsible: Dr. Elsa João, Room S512

Availability and Restrictions: Research Students, Research Officers and members of staff.

Course Syllabus: This course aims to provide an introduction to this rapidly growing field. Geographical Information Systems (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 – how the standard of living in different areas is related to health and disease, to environmental work – linking maps of different farming practices with environmental models of soil erosion – can be included.

Course Content: During the course the students will be made aware of the potential and applications of GIS for their own field of study. An introduction to the principles of GIS as well as the main state-of-the-art issues (from spatial data bases to data quality issues) will be covered in the theoretical lectures. The students will also use a computerised tutorial (the GISTutor) throughout the course which will complement the lectures. In combination with the lectures, a series of practical workshop sessions will introduce students to two different GIS software packages available at the LSE: IDRISI and MapInfo.

Teaching Arrangements: This four day intensive course will take place during the Easter holiday and will be organised into two parts:

Part 1 – Introduction to GIS and to IDRISI – Nine hours of lectures and three three-hour practical sessions (three consecutive days).
Part 2 – Introduction to MapInfo and/or Advanced use of IDRISI – Six hours of practical sessions (one day).

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: D. Maguire, M. Goodchild & D. Rhind (Eds.), *GIS: Principles and Applications*, 1991; P. Burroughs & R. McDonnell, *Principles of GIS*, 1998; M. Goodchild & S. Gopal (Eds.), *Accuracy of Spatial Data Bases*, 1989; D. Martin, *GIS: Socio-Economic Applications*, (2nd edn.), 1996.

Methods of Assessment: This course is non-examinable but the students will receive feedback on the practical work done during the course.

MI526

Advanced Qualitative Analysis Workshop

Teacher Responsible: Dr. Martin Bauer, Room B804

Availability and Restrictions: Research Students undertaking projects using qualitative methods.

Course Content: The workshops will address advanced problems in qualitative social research. The programme will (a) bring together software developers and researchers, and (b) will present examples of researchers who put computer tools to creative use. The workshop will be a forum for open discussion on philosophical and technical issues that arise in qualitative research practice.

Teaching Arrangements: 10 sessions to be held during Michaelmas, Lent and Summer Terms.

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).

Methods of Assessment: This course is non-examinable.

MI541

Seminar in Survey Methodology

(Not available 1998–99)

Teacher Responsible: Colm O'Muircheartaigh, Room S214

Availability and Restrictions: Research students, research fee students in all departments of the School.

Course Content: The course will provide a general introduction to the major areas of methodology for social surveys, and will also provide an introduction to some of the principal social surveys carried out in the UK. Recent developments in survey methodology will also be covered.

Teaching Arrangements: The seminar series will run for 10 weeks in the Lent Term.

Methods of Assessment: There will be no formal assessment associated with the course.

MI550

Methodology Institute Seminar

Teacher Responsible: The Director of the Institute, Room B811

Availability and Restrictions: Open to research students, staff, and students on the Social Research Methods programme.

Course Content: Papers on topics of methodological interest will be presented by staff and visitors.

Teaching Arrangements: Meetings arranged as needed, to take place in Room B813.

Methods of Assessment: This course is non-examinable.

MI551

Special Topics in Social Research Methodology

Teacher Responsible: The Director of the Institute, Room B811

Availability and Restrictions: Open to research students, staff and students on the Social Research Methods programme.

Course Content: Special topics is a generic title covering a range from core training to issue 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 Arrangements: Details will be circulated a term in advance.

Methods of Assessment: This course is non-examinable.

DATA PROTECTION LAW AND THE RESEARCH STUDENT

The Data Protection Act requires public registration of all computer-based records of personal data on identifiable individuals. Where the material is held for research purposes, the individuals concerned are unlikely to have a right of access to such information; but control and use of the information is subject to legally-enforceable restrictions. If you hold, or think you are likely to hold, computerised information on individuals you should seek information and advice on registration, control and use of such records from Dr Ian Stephenson, Deputy Academic Registrar, (extension 7120 or e.mail I.L.Stephenson@lse.ac.uk.)

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.

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.

RESEARCH DEGREE EXAMINATIONS

Approval of thesis title

The degrees of MPhil and PhD are examined by thesis. Before you can submit your thesis for examination you must get official approval for your thesis title from the Graduate School Committee. To do this you should complete the Thesis Title Approval Form available from the Graduate School Office.

Official entry form.

You will then need to complete an official examination entry form available from the Graduate School Office. Your supervisor will have to countersign your form. Your supervisor will also need to indicate on the form who will be organising the examination and to which Subject Area Board the entry should be forwarded. The Subject Area Board will ask your supervisor to nominate an internal (to the University) and external examiner. The internal examiner should, if possible, come from another School or College of the University. Your supervisor cannot be appointed as the internal examiner.

The University's procedures for appointing examiners can be slow-moving. Your supervisor might wish to make informal contact with the proposed examiners before you submit your thesis, especially if it hoped to arrange the oral examination soon after the thesis is submitted.

The signed entry form (and the requisite supporting forms) should be sent to the Graduate School Office so that it may be authorised and forwarded to the University. When the University receives your entry form the Research Degrees Office of the University at Senate House (tel 0171 636 8000, ext 7018/7019) will contact your supervisor for the names of the proposed external examiners. These names are then forwarded to relevant committees for approval. When the examiners have formally been approved the Research Degrees Office writes to the examiners, inviting them to act. When the Research Degrees Office receives your thesis it will pass it on to the examiners.

Once an entry form has been submitted, enquiries about the practicalities of thesis submission and oral examination should be directed to the Research Degrees Office at Senate House. The practical arrangements for examinations are entirely a matter of convenience between the examiners and the student and neither the Graduate School Office nor the Research Degrees Office at Senate House is involved.

Practical arrangements for your examination

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 Graduate School Office. 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 secretaries 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 (0171 636 8000, ext 7018/7019).

RESEARCH TRAINING SUPPORT

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.

Research Training Support Grant and Fieldwork Grants for ESRC and EPSRC Students

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 (e.g. 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.

See also section on the LIBRARY

RESEARCH STUDENT TUTORS

Every department and institute appoints a member of staff to act as Research Student Tutor. The Research Student Tutor can be expected to carry out the following functions in consultation, and in co-operation, with his or her colleagues:

- induction of new research students
- allocation, change and training of supervisors
- ensure that the progress monitoring procedures for all research students are properly carried out
- monitor submission rates in the department/institute
- development of appropriate research training
- act as an advocate for research students

UNIVERSITY OF LONDON REGULATIONS FOR THE DEGREES OF MPhil AND PhD

1. Qualifications for Admission

1.1. The normal minimum entrance requirement for registration for the MPhil degree or the PhD degree is:

- (a) a second class honours degree of a UK university or an overseas qualification of an equivalent standard obtained after a course of study extending over not less than three years in a university (or educational institution of university rank), in a subject appropriate to that of the course to be followed; or

- (b) a registrable qualification appropriate to the course to be followed awarded by a UK university in Medicine, Dentistry or Veterinary Studies, or a qualification of an equivalent standard appropriate to the course to be followed awarded by a university outside the UK; or
 - (c) a Postgraduate Taught degree of the University of London in a subject appropriate to the course to be followed; or
 - (d) a professional or other qualification obtained by written examinations and approved by the College as an appropriate entrance qualification for the MPhil or PhD degree in question.
- 1.2. Applicants possessing alternative qualifications may also be considered by a College.
- 1.3. An applicant for registration may be required to pass a qualifying examination (see Section 2) and may also be required to meet, in respect of certain fields and subjects, additional qualifications for admission as determined by the College or the University² in the case of an applicant from an Associate Institution.
- 1.4. English language and other tests may be prescribed by the College or Associate Institution at which the course is to be pursued.
- 1.5. An applicant for registration must produce satisfactory evidence of the standard he/she has already attained and of his/her ability to profit by the course. An applicant who is not a graduate of the University of London must produce satisfactory evidence of having attained a standard equivalent to that demanded of graduates of the University.

2. Qualifying Examinations

- 2.1. A student who is required to satisfy qualifying conditions before being eligible to proceed to the MPhil degree may, at the discretion of the College, or the University in the case of an Associate Institution, be permitted to register before these conditions are satisfied.
- 2.2. A student who is required to satisfy qualifying conditions may not be registered initially for the PhD degree, but must be registered for an MPhil degree in the first instance.
- 2.3. Except with the special permission of his/her College a candidate who fails to pass a qualifying examination prescribed for him/her will not be permitted to re-enter for the qualifying examination; if re-entry to the qualifying examination is permitted, a candidate will be limited to one re-entry. A candidate from an Associate Institution will not be permitted to proceed with his/her course nor to enter again for the qualifying examination without the permission of the University; if such permission is granted a candidate will be limited to one re-entry.

3. Registration

- 3.1. Application for admission to a course of study for the degree of MPhil or PhD should be made to the relevant College or Associate Institution.
- 3.2. A candidate for a research degree will be registered initially for the MPhil degree except where the College has given permission for initial registration for the PhD degree in accordance with any circumstances identified in the College's admission and registration procedures.
- 3.3. A College may register for the MPhil or PhD degree with exemption from part of the course of study a person who has commenced a course of study for the MPhil or PhD degree (or equivalent degree) of another university in the United Kingdom. (See also paragraphs 5.6 and 6.3.1).
- 3.4. Every applicant must make application to a College or Associate Institution in accordance with the procedure prescribed by that College.
- 3.5. Applications for registration from students at Associate Institutions must be forwarded to the University for consideration and decision in accordance with a procedure specified by the University for each Associate Institution.
- 3.6. An applicant for registration is required to produce for inspection by the relevant College or Associate Institution the original documentary evidence of his/her qualifications – i.e. the original diploma or certificate of the awarding body.
- 3.7. A student will be registered by the College or the University in the names as they appear on the documentary evidence of his/her qualifications. However, if the names shown on the documentary evidence of qualifications are in an abbreviated or incomplete form or if the names have subsequently been changed, in order to establish his/her identity, the applicant must produce for inspection one of the following documents: passport, birth certificate, marriage certificate, certificate from the awarding body, statutory declaration or a deed poll and, provided that the document produced establishes beyond doubt that the names refer to the person named on the documentary evidence of qualifications and that the person is the applicant, the applicant will be registered in the names shown on the document produced in order to establish identity. Subsequent to registration a change of name on the College or University records will only be made after inspection by the College or by the University in the case of a student registered at an Associate Institution, of a marriage certificate, statutory declaration or deed poll.

4. Transfer of Registration

- 4.1. A College may permit a student to transfer from a Postgraduate Taught degree to the MPhil degree, from the MPhil degree to the PhD degree or the PhD degree to the MPhil degree in accordance with the conditions specified by the College, provided that no transfer of registration is permitted after entry to the examination for any one of these degrees. Registration for the degree to which transfer has been made may date from initial registration for the degree from which transfer has been made.
- 4.2. The University may permit transfer as detailed in paragraph 4.1 above for a student at an Associate Institution on application from that Institution.
- 4.3. On transfer of registration, the registration for the original degree will lapse.

5. Attendance and Course of Study

- 5.1. Every student is required to pursue a regular course of study at a College or at an Associate Institution under the supervision of a Teacher or Teachers of the University.
- 5.2. The course of study for the degree of MPhil or PhD may require attendance at lectures and coursework as prescribed by the College or Associate Institution at which the student is registered.
- 5.3. A College shall have a code of practice for supervisors and research students and appoint a supervisor for each of its students registered for the MPhil or PhD degree in accordance therewith. The University shall appoint a supervisor, who shall be a Teacher of the University, for each student seeking registration at an Associate Institution.
- 5.4. The length of the course shall be determined for each student individually by the authorities of the College at which he/she is registered, or by the University for students seeking registration at Associate Institutions, but in no case shall it be less than laid down in paragraphs 5.5 and 5.6 below.
- 5.5. Save as otherwise prescribed in paragraph 5.6 below the minimum length of course for the degrees of MPhil and PhD shall be two calendar years of full-time study or the equivalent in part-time study.
- 5.6. A student accepted under paragraph 3.3 may be exempted by the College or University as appropriate from part of a course of study for the MPhil or PhD degree of this University, provided that the course of study followed at this University is not less than one calendar year or its equivalent in part-time study.
- 5.7. A course must be pursued continuously except by special permission of the College or, in the case of a student at an Associate Institution, the University.

² 'University' in this context refers to the Medical Executive Committee or the relevant Subject Area Board.

- 5.8. A student is expected to centre his/her academic activities on the College or Associate Institution at which he/she is registered and to attend personally for his/her studies at such time(s) as his/her supervisor may require.
- 5.9. A College may permit a student to spend part of his/her course in 'off-campus' study and prescribe the conditions which shall apply and which shall include regular contact with his/her supervisor.
- 5.10. After completing an approved course of study a student will normally be required to present him/herself for examination within one calendar year. A student must apply to his/her College for permission to enter at a date later than one calendar year after completion of his/her course of study. A student who was registered at an Associate Institution must apply to the University for permission to enter at a date later than one year after completion of his/her course of study.
- 5.11. Before a candidate is admitted to the examination for the degree, the College or Associate Institution shall report that he/she has completed the course in accordance with the regulations.

6. Requirements of a Thesis

6.1. Thesis for the PhD degree

- 6.1.1. The scope of the thesis shall be what might reasonably be expected after three or at most four years of full-time study.³
- 6.1.2. The thesis shall:
 - (a) consist of the candidate's own account of his/her investigations and must indicate how they appear to him/her to advance the study of the subject;
 - (b) form a distinct contribution to the knowledge of the subject and afford evidence of originality by the discovery of new facts and/or by the exercise of independent critical power;
 - (c) be an integrated whole and present a coherent argument; [A series of papers, whether published or otherwise, is not acceptable as a thesis; work already published, either by the candidate or jointly with others, may be included only if it forms an integral part of the thesis and thereby makes a relevant contribution to the main theme of the thesis and is in the same format as the rest of the thesis; the part played by the candidate in any work done jointly with the supervisor(s) and/or fellow research workers must be clearly stated and certified by the supervisor; publications derived from the work in the thesis may be bound as supplementary material at the back of the thesis (see also paragraph 6.3.3 below).]
 - (d) give a critical assessment of the relevant literature, describe the method of research and its findings, and include a discussion on those findings, and indicate in what respects they appear to the candidate to advance the study of the subject;
 - (e) be written in English and the literary presentation shall be satisfactory, although the College at which the candidate is or will be registered may make application for a thesis in the field of modern foreign languages and literatures only to be written in the language of study, to be considered on an exceptional basis by Subject Area Board E (Humanities); in such cases the thesis shall include additionally a submission of between 10,000 and 20,000 words which shall be written in English and shall summarize the main arguments of the thesis;
 - (f) include a full bibliography and references;
 - (g) not exceed the number of words prescribed by a College for the subject area concerned or, in the absence of a prescribed limit, 100,000;
 - (h) be of a standard to merit publication in whole or in part or in a revised form (for example, as a monograph or as a number of articles in learned journals).
- 6.1.3. In the field of Music a candidate may submit, as part of a thesis, a portfolio of substantial musical compositions which show coherence and originality in invention and in the treatment of existing musical techniques; each work shall form the basis for a commentary on its structure and an exposition of the methods employed; the portfolio should be accompanied by recordings of as many of the works as possible.
- 6.1.4. In the field of Fine Art and Design candidates may either register to undertake research leading to a thesis submitted in accordance with the normal provisions; or may register for studio-based research/other visual research. In this latter case the thesis may include a portfolio, exhibition or other visual display. This must be original work which exemplifies and locates the ideas which are developed in conjunction with the written part of the thesis. However presented, this work must be accompanied by an adequate and approved form of retainable documentation.

6.2. Thesis for the MPhil degree

- 6.2.1. The scope of the thesis shall be what might reasonably be expected after two or at most three years of full-time study.⁴
- 6.2.2. The thesis shall:
 - (a) consist of the candidate's own account of his/her investigations;
 - (b) be either a record of original work or of an ordered and critical exposition of existing knowledge and shall provide evidence that the field has been surveyed thoroughly;
 - (c) be an integrated whole and present a coherent argument; [A series of papers, whether published or otherwise, is not acceptable as a thesis; work already published, either by the candidate or jointly with others, may be included only if it forms an integral part of the thesis and thereby makes a relevant contribution to the main theme of the thesis and is in the same format as the rest of the thesis; the part played by the candidate in any work done jointly with the supervisor(s) and/or fellow research workers must be clearly stated and certified by the supervisor; publications derived from the work in the thesis may be bound as supplementary material at the back of the thesis (see also paragraph 6.3.3 below).]
 - (d) give a critical assessment of the relevant literature, describe the method of research and its findings and include a discussion on those findings;
 - (e) be written in English and the literary presentation shall be satisfactory, although the College at which the candidate is or will be registered may make application for a thesis in the field of modern foreign languages and literatures only to be written in the language of study, to be considered on an exceptional basis by Subject Area Board E (Humanities); in such cases the thesis shall include additionally a submission of between 10,000 and 20,000 words which shall be written in English and shall summarize the main arguments of the thesis;
 - (f) include a full bibliography and references;
 - (g) shall not exceed the number of words prescribed by a College for the subject area concerned or, in the absence of a prescribed limit, 60,000.
- 6.2.3. In the field of Music a candidate may submit, as part of a thesis, a portfolio of compositions which show coherence and invention in a variety of extended structures and a good command of existing musical techniques; each work shall form the basis for a commentary on its structure and an exposition of the methods employed; the portfolio should be accompanied by recordings of as many of the works as possible.
- 6.2.4. In the field of Fine Art and Design candidates may either register to undertake research leading to a thesis submitted in accordance with the normal provisions; or may register for studio-based research/other visual research. In this latter case the thesis may include a portfolio, exhibition or other visual display. This must be original work which exemplifies and locates the ideas which are developed in conjunction with the written part of the thesis. However presented, this work must be accompanied by an adequate and approved form of retainable documentation.

³ In certain fields of study a longer period of study may be necessary to prepare a thesis of equivalent scope.

⁴ In certain fields a longer period of study may be necessary to prepare a thesis of equivalent scope.

6.3. Requirements applicable to Theses submitted for the Degrees of MPhil and PhD

- 6.3.1. The greater proportion of the work submitted in a thesis must have been done after the initial registration for a research degree, except that in the case of a student accepted under paragraph 3.3 there shall be allowance for the fact that the student commenced his/her registration at another institution.
- 6.3.2. A candidate will not be permitted to submit as his/her thesis one which has been submitted for a degree or comparable award of this or any other university or institution, but a candidate shall not be precluded from incorporating in a thesis covering a wider field work which he/she has already submitted for a degree or comparable award of this or any other university or institution provided that he/she shall indicate on his/her entry form and also on his/her thesis any work which has been so incorporated.
- 6.3.3. A candidate may submit the results of work done in conjunction with his/her supervisor and/or with fellow research workers provided that the candidate states clearly his/her own personal share in the investigation and that the statement is certified by the supervisor.
- 6.3.4. A candidate registered at a College must have the title of his/her thesis approved by his/her supervisor.
- 6.3.5. A candidate registered at an Associate Institution must submit the title of his/her thesis for approval by the University not later than seven months before he/she submits the entry form for examination.
- 6.3.6. The decision to submit a thesis in any particular form rests with the candidate alone and the outcome of the examination is determined by two or more examiners acting jointly.
- 6.3.7. A thesis must be presented for examination in a final form in typescript or print and be bound in accordance with the instructions issued by the Academic Registrar of the University.
- 6.3.8. After the examination has been completed and before the degree is awarded, successful candidates are required to submit to the Academic Registrar of the University, for lodging in the College and University libraries, two copies of their theses, one hard-bound and one soft-bound, in accordance with the said instructions, if the copies of the theses submitted for examination did not conform with this specification.
- 6.3.9. Every candidate is required to present a short abstract of his/her thesis of not more than 300 words and bound with each copy of the thesis submitted to the University. One additional loose copy of the abstract must also be provided (see paragraph 7.5 below).

7. Entry to Examination and Submission of Thesis

- 7.1. A College or Associate Institution shall submit a completed entry form for each of its candidates to the Academic Registrar of the University (see also paragraph 7.4 below).
- 7.2. The entry form for a candidate at an Associate Institution shall be accompanied by the appropriate fee.
- 7.3. A candidate shall be examined in accordance with the regulations in force at the time of his/her entry or re-entry.
- 7.4. The entry form may not be submitted earlier than six months before the completion of the prescribed course and should be submitted not later than **four months** before the submission of the thesis.
- 7.5. A candidate is required to submit with his/her entry form a short description of the content of the thesis in about 300 words to assist in the appointment of suitable examiners (see also paragraph 6.3.9 above).
- 7.6. The thesis may be submitted on or after the first day of the month following that in which the prescribed course is completed. A candidate required to pursue a course extending over a specified number of academic years may not submit his/her thesis before 1 June of the final year of the course of study.
- 7.7. If the candidate has not submitted his/her thesis for examination within 18 months from the submission of the form of entry for the examination, the entry will be cancelled unless for special reasons the candidate's College requests otherwise.
- 7.8. A candidate will be required to submit three copies of his/her thesis either typewritten or printed in accordance with instructions obtainable from the Academic Registrar (see paragraph 6.3.7 above).
- 7.9. A candidate for the MPhil or PhD degree is required to bring to the oral examination a copy of his/her thesis paginated in the same way as the copies submitted to the University.

8. Availability of Theses

- 8.1. It is a requirement for the award of the degree that one copy of a successful thesis is placed in the library of the candidate's College and one copy in the University of London Library or the appropriate library of the School of Advanced Study. The College copy shall be the archival copy and shall be in hard-bound form.
- 8.2. Subject to paragraph 8.3 below, candidates for the MPhil and PhD degrees will at the time of entry to the examination be required to sign a declaration in the following terms:
- (a) I authorise that the thesis presented by me in [year] for examination for the MPhil/PhD degree of the University of London shall, if a degree is awarded, be deposited in the library of the appropriate College and in the University of London Library and that, subject to the conditions set out in paragraph 8.2(d) below, my thesis be made available for public reference, 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 inclusion 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 would become void.
- 8.3. A candidate may apply to his/her College or to the University in the case of an Associate Institution for restriction of access, for a period not exceeding two years, to his/her thesis and/or the abstract of the thesis on the grounds of commercial exploitation or patenting or in very exceptional circumstances and in accordance with the procedure adopted by the College/University for consideration of such applications.

9. Conduct of Examinations**9.1. General**

- 9.1.1. Examiners will be appointed for each candidate in accordance with the Instructions for the Appointment of Examiners for the Degrees of MPhil and PhD for Internal and External Students, which are available from the Academic Registrar of the College or of the University.
- 9.1.2. All matters relating to the examination must be treated as confidential. Examiners are not permitted to divulge the content of previously unpublished material contained in a candidate's thesis until such time as any restrictions on access to the thesis, which have been granted by a College, are removed.
- 9.1.3. The examiners shall prepare independent preliminary written reports on the thesis to assist in conducting the oral examination (or the preparation of the joint report in those cases where no oral examination is held - see paragraphs 9.3.3(c)/(d) and

9.5.3(c)/(d) below). Copies of the preliminary reports should be submitted to the Academic Registrar of the University together with the joint report. The preliminary reports will not normally be released to candidates but will be made available to the members of an appellate committee in the case of an appeal against the result of the examination for consideration at an appellate committee hearing. In such an event the preliminary reports will also be provided to the candidate. After any oral examination, a joint final report shall be prepared for submission to the University. The joint final report will be released routinely to candidates for their personal information. It will also be sent to the Head of the College or Associate Institution at which the student was registered.

- 9.1.4. Each joint final report of the examiners shall indicate whether the thesis meets the requirements specified in paragraph 6.1 or 6.2 as appropriate and shall include a reasoned statement of the examiners' judgment of the candidate's performance.
- 9.1.5. Examiners have the right to make comments in confidence to the University in a separate report. Such comments should not normally be concerned with the performance of the candidate but may cover, for example, matters which they wish to draw to the attention of the candidate's College or of the University.
- 9.1.6. The supervisor shall be invited, unless the candidate indicates otherwise on his/her entry form, to attend the oral examination of his/her MPhil or PhD candidate as an observer. The supervisor does not have the right to participate in the examination of the candidate but may contribute if invited to do so by the examiners. Otherwise the oral examination shall be held in private.
- 9.1.7. The oral examination must normally be conducted in London. The University may, however, exceptionally agree that the examination be conducted elsewhere if there are circumstances which make this expedient.
- 9.1.8. The examiners may, at their discretion, consult the supervisor before completing their report, particularly if they have doubts relating to the appropriate decision to be made.

9.2. Method of Examination for the PhD degree

- 9.2.1. Candidates for the PhD degree must submit a thesis and be examined orally, save as prescribed otherwise in Section 9.3 below.

9.3. Conduct of PhD Examination

- 9.3.1. Except as provided in paragraphs 9.3.3.(c) and 9.3.3.(d) the examiners, after reading the thesis, shall examine the candidate orally and at their discretion by written papers or practical examination or by both methods on the subject of the thesis and, if they see fit, on subjects relevant thereto.
- 9.3.2. Candidates are required to present themselves for oral, practical or written examinations at such place and times as the University may direct and to bring with them to the oral examination an additional copy of their thesis, as stated in paragraph 7.8 above.
- 9.3.3. There are seven options open to examiners in determining the result of the examination as follows:
- (a) If the thesis fulfils the criteria (set out in 6.1.2 above) and the candidate satisfies the examiners in all other parts of the examination, the examiners will report that the candidate has satisfied them in the examination for the PhD degree.
- (b) If the thesis otherwise fulfils the criteria but requires minor amendments and if the candidate satisfies the examiners in all other parts of the examination, the examiners may require the candidate to make within one month amendments specified by them. The amended thesis shall be submitted to the examiners or one of their number nominated by them for confirmation that the amendments are satisfactory.
- (c) If the thesis, though inadequate, shall seem of sufficient merit to justify such action, the examiners may determine that the candidate be permitted to re-present his/her thesis in a revised form within 18 months. Examiners shall not, however, make such a decision without submitting the candidate to an oral examination. The examiners may at their discretion exempt from a further oral examination, on re-presentation of his/her thesis, a candidate who under this regulation has been permitted to re-present it in a revised form.
- (d) If the thesis satisfies the criteria but the candidate fails to satisfy the examiners at the practical or written examination prescribed under paragraph 9.3.1, the examiners may determine that the candidate be exempted on re-entry from presentation of the thesis and be permitted to submit to a further practical or written examination within a period specified by them and not exceeding 18 months. The examiners may at their discretion exempt the candidate from taking a further 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 satisfied⁵. Thereafter the following conditions and procedures will apply:
- i the candidate will be informed that he/she has been unsuccessful at the examination for the PhD degree, but that his/her examiners have indicated that he/she has reached the standard required for the award of the MPhil degree or with amendment to his/her thesis he/she may be able to satisfy the criteria for the degree, and that he/she may be considered for the award of the MPhil degree if he/she indicates within two months that he/she wishes to be so considered.
- 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 the passing, at the next following occasion on which they are held, of any required written papers for the MPhil degree in Philosophy.
- iii if additional forms of examination are prescribed, the candidate will be informed that he/she must satisfy the examiners in such forms of examination and that if he/she fails re-entry will be governed by the Regulations for the MPhil degree in Philosophy insofar as they are applicable.
- iv a candidate who applies for the award of the MPhil degree under these regulations must make any amendments that may be required by the examiners within a period specified by them, but not exceeding twelve months. The amended thesis shall be submitted to the examiners for determination as to whether the amendments have been completed to their satisfaction.
- v a candidate who has reached the standard for the award of the MPhil degree or with amendment to his/her thesis could reach the requisite standard who does not indicate that he/she wishes to be considered for the award of that degree within the period given in paragraph i above will be informed that he/she has failed to satisfy the examiners for the PhD degree and that he/she may no longer be considered for the award of the MPhil degree.
- (g) The examiners may determine that the candidate has not satisfied them in the examination. The examiners shall not, however, save in very exceptional circumstances, make such a decision without submitting the candidate to an oral examination.
- 9.3.4. If the examiners are unable to reach agreement, their reports shall be referred to the Chairman of the Academic Committee, who shall determine the action to be taken.
- 9.3.5. A candidate who fails to satisfy the examiners will not be permitted to re-enter for the examination, but he/she may apply to register de novo for a further period of study leading to the submission of a thesis on a different topic, the title of which has been approved in accordance with paragraphs 6.3.4 or 6.3.5 above.

⁵ In reporting they shall have regard to the different normal maximum lengths of the thesis for the PhD and MPhil degrees but shall have discretion to waive the thesis for the MPhil degree if appropriate.

9.4. Method of Examination for the MPhil degree

- 9.4.1. Candidates for the MPhil degree must submit a thesis and be examined orally, save as prescribed otherwise in Section 9.5 below.
 9.4.2. The MPhil degree in Philosophy has additional requirements. (See separate Regulations).

9.5. Conduct of MPhil Examination

- 9.5.1. Candidates are required to present themselves for oral, written and/or practical examinations at such place and times as the University may direct and to bring with them to the oral examination an additional copy of their thesis, as stated in paragraph 7.9 above.
- 9.5.2. Except as provided in paragraphs 9.5.3.(c) and 9.5.3.(d) the examiners, after reading the thesis, shall examine the candidate orally and at their discretion by written papers or practical examination or by both methods on the subject of the thesis and, if they see fit, on subjects relevant thereto.
- 9.5.3. There are six options open to examiners in determining the result of the examination as follows:
- if the thesis fulfils the criteria (see paragraph 6.2.2 above) and the candidate satisfies the examiners in all other parts of the examination, the examiners will report that the candidate has satisfied them in the examination for the degree of MPhil.
 - if the thesis otherwise fulfils the criteria but requires minor amendments and if the candidate satisfies the examiners in all other parts of the examination, the examiners may require the candidate to make within one month amendments specified by them. The amended thesis shall be submitted to the examiners or one of their number nominated by them for confirmation that the amendments are satisfactory.
 - if the thesis, though inadequate, shall seem of sufficient merit to justify such action, the examiners may determine that the candidate be permitted to re-present his/her thesis in a revised form within 12 months. Examiners shall not, however, make such a decision without submitting the candidate to an oral examination. The examiners may at their discretion exempt from a further oral examination, on re-presentation of his/her thesis, a candidate who under this regulation has been permitted to re-present it in a revised form.
 - if the thesis fulfils the criteria but the candidate fails to satisfy the examiners at the practical or written examination prescribed under paragraph 9.5.2, the examiners may determine that the candidate be exempted on re-entry from presentation of the thesis and be permitted to submit to a further practical or written examination within a period specified by them and not exceeding 12 months. The examiners may at their discretion exempt the candidate from taking a further oral examination.
 - if the thesis fulfils the criteria but the candidate fails to satisfy the examiners at the oral examination, the examiners may determine that the candidate be permitted to re-present the same thesis, and submit to a further oral examination within a period specified by them and not exceeding 12 months.
 - the examiners may determine that the candidate has not satisfied them in the examination. The examiners shall not, however, save in very exceptional circumstances, make such a decision without submitting the candidate to an oral examination.
- 9.5.4. If the examiners are unable to reach agreement, their reports shall be referred to the Chairman of the Academic Committee, who shall determine the action to be taken.
- 9.5.5. A candidate who fails to satisfy the examiners will not be permitted to re-enter for the examination, but he/she may apply to register de novo for a further period of study leading to the submission of a thesis on a different topic.

10. Notification of Results of MPhil and PhD Examinations

- 10.1. After the examiners have reached a decision, every candidate shall be notified by the Academic Registrar of the University of the result of his/her examination. The degree shall not be awarded until two copies of the successful thesis, bound in the appropriate formats, have been lodged with the Academic Registrar.
- 10.2. A diploma under the seal of the University shall be subsequently delivered to each candidate who has been awarded a degree.
- 10.3. The diploma for the degree will bear the names of the candidate in the form in which they appear in the records of the College at the date of issue.

11. General

- 11.1. Communications sent from the University to an individual student must be regarded as applying to that student only.
- 11.2. The work in the thesis submitted by the candidate must be his/her own and any quotation from the published or unpublished works of other persons must be duly acknowledged. Failure to observe this provision will constitute an examination offence and fall to be considered under the Regulations for Proceedings in respect of Examination Offences, which are available from the Academic Registrar of the University.
- 11.3. If a candidate has entered the examination for the MPhil or PhD degree, but the authorities of a College, or of a Central Activity, or of the University Library, or the University Accountant notify the Academic Registrar of the University that he/she has not settled with them or made acceptable arrangements to settle any account outstanding, no report will be made on the result of the examination until the same authority certifies that payment has been made in full.
- 11.4. The University has approved a Procedure for Consideration of Appeals by Candidates for Research Degrees, which is available from the Academic Registrar of the University. An application under the Procedure must be made within two months of notification of the result of the examination to the candidate and be accompanied by the prescribed fee.

CODE OF PRACTICE FOR RESEARCH STUDENTS AND THEIR SUPERVISORS

Reference to 'Department' includes Institutes and to 'Convener' includes Directors of Institutes.

Preamble

This code of practice sets out the minimum required of MPhil/PhD students (hereafter referred to as 'students'), their supervisors and departments. It is likely to 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 requires that an MPhil thesis should be either a record of original work or an ordered and critical exposition of existing knowledge in any field and that a PhD thesis must form a distinct contribution to knowledge of the subject and afford evidence of originality, shown either by the discovery of new facts or by the exercise of independent critical power. It must be written in English and the literary presentation must be satisfactory, and if not already published in any approved form it must be suitable for publication either as submitted or in an abridged or modified form.

The School considers that full-time research students should be able to complete a satisfactory thesis within three or four years (and part-time students within five or six years); and recommends that they should initially plan their thesis research accordingly. This Code of Practice establishes good practice to enable students at the School to complete their thesis within the recommended times.

Students registering in and after October 1993 may not be registered for more than six years full-time, eight years part-time, or eight years for a mixture of full and part-time.

Introduction

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.

Section One: Obligations and responsibilities of supervisors

- The supervisor should have knowledge of a student's subject area and/or theoretical approach to be applied.
- If a student's work goes significantly outside the supervisor's field, the supervisor and the department should be responsible for putting the student in touch with specialists within or outside the School and University who could help.
- 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 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.
- In accordance with the Regulations of the University the supervisor is responsible for nominating the external and internal examiner for a student's viva and, subject to the decision of the relevant Board of Studies, 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.

Section Two: 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, completed the 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 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.
- 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 Research Student Tutor, the Convener of the department or the Director of the institute. Alternatively the student could approach the Dean of the Graduate School. It is essential that the student does not let a serious problem go unattended.

Section Three: Research training and support

- 3.1 All students are recommended to acquire keyboard and, where necessary, computer skills. If a student does not have these skills before registration the Computer Service should be asked to advise on suitable training.
- 3.2 All students should have training in **appropriate** research methods.
- 3.3 Each department should establish, where appropriate, a collective research training programme.
- 3.4 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. Departments should make their research training programmes known to the Dean of the Graduate School at the beginning of each session.

Section Four: Responsibilities of the Convener

- 4.1 The Convener is responsible for ensuring that a member of staff is appointed as Research Student Tutor for the department.
- 4.2 The Convener, in conjunction with the Research Student Tutor, should ensure 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. In the case of students primarily attached to institutes, the Director of the institute should ensure that the student is jointly supervised by a member of staff in a relevant department.
- 4.3 The Convener should ensure that all research students have supervisors who are current members of 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.
- 4.4 The Convener, in conjunction with the Research Student Tutor, should ensure that teachers should not have sole supervisory responsibility for research students until they have passed their departmental review.
- 4.5 The Convener, in conjunction with the Research Student Tutor, should ensure that no supervisor is overloaded with supervisory responsibilities. The recommended maximum number of registered research students per supervisor is eight.
- 4.6 The Convener should ensure 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.
- 4.7 The appraisal system might be used to identify training needs but Conveners should also consider reviewing supervisors' responsibilities on an annual basis.
- 4.8 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.
- 4.9 In cases where the supervisor being criticised is also the Convener, the Chairman of the Graduate School Committee will have the responsibilities set out in paragraph 4.7 above.

Section Five: Departmental procedures**Allocation and change of supervisor**

- 5.1 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. Members of academic staff on sabbatical or other leave and retired members of academic staff may not act as the sole lead supervisor for a research student and there should normally be a co-supervisor appointed within the department.
- 5.2 Supervisors are entitled to decide what subjects they can usefully supervise; 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.
- 5.3 If the initial allocation of supervisor turns out to be inappropriate, a change of supervisor may be effected through the Research Student Tutor or Convener on the initiative of the student or supervisor, preferably, but not exclusively, in the first year.

Progress reviews

- 5.4 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.
- 5.5 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.
- 5.6 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 before the review meeting.
- 5.7 Each department or institute should inform the Graduate School Office, on the basis of a pre-circulated form, no later than the end of July each year, the names of those students who may or may not re-register.

Appeal

- 5.8 If, as part of the progress review, a decision is made not to allow re-registration, the department or institute must inform the student in writing of its decision and the reasons for that decision.
- 5.9 Within three months of the decision not to allow registration a student may appeal against the decision to the Graduate School. The student should prepare a written statement of the grounds for the appeal. This statement should indicate what action the student is requesting the Graduate School to take. In the first instance, this statement should be submitted to the Dean of the Graduate School, who will 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 Dean in writing.
- 5.10 Where the Dean determines that there is a prima facie case, an Appeal Panel will be convened comprising the Chairman of the Graduate School Committee and two members of the Committee chosen by lot. If the student belongs to the Chairman's Department, the Chairman will nominate another member of the Committee as a substitute.
- 5.11 Where the Dean has determined that there is no prima facie case, it is for the student to decide within fourteen days whether to pursue the appeal. If the student wishes to pursue the appeal, a Panel will be convened as above.
- 5.12 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.
- 5.13 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.
- 5.14 If the appeal 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.

Procedure for upgrading to PhD

- 5.15 It is the normal expectation that the decision to upgrade a student to PhD will be made either at the first major review (cf para 5.5) above or by the end of the second year of registration.
- 5.16 If a student is not upgraded the case should be reviewed at the end of a further six months for a final decision.

Procedures for completion (defined as submission of thesis)

- 5.17 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.
- 5.18 The procedures for examination entry are set out in the School Calendar.

Referral

- 5.19 In cases where a thesis is referred for re-presentation in revised form the Research Student Tutor should be apprised of the situation and the student invited to discuss his or her position with the Research Student Tutor 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 Research Student Tutor should arrange alternative supervision.

Formal channels of communication between research students and staff

- 5.20 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.
- 5.21 There should be a staff-student committee meeting scheduled at least once a term to discuss issues of relevance and interest to research students and their supervisors.
- 5.22 Each department should appoint a Research Student Tutor available to offer advice and assistance to students and their supervisors and to represent their views and interests at departmental and School levels.

The following departments have their own Codes of Practice which extend the provisions of the School's Code:

Anthropology
Geography
International Relations
Philosophy
Sociology

If you are a student in one of these departments you should ask your Departmental Secretary for a copy of the department's own code. As amended by resolution of the *Teaching Quality Assurance Committee on 22 May 1996*.

PROGRAMMES OF STUDY, SEMINARS AND WORKSHOPS**ACCOUNTING AND FINANCE**

The department has a formally structured PhD programme which has received Mode A Research Recognition by the ESRC. The aim of the programme is to produce students whose research is of the highest international quality. The programme normally consists of three courses in the first year, including a common course to be taken by all students. In addition, students are required to attend either the **Seminar on Current Developments in Accounting Research** or the **Capital Markets Workshop**. One further course or part-course may be taken in the second year.

Students are strongly encouraged to participate at an early stage in their research training in appropriate international workshops and colloquia. Students are also offered the opportunity to gain teaching experience, with appropriate training, without detracting from their research time.

The structure of the programme is designed to provide a broad based training in theoretical and empirical research methods in accounting and finance. It permits specialist paths, particularly between the sub-disciplines of accounting and finance. The department has close links with the Financial Markets Group and the Interdisciplinary Institute of Management. Progress is regularly monitored by the departmental Postgraduate Assessment Review Panel, as well as through normal supervisory mechanisms.

Entry to the programme is normally conditional on a candidate having obtained a first or upper second class honours degree in Accounting and Finance from a British university, or other degree accepted as equivalent for this purpose. Satisfactory performance in the MSc in Accounting and Finance, the MSc in International Accounting and Finance, or the MSc in Finance and Economics offered by the department may also meet the entrance requirements.

The department has a very strong research culture which includes an active seminar programme and a programme of distinguished visitors.

AC500**Seminar on Current Developments in Accounting Research**

Teacher Responsible: **Professor M. Power**, Room A384

Availability and Restrictions: Only research students in the Department of Accounting and Finance should attend.

Teaching Arrangements: 30 meetings arranged by the Department (AC500).

AC501**Seminar in Accounting Research Methods**

Teachers Responsible: **Professor P. B. Miller**, Room E311 and **Professor M. Power**, Room A384

Availability and Restrictions: Only research students in the Department of Accounting and Finance should attend.

Teaching Arrangements: 30 meetings arranged by the Department (AC501).

ANTHROPOLOGY

Students registered for the M.Phil./Ph.D. in Anthropology must normally have obtained either an upper second class honours degree in social anthropology or a master's degree in social anthropology (passed at a high standard) from a UK university. Such students are required to follow a programme of course work. During the first year, they are required to attend the weekly fieldwork methodology seminar and the bi-monthly seminar on theoretical approaches to social anthropology. Students will normally be required to make oral and written presentations in these seminars. They must also complete a Research Proposal of 8,000 - 12,000 words by 1 May during the first year (if registered in October), or by another appropriate date. The Proposal will be examined within the Department and must be passed before a student will be allowed to begin fieldwork research.

Students registered without the above qualifications are required to follow course work during the first year; normally, they follow the same course as M.Sc. students in anthropology, attending four lecture courses and a weekly teaching seminar, and meeting regularly with a supervisor for whom they write essays. In June, they sit a Qualifying Examination, which normally consists of the three papers sat by M.Sc. students. If they pass this examination, they are required during their second year to attend the fieldwork methodology seminar and the theoretical approaches seminar and to write a Research Proposal as outlined above.

Course Guides**AN500****Seminar on Anthropological Theory**

Professor C. Fuller, Dr. F. Cannell and Dr. R. Astuti

AN501**Field Research Seminar**

Dr. D. James and members of the Department

AN502**Teaching Seminar**

Dr. C. Stafford, Dr. J. Woodburn and Professor P. Loizos

AN503**Thesis Writing Seminar**

Members of the Department

AN504**Intercollegiate Seminar**

Details will be announced as available

AN505**Part-time M.Sc. teaching seminar**

Members of the Department

AN506**Research Design Seminar**

Teachers Responsible: Dr. M. Mundy, Room A507 and Dr. A. Schrauwers, Room A608

Availability and Restrictions: This seminar is for 1st Year M.Phil./Ph.D. students prior to field-work.

Course Content: Different members of the department will present theoretical issues in anthropology linked to their research

and to the interests of the research students. The course will not only cover a wide range of theoretical issues but it will also serve to introduce to the students the research done in the department.

Teaching Arrangements: Four seminars Michaelmas, four Lent, two Summer (AN506).

Written Work: Students are expected to prepare discussion material for presentation in the classes.

Reading List: Appropriate readings will be given during the course.

Methods of Assessment: This is a non-examinable course.

AN507**Precepts and Practices**

Teachers Responsible: Dr. P. Gow, Room A613 and Dr. H. West, Room A615

Availability and Restrictions: This seminar is for 3rd/4th year M.Phil./Ph.D. students post-fieldwork.

Core Syllabus: Recent theoretical developments in anthropology and the social sciences.

Course Content: The course will examine key theoretical concepts and approaches in anthropology. It will focus 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 Arrangements: Four Seminars Michaelmas, four Lent, two Summer (AN507).

Reading List: To be announced.

Methods of Assessment: This is a non-examinable course.

AN900**A Programme of Ethnographic Films**

(These films are shown in connection with AN100)

Teachers Responsible: Professor P. Loizos, Room A612 and Dr. J. Woodburn, Room A601

10 Michaelmas, 10 Lent.

Titles will be announced at the beginning of each term.

DEVELOPMENT STUDIES

The Development Studies Institute (DESTIN) was established in 1990 to organise an interdisciplinary post-graduate taught-course and research programme on development at the London School of Economics and Political Science (LSE). Our programme of study is oriented particularly towards less developed countries and their relationships with the more advanced economies. Because the problems of development know no disciplinary boundaries, we have worked to attract scholars and students committed to elaborating interdisciplinary, theoretical and methodological approaches to the study of social development and change. Our current staff concentrate expertise on rural development and change, institutional and organisational theory, econometrics and quantitative methodologies, democratic transition and democratisation, gender and development, environment and development, the analysis of poverty, human development, public policy, trade and economic growth and regional expertise primarily on Southeast, South and East Asia, Latin America, as well as Eastern and Southern Africa.

Admissions

We encourage MPhil/PhD applications from outstanding students who wish to undertake interdisciplinary research on a development topic that falls within the expertise of at least one of our faculty members. Applications should be submitted early in the calendar year for entry in October.

Students are expected to have a strong academic record and post-graduate training or work experience demonstrating a standard of achievement equivalent to good performance in our own MSc in Development Studies. In general, applicants should already have the basic foundational training necessary to begin specific work on their research topic (including a good grounding in one of the social science disciplines, languages necessary for the proposed research, etc.). Of course, some students will need to acquire further methodological training, language skills, or background knowledge of a specific topic related to their research by following some post-graduate courses during their first year at the LSE (all students will be required to attend some seminars during their programme – see below).

Students should submit a short research proposal (no more than 2,000 words) with their application that will allow us to assess the potential of their proposed project and especially the availability of appropriate supervision within the Institute. The Institute may subsequently request applicants to submit a sample of written work or to appear for an interview.

Required Courses

Aside from students who are admitted with conditions of course work, the particular course work a student will require is decided with the supervisor upon arrival. Aside from regular attendance at the Seminar in Development Studies Research DV500, first year MPhil students (who have not read our MSc) are required to take the course **Social Research Methods for Developing Countries** (also taken by our MSc students), which meets during the Michaelmas Term. This course covers scientific method and epistemology, data collection and analysis, ethical issues in research and qualitative research methods. In addition to a series of lectures from experienced researchers on these subjects, the course includes discussions of particular research experiences and a session on writing papers and research proposals. Research students taking this course must achieve 60% or better on a methodology essay before being upgraded to PhD status.

MPhil/PhD students will find it advantageous to attend our weekly **Lecture Series in Development Studies** (also attended by MSc students) where they are introduced to the work of leading UK-based academic researchers who speak about their current work in the development field. The series also includes "development practitioners" who introduce students to issues drawn from the experience of development projects.

Additionally research students are encouraged to participate in courses offered by the **Methodology Institute** and other departments while they prepare their proposals.

Evaluation and Progress as a Research Student at DESTIN

We believe that most students who plan to write a PhD dissertation should be able to complete the process within three years, or four years maximum. Part-time students should take no more than six years. While we follow the general Code of Practice for Graduate Students at the LSE, DESTIN has elaborated its own procedures for research students (see programme guide available at the Institute). Generally speaking, during your first year, you will prepare and present a detailed research proposal and finish all preparatory and background work for your dissertation. By the end of your second year, you should have finished all field work (where applicable). By the end of your third year, you should be able to complete your dissertation.

Students are accepted to the LSE as MPhil candidates. Some research students will work towards submission of an MPhil dissertation generally after 2 years in the programme while others will be upgraded to PhD status after satisfying the Research Committee that their project has doctoral potential.

DV500**Research Seminar in Development Studies**

Teacher Responsible: Dr. James Putzel, Room T402

Availability and Restrictions: For MPhil and DPhil students in Development Studies, but other members of the research community are welcome to attend.

Core Syllabus: This seminar is designed to provide a regular occasion to discuss theoretical and methodological issues in Development Studies research. **Research students are expected to attend the seminar while in residence in London and to make at least one presentation during the academic year.** Students should inform their supervisor(s) of the date when

they are scheduled to make a presentation. **First year students will be expected to present a draught of their research proposal to the seminar sometime during the Lent Term.** Continuing students may make a presentation based on a report of their research abroad, draft chapters or even their final draft of the dissertation. DESTIN staff will generally make a presentation of their own research to the seminar once during the academic year and other researchers in development studies both inside and outside the LSE will occasionally be invited to make a presentation.

Teaching Arrangements: The seminar meets throughout the Michaelmas, Lent and Summer Terms.

ECONOMICS

The MPhil/PhD Programme in Economics aims at the highest international standard of research achievement and professional competence. Graduates from the Programme gain employment in all areas requiring economists. Admission is on the basis of potential as an economist rather than on thesis proposal. Potential is judged mainly from performance in the LSE MSc in Economics or a comparable Masters degree taken elsewhere. Applicants from outside the United Kingdom must submit GRE results.

The central element in the Programme in the first year is the weekly **Seminar in Research Strategy** where students make short presentations of their proposed research. Also in the first year, all students attend the PhD course **Topics in Economic Analysis**. In addition students choose one examinable MSc level course from a wide range of options. This course may either fill a missing gap in training or support the proposed research area. Students are encouraged to talk with many members of the Department. They also have a supervisor with prime responsibility for their research progress. Supervisors can be changed in consultation with the Research Tutor as interests of the students evolve. Every student is expected to produce one substantial piece of written work in the first year.

Students are initially registered for an MPhil with retrospective transfer to PhD registration pending sufficient research progress. All first year students are reviewed by the Economics Department Graduate Committee in July. This review is based on the supervisor's report, seminar performance, and the two examination results. Part-time students may take one examination in the first year.

In the second and subsequent years all students attend the **Seminar for Research Students in Economics** where significant chapters of theses are presented. Upgrading to PhD registration often follows successful presentations. Many students are affiliated to one of the economics Centres or Institutes such as the Financial Markets Group, the Suntory-Toyota International Centres for Economics and Related Disciplines and the Centre for Economic Performance. Most students do some undergraduate class teaching, either as teaching assistants or as part-time teachers.

At the end of the second year there is a review of completion prospects. Full-time students are expected to complete in three or four years. The minimum completion time is two years. For students who do not complete by the end of the third year there is an intensive review of completion prospects. The Programme is affiliated with the European Doctoral Programme, which allows students to study at more than one institution and offers flexibility, subject to individual requirements, as to the final institution awarding the degree. There is some funding for PhD students. However, students from abroad are encouraged to seek scholarships from their home countries. Funding beyond four years is problematical.

The Economics Department places great emphasis on the PhD Programme. The intellectual climate created by a substantial number of able and enthusiastic students, along with the input of an encouraging and skilled staff are the most important assets of the Programme.

Paper Number	Paper Title	Course Guide Number
1.	Topics in Economic Analysis	EC502
2.	Normally a paper from the MSc in Economics to be approved by the Department In addition, students will be required to participate in the following:	
3.	Seminar in Research Strategy	EC500
Second and Subsequent Year		
4.	Seminar for research students in Economics	EC501

Course Guides**EC500****Seminar in Research Strategy**

Teachers Responsible: Mr. M. Steuer, Room S183, Professor K. Roberts, Room S477 and Professor D. Quah, Room S464

Availability and Restrictions: This course is for MPhil students in Economics.

Core Syllabus: The seminar aids students in finding manageable research problems and in developing solutions to them. Students make short presentations of tentative ideas. Relevant literature and data sources are suggested as well as people with whom to discuss the ideas. This may help in the process of finding a suitable supervisor. The approach is informal. Elaborate presentations are discouraged. The goals are to facilitate the launching of research efforts, to inform others of one's intended work and to provide an opportunity to make helpful criticisms.

Teaching Arrangements: Seminars EC500: 25 Sessional

EC501**Seminar for Research Students in Economics**

Teachers Responsible: Mr. M. Steuer, Room S183, Professor A. Venables, Room S277 and Professor N. Kiyotaki, Room S675

Availability and Restrictions: This course is for MPhil or PhD students in Economics in the second and later years.

Core Syllabus: This seminar provides a forum for research students in economics beyond the first year to present their work. Outside speakers are also invited from time to time.

Teaching Arrangements: Seminars EC501: 30 Sessional

EC502**Topics in Economic Analysis**

Teacher Responsible: Mr. M. Steuer, Room S183

Availability and Restrictions: This course is for MPhil students in Economics.

Core Syllabus: The aim of the course is to illustrate recent development in Economic Analysis, both theoretical and applied; with the particular aim of suggesting areas for fruitful research.

Teaching Arrangements: Lectures EC502.: 30 x two-hours Michaelmas and Lent Terms. Six topics will be covered by different lecturers, each consisting of five two-hour sessions.

Reading List: A separate reading list will be supplied for each section at the time of the course.

Assessment Methods: A three-hour written examination in the Summer Term. The paper will be in six sections, and candidates will be expected to answer four questions, drawn from at least two sections. There is a premium for answering from three sections and a larger premium for answering from four sections.

ECONOMIC HISTORY**Doctoral Programme in Economic History**

Admission Requirements: Students are normally required to have passed a first degree at upper second class level and to have taken and passed at an adequate level a Masters degree in a relevant area of history or social science.

Methodological Training: First year research students are required to take EH520 **Approaches to Economic History**, and are strongly advised to attend the induction programme provided by the Methodology Institute. Students are also required to take EH400 **Historical Analysis of Economic Change** unless they can demonstrate an appropriate background in quantitative history, in which case they may be required to attend more advanced courses in the Statistics or Economics departments. Supervisors may require students in their first or subsequent years of study to take other relevant methodological courses provided by the Methodology Institute or the Institute of Historical Research.

Courses and seminars: All research students are required to attend and participate in the weekly Thesis Workshop in Economic History (EH590). Supervisors may require the attendance of students at other relevant research seminars at LSE or elsewhere within the University of London. Students who lack appropriate knowledge of substantive areas of economic history may be required to take one or more relevant M.Sc. courses.

Targets for Progress: Year 1 – In the Summer Term of the first year, students are required to present their work to the **Thesis Workshop in Economic History**. At the beginning of the ninth week of the Summer Term students are required to submit at least one draft thesis chapter and a 3–5 page thesis outline to the department's Graduate Review Committee. The Committee will interview all students before the end of the first week of July, and re-registration for a second year will be conditional on the work presented being of a satisfactory standard. **Year 2** – In the Summer Term 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 M.Phil. to Ph.D. Students who are away on fieldwork throughout their second year may defer the upgrade decision until the end of their third year.

Targets for Completion: The department takes the view that students who have already taken a relevant Masters degree should be able to complete a Ph.D. thesis within three years of full-time study, and that no thesis should extend beyond four years of full-time study.

Part-time Students: Part-time students are expected to undertake the same training as full-time students, although the initial training may be spread over the first two years of part-time study. Training courses may be timetabled at any point between 9 am and 6 pm, but it is usually possible to ensure that they do not occur on more than two days per week. Part-time students are required to submit work to the Graduate Review Committee at the end of their second year for a decision about re-registration, and at the end of their fourth year for a decision about upgrade from M.Phil. to Ph.D.

Course Guide**EH505****The Economic and Social History of Pre-Industrial England**

Teachers Responsible: Dr. Peter Earle and others

Availability and Restrictions: For research students.

Teaching Arrangements: Fortnightly seminars (EH505), Michaelmas, Lent and Summer Terms, at the Institute of Historical Research.

EH506**Themes in Renaissance History**

Teachers Responsible: Dr. S. R. Epstein, Room S466 and others

Availability and Restrictions: For graduates and post-graduates.

Teaching Arrangements: Meets 10 times during the Michaelmas and Lent Terms at the Institute of Historical Research, Thursdays 5 pm.

EH510**Seminar on Modern Economic History**

Teachers Responsible: Professor N. F. R. Crafts, Room C420

Availability and Restrictions: For research students.

Core Syllabus: The course deals with the period from the Industrial Revolution to the present.

Teaching Arrangements: Fortnightly seminars (EH510), in the Michaelmas, Lent and Summer Terms.

EH512**Seminar in Modern Social History**

Teachers Responsible: Dr. Paul Johnson, Room C415 and others

Availability and Restrictions: For research students.

Core Syllabus: The seminar provides a forum for the discussion of recent research in nineteenth and twentieth-century social history.

Teaching Arrangements: Fortnightly seminars (EH512) at the Institute of Historical Research.

EH518**Seminar on Comparative Economic History of Africa, Asia and Latin America**

Teachers Responsible: Dr. Gareth Austin, Room C319 and others

Availability and Restrictions: For research students.

Core Syllabus: The seminar provides a forum for discussing recent research in this field.

Teaching Arrangements: Meets weekly (EH518) in the Lent and Summer Terms.

EH520**Approaches to Economic and Social History**

Teachers Responsible: Dr. Mary Morgan, Room C321, and other members of the Department

Availability and Restrictions: This course is restricted to 1st year M.Phil. students in the Department of Economic History, for whom attendance is compulsory.

Teaching Arrangements: Weekly two-hour seminars (EH520) during the Michaelmas Term. The term programme will be issued at the beginning of the Michaelmas Term.

Methods of Assessment: Assessment is by a 3,000 word essay on a topic to be nominated during the course.

EH590**Thesis Workshop in Economic History**

Teachers Responsible: Professor Nick Crafts, Room C420, Dr. Mary Morgan, Room C320 and Dr. S. R. Epstein, Room S467.

Availability and Restrictions: For M.Phil., Ph.D. and Research Fee students. There is a formal attendance requirement for M.Phil./Ph.D. students in the Department of Economic History.

Core Syllabus: The course is intended to provide a comparative study of research techniques in current economic history, as exemplified by research currently being conducted by staff and students in the Department. Its primary purpose is research training.

Teaching Arrangements: Two-hours Weekly. (Additional classes will be provided in the Michaelmas Term for first year students.)

Methods of Assessment: This course is not examined but all first year M.Phil. and Ph.D. candidates must present papers for discussion and reports are made to Research Councils etc. on the basis of their work. It is intended to provide a forum for those writing theses to discuss their research.

EUROPEAN INSTITUTE

EU550

European Political Economy Research Workshop

Teacher Responsible: Dr. S. Balfour, European Institute.
Availability and Restrictions: Recommended for all students taking research degrees on "European" topics; core course for second and third year Ph.D. students in Government.

Course Content: This course includes some discussion of research design and methodology. Each series focuses on a major research theme.

Core Syllabus: A detailed syllabus is fixed at the start of each term.

Teaching Arrangements: 12 seminars, EU550, (fortnightly M,L,S).

Methods of Assessment: There is no examination for this course.

EU551

Russo-Eurasian Research Workshop

Teachers Responsible: Professor D. Lieven, Room K208, Dr. M. Light, Room D411 and Dr. J. Hughes, Room K310.

Availability and Restrictions: all research students taking degrees on Russian, "Soviet" and East European topics.

Course Content: This course includes some discussion of research design and methodology but its main focus is on research in progress.

Core Syllabus: A detailed syllabus is fixed at the start of each term.

Teaching Arrangements: 15 seminars, EU551, (M,L,S).

Methods of Assessment: There is no examination for this course.

EU552

Ethnicity and Nationalism Research Workshop

Teacher Responsible: Professor A. D. Smith, European Institute.

Availability and Restrictions: For M.Phil./Ph.D. students specialising in Ethnicity and Nationalism, who have attended at L.S.E. Undergraduate or Master's course in this or a related field, or equivalent at another University.

Course Content: Critical analysis of recent theories and research in the fields of Ethnicity and Nationalism.

Teaching Arrangements: Students should attend the Undergraduate lectures EU201 *Theories and Problems of Nationalism* plus seminar programme EU405.

EU553

European Political Economy Seminar

Teacher Responsible: Dr. H. Machin, European Institute.

Availability and Restrictions: Core course for the European Institute Doctoral Programme - Political Economy stream in the first year. Other first year Ph.D. students may attend with the permission of the course teacher.

Course Content: Theoretical approaches, research design and methodologies for political economy research on Europe.

Core Syllabus: A detailed syllabus is fixed at the start of each term.

Teaching Arrangements: 12 seminars, EU553, (fortnightly M,L,S).

Examination Arrangements: There is no examination for this course.

GEOGRAPHY AND ENVIRONMENT

MPhil/PhD Geography

Research at the M.Phil./Ph.D. 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.

In their first year of registration all students must normally attend **Research Methods II** (GY503) and a seminar cognate to their interests (eg, GY403 **Contemporary Debates in Human Geography**, GY457 **Applied Urban and Regional Economics**, GY404 **Seminar in Local Economic Development** or GY501 **Environmental Research Seminar**). They will also take at least one course from the M.Sc. programmes in an area pertinent to their thesis topic.

In addition, all students are required to attend the **Geographical Project Seminar** (GY500) and the **Geographical Research Seminar** (GY401 and GY502) throughout their period 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.

Course Guides

GY401

Geographical Research Seminar

Teacher Responsible: Director of Graduate Studies, Geography

Availability and Restrictions: For all M.Sc. and M.Phil./Ph.D. students registered in the Department of Geography and Environment.

Core Syllabus: Presentations by speakers normally from outside the Department on aspects of their own research in the fields of Geography, Local Economic Development, Urban and Regional Planning and Environmental Issues.

Teaching Arrangements: 10 two-hour seminars (GY401) in the Michaelmas and Lent Terms.

Methods of 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.

GY403

Contemporary Debates in Human Geography

(Half unit course)

Teachers Responsible: Dr. A. C. Pratt, Room S506b and Dr. J. Robinson, Room S515

Availability and Restrictions: M.Sc. Human Geography Research and nominated M.Phil./Ph.D. 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.

Course 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 Arrangements: (GY403) 10 x two-hour introductory lectures and student-led seminars in Michaelmas and Lent Terms. 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*, Page, 1992; R. Chorley & P. Haggett (Eds.), *Models in Geography*, Methuen, 1967; P. Cloke, C. Philo & D. Sadler, *Approaching Human Geography*, PLP, 1991; D. Gregory & T. Urry, *Social Relations and Spatial Structures*, Macmillan, 1985; D. Harvey, *The Condition of Postmodernity*, Blackwell, 1989; R. Johnston, D. Gregory & D. Smith, *The Dictionary of Human Geography* (3rd edn.), Blackwell, 1994; B. Macmillan (Ed.), *Remodelling Geography*, Blackwell, 1989; D. Massey, *Spatial Divisions of Labour* (2nd edn.), Macmillan, 1994; *Progress in Human Geography*; G. Rose, *Feminism and Geography*, Polity, 1993; D. Sayer, *Method in Social Science* (2nd edn.), Routledge, 1992; D. Livingstone, *The Geographical Tradition*, 1992; L.

Johnson, *A Morally Deep World*, 1991; P. Krugman, *Geography and Trade*, 1991; A. Escobar, *Encountering Development*, 1994.

Methods of 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

Seminar in Local Economic Development

(Half unit course)

Teacher Responsible: Dr. A. Rodriguez-Pose, Room S408

Availability and Restrictions: For M.Sc. Local Economic Development and nominated M.Phil./Ph.D. Geography students in their first year of registration, but also available to other suitably qualified students.

Core Syllabus: Review of the theoretical underpinnings of local economic development; different institutional contexts; range of strategies; and, problems of implementation of local economic development in advanced economies.

Course Content: Orientation and overview. Vertical disintegration, new industrial spaces and global change. Tensions between economic and social development. Bottom-up and top-down strategies. Spatial and sectoral strategies. Networks and institutions in LED. The political economy of local anti-growth/pro-growth coalitions. Local and regional government and LED. Selling the city: a strategy for LED. Environmental goals in LED. The impact of democratic choice on territorial organisation.

Teaching Arrangements: (GY404) 10 x two-hour lecture/seminar in alternate weeks of Michaelmas and Lent Terms. Students will be expected to make presentations and prepare two-page summaries for each seminar.

Reading List: *Local Economy; Regional Studies*; Audit Commission, *Urban Regeneration and Economic Development*, HMSO, 1989; 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; T. Bovaird, *Review Essays on Local Economic Development in Urban Studies*, 1992, 1993, 1994; R. Camagni (Ed.), *Innovation Networks: Spatial Perspectives*, Belhaven, 1991; M. Geddes & J. Benington (Eds.), *Restructuring the Local Economy*, Longman, 1993; G. Kearns & C. Philo (Eds.), *Selling Places*, Pergamon, 1993; A. Lipietz, *Mirages and Miracles: The Crisis of Global Fordism*, Venu, 1987; R. Murray, *Local Space: Europe and the New Regionalism*, CLES/SEEDS, 1991; M. Piore & C. Sabel, *The Second Industrial Divide: Possibilities for Prosperity*, Basic Books, 1984; F. Pyke, G. Becattini & W. Sengenberger (Eds.), *Industrial Districts and Inter-Firm Cooperation in Italy*, ILO, 1990; F. Pyke & W. Sengenberger (Eds.), *Industrial Districts and Local Economic Regeneration*, ILO, 1992; W. Stöhr (Ed.), *Global Challenge and Local Response*, Mansell, 1990; M. Storper & A. Scott (Eds.), *Pathways to Industrialisation*, Routledge, 1993; O. Williamson, *The Economic Institutions of Capitalism*, FRG Press, 1985.

Methods of Assessment: Unseen examination (75%) and one extended essay of 2,500 words to be handed in at a specified date in the Summer Term (25%).

GY500

Geographical Project Seminar

Teachers Responsible: Director of Graduate Studies, Geography

Availability and Restrictions: For Geography and Regional & Urban Planning Studies Research Students (M.Phil. and Ph.D.) throughout their period of registration.

Core Syllabus: Presentations by research students of aspects of their own research, stressing problems of theory, methodology and techniques.

Written Work: All students attending this course will be required to present their own research twice in the period of registration.

Teaching Arrangements: Two-half-day-long workshops, one each in the Michaelmas and Lent Terms.

Methods of Assessment: This course is not intended as preparation for any particular examination.

GY501

Environmental Research Seminar

Teachers Responsible: Dr. Y. J. Rydin, Room S413

Availability and Restrictions: For M.Phil./Ph.D. students undertaking work on environmental topics in any Department or Institute.

Core Syllabus: The seminar will focus on a set of issues or problems selected by the students attending.

Teaching Arrangements: One meeting per month throughout the session, or as agreed by the participants.

Methods of Assessment: The course is non-examinable.

GY502

Staff-Graduate Student Seminar

Teacher Responsible: Director of Graduate Studies, Geography

Availability and Restrictions: For all M.Phil./Ph.D. students registered in the Department of Geography and Environment and staff.

Core Syllabus: Presentations by speakers normally from outside the Department on aspects of their own research.

Teaching Arrangements: 10 two-hour seminars in the Michaelmas and Lent Terms.

Methods of Assessment: This course is not intended as preparation for any particular examination. But, students will find it useful in increasing their awareness of current research and the application of research methods across the discipline. Attendance is strongly recommended.

GY503

Research Methods II

Teacher Responsible: Dr. A. C. Pratt, Room S506b and Dr. J. Robinson, Room S515

Availability and Restrictions: Geography and Planning Studies M.Phil./Ph.D. students in the first year of study; M.Sc. Human Geography Research students.

Course Syllabus: An introduction to an exploration of alternative approaches to research in human geography and planning. The course comprises three strands – philosophy of social science; research design and practice; information management – with particular applications to human geography and planning.

Course Content: The nature of social scientific research; different approaches in human geography and planning research; choosing a topic, planning research and time management; comparing quantitative and qualitative approaches; discourse analysis; problems and strategies in interviewing; ethics and values in geographical and planning research; economic modelling and applied/quantitative approaches; spatial data analysis; policy analysis.

Teaching Arrangements: 10 two-hour sessions comprising of lectures, seminars and workshops in Michaelmas and Lent Terms. Students are expected to carry out directed reading in preparation for the seminars.

Reading List: P. Cloke, C. Philo & D. Sadler, *Approaching Human Geography*, 1991; J. Eyles (Ed.), *Research in Human Geography: Introductions and Investigations*, 1998; J. Eyles & D. Smith (Eds.), *Qualitative Methods in Geography*; R. Johnston, D. Gregory & D. Smith (Eds.), *Dictionary of Human Geography* (3rd edn.), 1993; R. Massey & R. Megan (Eds.), *Politics and Method*, 1985; T. May, *Social Research: Issues, Methods and Process*, 1993; A. Wilson & R. Bennett, *Mathematical Methods in Human Geography and Planning*, 1985; J. Creswell, *Research Design: Qualitative and Quantitative Approaches*; R. Homan, *The Ethics of Social Research*, 1991; H. Becker, *Writing for Social Scientists*, 1986; Central Computer and Telecommunications Agency & Unisys, *An Introduction to Geographic Information Systems*, 1994; D. Layder, *New Strategies in Social Research*, 1993; G. Gardner, *Social Surveys for Social Planners*, 1978; G. McCracken, *The Long Interview*, 1988; M. Hammersley, *What's Wrong With Ethnography?*, 1992; R. Yin, *Case Study Research: Design and Methods*, 1994; A. Ackroyd & J. Hughes, *Data Collection in Context* (2nd edn.), 1992; S. Campbell & S. Fainstein (Eds.), *Readings in Planning Theory*, 1996; S. Mandelbaum et al. (Eds.), *Explorations in Planning Theory*, 1996.

Methods of Assessment: An unseen examination of two-hours (two questions from five) (75%) and one essay of 3,000 words (25%). Examinations take place in June.

GOVERNMENT

Government Departmental Doctoral Programme

Admission requirements including prerequisites.

The department normally requires an MSc at well above pass level.

Compulsory and optional methodological training and other courses/seminars in first and subsequent years.

The **Doctoral Programme Seminar**, which is organised and chaired by the Research Student Tutor, Dr. Rodney Barker, is compulsory for all first year students. Intended to deepen and broaden students' engagement with political science, it spends the first term on basic advice on research design and methodology, provided by a significant proportion of the Department's members of staff. In the Lent and Summer Terms the seminar focuses on work-in-progress reports presented by student members of the seminar. Students' attendance and participation is directly taken into account in the review at the end of the first year.

A large number of seminars and courses are offered by the School's *Methodology Institute*. All students are strongly advised to attend at least: MI500 Introduction to **Study for the MPhil and PhD** and MI502 **Drafting and Writing a PhD Thesis**. For the rest, students are required to take advice from their supervisors early on in their first term and attend those sessions deemed to be of particular relevance to their research. Upgrading from MPhil to PhD will usually depend on the successful completion of appropriate courses.

The Government Department's own 'Skills Programme' in quantitative analysis is also available to all research students under the aegis of the Methodology Institute. It caters for both beginners (MI411) and advanced students (MI412). Dr. Matthew Mulford (a member of the Government Department) is in charge of the Institute's programme. There is an annual ECPR Summer School in Data Analysis at Essex University, to which the Department can nominate two students.

At the start of their second year all research students are required to enrol in at least one workshop, to attend on a regular basis and to present their research for discussion, usually in the presence of their supervisor in addition to the regular workshop members. The content of the workshops varies in detail from year to year, but a typical profile includes workshops in political theory, institutional analysis and political economy, European politics and policy, and comparative politics. Initially, students are allocated to workshops on the basis of their then-current thesis title and their own preferences at the end of the first year, though 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. There are such programmes within the Government Department in Political Theory, European Politics and Policy, Public Policy and Public Administration and Comparative Government and in addition members of the Department teach on MScs 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 the Law Department).

Departmental requirements about progression

Each research student in the Department is under the care and supervision of a supervisor in accordance with School practice as laid out in the Code of Practice.

In addition to the provision of supervision the Department's own arrangements ensure that each student who is not already co-supervised within the Department will be assigned an advisor.

The role of advisor is a flexible one, but in general includes:

- acting as a substitute in the absence of the supervisor,
- providing a supplementary source of advice and encouragement, and
- constituting a second person on whom students can draw (for example, for references and general academic contacts).

It is the Department's practice to review all full-time students each year and all part-time students every second year. The review takes place each year in the Summer Term, with particular importance being attached to the assessment made at the end of the first year, when both re-registration and transfer from MPhil to PhD are considered.

In addition to the School-wide arrangements governing the review process the Government Department's own arrangements provide:

- that the review entail assessment by the supervisor and one other teacher (normally the advisor); and
- that reports on attendance and performance (in particular in the form of presentations) at the Research Methods Seminar (first year) or relevant Workshop (subsequent years) form an important element in the review.

Details for the requirements for review are laid out in the Department's Research Student Handbook, which is provided to all Research Students at the start of every session.

Departmental expectations about completion

It is the expectation of the School and the Department that full-time students should be able to complete their thesis within four years and not more than six years of initial registration; and part-time students within six years and not more than eight years of initial registration.

Course Guides

GV500

Doctoral Programme Seminar

Teacher Responsible: Dr. R. S. Barker, Room K100

Availability and Restrictions: For M.Phil. and Ph.D. students in Government.

Course Content: This course of seminars is designed to give research students in all branches of Government an opportunity to discuss with a large number of staff participants their ways of working, common problems of thesis work in politics, research methods, methodological and practical difficulties of research, and major intellectual currents in contemporary political science. Students will be encouraged to discuss the distinctive problems of their own topics and available solutions. All first year research students are required to attend, but more advanced students are also welcome.

Teaching Arrangements: 25 two-hour weekly seminars in the Michaelmas, Lent and Summer Terms. As part of this course students should attend MI502. **Drafting and Writing a Ph.D.**

Thesis in the Lent Term and MI500 **Introduction to Study for the M.Phil. and Ph.D.** in the second and third weeks of the Michaelmas Term.

Assessment Arrangements: Attendance at this course is a prerequisite for first year research students to progress to their second year. All students are required to give a presentation outlining their research to the seminar.

GV501

Doctoral Workshop: Political Theory

Teachers Responsible: Professor J. Charvet, Room K207 and Dr. P. J. Kelly, Room L100

Availability and Restrictions: Primarily for second and subsequent year research students in Government specialising in political theory. First year students may attend if numbers permit.

Course Content: An opportunity for students to present chapters or papers related to their current research for critical discussion. **Teaching Arrangements:** 15 two-hour seminars held fortnightly in the Michaelmas, Lent and Summer Terms.

GV502
Doctoral Workshop: European Politics and Policy

Teacher Responsible: Dr. S. Balfour, Room H677
Availability and Restrictions: Primarily for second and subsequent year research students in Government specialising in European politics and policy. First year students may attend if numbers permit.
Course Content: An opportunity for students to present chapters or papers related to their current research.
Teaching Arrangements: 12 one-and-a-half-hour seminars held fortnightly in Michaelmas, Lent and Summer Terms.

GV503
Political Philosophy Research Seminar

Teacher Responsible: Professor J. Charvet, Room K207
Availability and Restrictions: M.Sc. Political Theory students. Other interested students are welcome to attend, if numbers permit.
Course Content: Guest speakers present papers and initiate discussion at seminars.
Teaching Arrangements: 15 two-hour seminars held fortnightly in the Michaelmas, Lent and Summer Terms.

INDUSTRIAL RELATIONS

ID499
Research Methods for Industrial Relations
See Master's degree Course Guides.

ID500
Industrial Relations Research Forum (Seminar)
Teacher Responsible: Dr. S. Wood, Room H805
Availability and Restrictions: For research students in Industrial Relations.
Teaching Arrangements: Seminars; (ID500), Sessional.
Methods of Assessment: None.

INFORMATION SYSTEMS

M.Phil./Ph.D. students will normally follow a structured programme. The goal of the programme is to facilitate the transition from M.Sc. work to active research by incorporating an element of directed course work in the first year. In addition to course work, participation in research training is required in the first year of work towards the M.Phil./Ph.D.

The course work in the first year has four elements, two courses and two seminars. The courses normally are **Interpretations of Information IS473** and one other course suited to the student's research interests to be agreed individually with the Department. The seminars are one in **Research and Study Methods in Information Systems** and one in which research material is presented and discussed. In order to proceed to research in subsequent years students must pass examinations in their two courses and show progress with their research.

The first examination will consist of two papers as follows:

Paper Number	Paper Title	Course Guide Number
1.	Interpretations of Information	IS473
2.	Normally a paper from M.Sc. in Analysis, Design and Information Systems to be approved by the Department	IS473

In addition, students will be required to participate in the following:

3.	Research in Information Systems	IS555
4.	Seminar for research students in Information Systems	IS554

GV504
Doctoral Workshop: Political Economy and Institutional Analysis

Teacher Responsible: To be arranged
Availability and Restrictions: Primarily for second and subsequent year research students in Government specialising in political economy and institutional analysis. First year students may attend if numbers permit.
Course Content: An opportunity for students to present chapters or papers related to their current research.
Teaching Arrangements: 15 two-hour seminars held fortnightly in Michaelmas, Lent and Summer Terms.

GV506
Doctoral Workshop: Comparative Politics

Teachers Responsible: Dr. E. Ringmar, Room K309, Dr. C. Lin, Room L202
Availability and Restrictions: Primarily for second and subsequent year research students in Government specialising in comparative politics. First year students may attend if numbers permit.
Course Content: An opportunity for students to present chapters or papers related to their current research.
Teaching Arrangements: 15 two-hour seminars held fortnightly in Michaelmas, Lent and Summer Terms.

INTERNATIONAL HISTORY

Students registered for the M.Phil. in International History are strongly urged in their first year to attend the department's research training programme which has four components: (1) the appropriate seminars and lectures offered by the Methodology Institute; (2) a series of talks on historical sources and methods and the general requirements for completing an M.Phil./Ph.D. in history organised by the Research Student Tutor; (3) a course in historical methods and sources run by the Institute of Historical Research; (4) a short course on sources at the Public Record Office given by an archivist; (5) the Research Student Tutor also organises a departmental seminar/workshop at which research students and staff are encouraged to give papers on their research.

Students are also advised to attend all relevant seminars organised within the School or the University.
The department requires students to report formally on their progress at least twice a year. If their progress is deemed unsatisfactory by the Research Student Tutor or supervisor their position will be assessed by a departmental review committee of five members, who will determine the conditions under which they will be allowed to continue in the programme. On being admitted, all students are formally registered for an M.Phil. By 1 June of their first year (1 March of their second year for part-time students) they are required to submit a brief justification of their thesis (explaining the nature, organisation and value of their research), a bibliographical survey of the secondary literature and a draft thesis chapter or chapters of at least 10,000 words based on primary sources. The submission will be read by two members of the department other than the supervisor, who will report on it in writing to the Research Student Tutor. If the work is deemed entirely satisfactory, the department will recommend the student for transfer of registration from M.Phil. to Ph.D. status. If it is less than satisfactory it will be examined by the review committee who will determine whether the student will be allowed to re-register.

The review process is designed to determine whether the student will be able to meet the requirements of a Ph.D., and whether the chosen topic will be suitable for a doctoral dissertation. The department uses the School's Code of Practice as a determinant of the general responsibilities of research students and their supervisors. All students should make an effort to familiarise themselves with its contents.

The department expects that research students will submit their theses within four years and the reviews of student progress are geared to achieving that goal.

Seminars

HY502
Earlier Middle Ages - Research Seminars
(held at the Institute of Historical Research)

HY503
Sources and Methods in Early Modern History (Seminar)
(Not available 1998-99)

HY505
International History Departmental Seminar/Workshop
Dr. A. Sked

HY507
History of Contemporary Spain (Seminar)
Professor P. Preston and others

HY508
Victorian and Edwardian Britain, 1815-1945
(held at the Institute of Historical Research)
Dr. A. C. Howe and others

INTERNATIONAL RELATIONS

Students registered for the M.Phil. in International Relations are required to attend the **Research Methods Training Seminar** (IR501) and the following four Methodology Institute courses in their first year of registration: **Introduction to Study for the M.Phil. and Ph.D.** (MI500), **Sources and Methods** (MI501), **Drafting, Writing and Publishing a Ph.D. Thesis** (MI502) and **Special Topics in Social Research Methodology** (MI551). (Part-time students may attend the Methodology Institute courses over two years.) All research students (both M.Phil. and Ph.D.) regardless of year are expected to attend at least one of the subject workshops offered by the Department. These include international political economy, foreign policy analysis, security policy, international organisation and concepts and methods. Research students are also expected to attend the **International Relations Seminar for Staff and Research Students** (IR500).

The Department also encourages all research students to attend the weekly Editorial Board meetings of *Millennium: Journal of International Studies*, the International Relations Department student-run journal.

Every research student registered in the Department meets during each Summer Term with a panel comprising three members of the academic staff. This panel normally includes the student's supervisor. Its purposes are, broadly speaking, to review progress made since the student's admission or previous interview with a research panel; to offer guidance to the student and the supervisor from other teachers, as the thesis takes shape; and, by demonstrating in a systematic way the Department's interest in all its research students, to reduce any sense of intellectual and social isolation which may be experienced by those whose research ploughs a lone furrow.

A senior member of Department serves as Research Students' Tutor, a post with overall responsibility for research students.

Course Guides

IR500

International Relations Seminar for Staff and Research Students

Staff Members Responsible: Professor C. Brown and Dr. W. Wallace, Room D413

Availability and Restrictions: Course intended primarily for staff and research students.

Teaching Arrangements: 15 sessions each of one-and-a-half hours duration, five in the Michaelmas Term and 10 in the Lent Term (IR500).

IR501

International Relations Research Methods Training Seminar

Teacher Responsible: Professor C. J. Hill, Room D409

Availability and Restrictions: Course intended primarily for first-year research students.

Course 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 Ph.D. will also be carefully considered. In addition, students will be introduced to the main research libraries relevant to International Relations in London. All students not already familiar with IBM PCS should register on the Computer Service induction courses early in the Michaelmas Term and complete the session on 'Introduction to PCS' and also WordPerfect. Students are advised to attend School-based interdisciplinary seminars on basic statistical techniques, compiling surveys and conducting 'elite' interviews and any other relevant courses offered by the Methodology Institute.

Teaching Arrangements: The course will consist of 17 seminars in Michaelmas and Lent Terms (IR501). In addition, all students must participate in at least one of the department's several workshops where staff and research students present preliminary papers and discuss common problems of current research. Details of individual meetings and suggested readings will be provided at the beginning of the course.

IR502

International Political Theory Seminar

Teacher Responsible: Dr. E. Benner, Room D615

Availability and Restrictions: Course intended primarily for staff and for interested research students by invitation.

Teaching Arrangements: 20 weekly seminars each of one-and-a-half-hours duration, commencing in week 6 of Michaelmas Term (IR502). Interested students should also attend the International Relations Staff and Research Students Seminar (IR500) on a weekly basis.

IR503

International Political Economy Workshop

Teachers Responsible: Dr. R. Sally, Room D416 and Dr. G. Sen, Room D513

Availability and Restrictions: Research students.

Teaching Arrangements: The workshop will meet on a weekly basis commencing in week 6 of the Michaelmas Term (IR503). Each session will be of one-and-a-half-hours duration.

IR504

Foreign Policy Workshop

Teachers Responsible: Professor C. J. Hill, Room D409 and Dr. W. Wallace, Room D413

Availability and Restrictions: 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 Arrangements: Nine meetings each of one-and-a-half-hours duration, Michaelmas, Lent and Summer Terms (IR504).

IR505

European International Politics Workshop

Teachers Responsible: Dr. K. E. Smith, Room D415 and Dr. W. Wallace, Room D413

Availability and Restrictions: Course intended primarily for research students. All those working on topics within the European region should attend. Others who wish to attend should contact the course organizers in person.

Teaching Arrangements: Nine meetings each of 90 minutes' duration, three in each term.

IR506

Africa Research Workshop

(Not available 1998-99)

Teacher Responsible: To be arranged

Availability and Restrictions: All interested research students.

Teaching Arrangements: 12 meetings, held fortnightly, commencing in week 2 of the Michaelmas Term, each of one-and-a-half-hours duration.

IR507

International Institutions IV Research Seminar

Teachers Responsible: Professor P. Taylor, Room D610

Availability and Restrictions: 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 Arrangements: Eight meetings, Lent and Summer Terms (IR507), each of one-and-a-half-hour's duration.

Written Work: None.

Reading List: None.

IR509

International Relations Research Design Workshop

Teacher Responsible: Mr. M. Hoffman, Room D512

Availability and Restrictions: This workshop is compulsory for all first-year research students and open to other interested research students.

Course Content: This workshop will address issues concerning the formulation and design of the PhD research project. Its principal objective is to assist first year research students in designing a well-thought out and manageable thesis. It seeks to do so by providing a forum in which first year students discuss their research topic, the particular set of questions they intend to address and the methods they wish to use with other members of the workshop. Its aim is to provide students with constructively critical observations about their research project and the problems they may confront. It also seeks to promote an *esprit d'corps* amongst the first-year research students by familiarising them with the work of their peers.

Teaching Arrangements: The workshop will meet for 10 consecutive sessions starting in week 6 of the Michaelmas Term. All first-year students are required to give a presentation outlining their research to the seminar. They will also need to provide a copy of their research proposal (no more than 5,000 words) for prior circulation to the workshop participants. There will be two presentations per session. Students must also attend IR501 **Research Methods Training Seminar** and participate in at least one of the Department's other research workshops.

IR511

Critical International Theory Research Workshop

Teacher Responsible: Mr. Mark Hoffman, Room D512

Availability and Restrictions: Course is open to all interested research students.

Course Content: The workshop will provide a forum in which to read and discuss original critical theory, postmodern and feminist texts and their extension into International Relations. It will also provide a forum in which research students can present 'work in progress'.

Teaching Arrangements: The workshop will meet on 15 occasions during the session on a fortnightly basis for two hours. Readings and presentations will be organised at the beginning of the Michaelmas Term.

MANAGEMENT

The Interdisciplinary Institute of Management (IIM) was established by the School to bring together staff in a range of disciplines with the objective of developing and applying the best social science methods and theories to problems of management.

The Institute is keen to attract research students in aspects of management studies close to the staff's research interests, preference being given to research with an interdisciplinary aspect.

Evaluation of Progress of Research Students in the Interdisciplinary Institute of Management. Students register initially for the M.Phil. Management. During their first year students take AT LEAST two examined postgraduate course units at the School. The choice of courses will depend on the background and intended research area of the student, and should be formally approved by the supervisor. Typically one of the courses will cover some aspect of research methodology. Students must achieve a mark of at least 60% in each of the courses taken.

Presentations are given once a year by all research students registered in the IIM. First year MPhil students will be expected to give a presentation on their research proposal. All research students are required to attend these presentations.

A formal Review Committee assesses the progress of all MPhil/PhD students on an annual basis. All students are required to provide samples of written work to the committee. Assessment is based on this written work, examination results, a report by the supervisor on research progress, and the quality of the student presentation and level of participation in the seminars.

For each student at the end of the first year, the Review Committee is asked to make one of three recommendations: (i) that the student cannot be readmitted to the second year; (ii) that the student is permitted to re-register as a candidate for the MPhil Management; or (iii) that the student is upgraded to PhD status.

The cases of students who were not upgraded to PhD status at the end of the first year are considered by the Review Committee again at the end of the student's second year, following the submission of further written work by the student and provision of a second report by the supervisor. Performance in the student's second year presentation is also taken into account. Two decisions are possible at this stage: (i) that the student is upgraded to PhD status; or (ii) that the student cannot be readmitted to the third year and should leave, possibly with an MPhil degree.

IR512

Security, Conflict and Peace Studies Workshop

Teacher Responsible: Mr. M. H. Banks, Room D609

Availability and Restrictions: Course is open only to M.Phil., Ph.D. and research fee students who are writing theses on relevant topics.

Course Content: The workshop will provide a forum in which research students can present reports on their work and discuss the theoretical and methodological problems involved. The scope of the workshop is: international security including the threat and use of force and its avoidance or amelioration; conflict analysis and conflict resolution; peacemaking, peacebuilding and reconciliation.

Teaching Arrangements: 15 seminars of one-and-a-half-hours, meeting fortnightly throughout the session.

IR513

Historical Sociology and International Relations Research Workshop

(Availability to be advised)

Teacher Responsible: To be arranged

Availability and Restrictions: Course intended primarily for all interested research students.

Course Content: The purpose of this seminar is two-fold: first, to explore the relevance to the study of international relations of historical sociological writings across a range of disciplines and second, to provide a forum for the presentation of any students' work in progress which involves the above.

Teaching Arrangements: The research workshop will meet for 10 one-and-a-half-hour weekly meetings in Michaelmas Term and five one-and-a-half-hour fortnightly meetings in Lent Term, commencing week 1, and for two one-and-a-half-hour sessions in weeks 1 and 3 of Summer Term. It will comprise an organized course of readings in the Michaelmas Term, followed by student presentations (IR513).

IR514

Middle East Research Workshop

Teacher Responsible: Professor F. Halliday, Room D510

Availability and Restrictions: All interested research students.

Teaching Arrangements: There will be two workshops per term, held in weeks 5 and 8, i.e. six meetings in total.

PHILOSOPHY, LOGIC AND SCIENTIFIC METHOD**M.Phil./Ph.D. by Thesis**

The minimum entrance requirement for a research degree in philosophy is an upper-second class undergraduate degree or equivalent, in an approved field of study. For full-time doctoral students, registration is normally as M.Phil./Ph.D. in the first instance. The course work and conditions for continuation of registration are set out below.

Students elect to join either Stream 1 or Stream 2 (roughly philosophy of science – including social science and economics, or general analytic philosophy respectively).

All students, unless they already have the M.Phil. by thesis and examination, are encouraged to attend the **Introduction to Study for the M.Phil. and Ph.D.** and, at an appropriate stage of their research, the course on **Drafting and Writing a Ph.D. Thesis**. Students whose work involves any empirical research are also advised to attend the course on **Research Design and Data Collection**.

Stream 1 Students normally take:

Year 1

1. Either (a) *Logic* for those who have not already taken an appropriate course or (b) one of (i) *Philosophical Logic and Metaphysics*, (ii) *Mathematical Logic*, (iii) *Foundations of Probability*. In all cases, students sit the corresponding MSc paper as a qualifying paper and in the case of *Philosophical Logic and Metaphysics*, there is a requirement that students do one paper per term for the first two terms as well as the final three-hour examination.

2. Either *Philosophy of Science or Philosophy of Social Science*.

Students take the corresponding seminar and are required to write one paper per term for the first two terms, and to sit the three-hour qualifying examination.

3. *Philosophical Problems*.

This is a pure seminar course with associated required papers but no formal unseen examination paper.

4. EITHER one further seminar (e.g. *Philosophy of Physics* or *Philosophy of Economics* for students in those programmes) across the academic year (3 terms) with course requirements OR one further M.Sc. examination course, with course essays and examination.

PLUS

An incisive piece of written work of 4–5,000 words on some topic related to the student's research interests. This must be submitted by 15 September.

Year 2

1. EITHER one further choice from first year requirements, in which case the M.Sc. examination would be required as a qualifying examination OR a further M.Sc. course – not from list 1, in which case students are not expected to sit the formal examination, but instead to write one essay per term in all three terms.

2. Six term-units of seminars of choice (e.g. *Research Methods*, *Philosophy of Economics*, *Philosophy of Physics*) with associated papers.

3. Literature review of 40 pages or so in the area of the dissertation, to be submitted by 15 September.

4. Dissertation outline, showing relation to the literature review.

Year 3 (and 4)

Completion of dissertation.

Stream 2 Students normally take:

Year 1

1. Either (a) *Symbolic Logic* for those who have not already taken an appropriate course or (b) one of (i) *Philosophical Logic and Metaphysics*, (ii) *Epistemology and Methodology*, (iii) *Ethics*; (iv) *Political Philosophy*, (v) *Philosophy of Mind*, (vi) *Another M.Phil. paper*, with departmental approval. This course will be examined as well as requiring written work during the year.

2. Another option from 1b.

3. *Philosophical Problems*.

4. One further seminar in any topic in philosophy within the university across the academic year (3 terms). If the seminar does not have course requirements, special arrangements must be made for the submission of written work with attendant course requirements OR one further M.Sc. examination course, with course essays and examination.

PLUS

A piece of written work of 4–5,000 words on some topic related to the student's research interests. This must be submitted by 15 September.

Year 2

1. One further M.Phil. paper.

2. Six term-units of philosophy seminars of choice anywhere in the university, meeting the written requirements, if any, of those seminars.

3. Literature review of 40 pages or so in the area of the dissertation, to be submitted by 15 September.

4. Dissertation outline, showing relation to the literature review.

Year 3 (and 4)

Completion of dissertation.

Part-time students generally take the qualifying steps in Years 1 and 2 over four years.

M.Phil. by Thesis and Examination

The School accepts students for the University of London M.Phil. in Philosophy. This is a full-time two-year course of study (the degree can also be taken part time), requirements for which include both a thesis and three unseen written examinations. The main regulations are summarised below:

- Candidates for the M.Phil. degree in Philosophy must submit a thesis and be examined orally. The thesis should normally be about 30,000 words, including notes and appendices, but excluding bibliography, and must be submitted by 1 April of the second year of study. A candidate wishing to exceed the prescribed limit may apply for permission to the University, such application being made at least six months before the presentation of the thesis.
- Candidates for the MPhil sit three unseen written papers in May of the second year of study, at least one from List 1 and at least one from List 2:

List 1

1	The PreSocratics	19	The Empiricists
2	Plato	20	Kant
3	Aristotle	21	Hegel
4	Greek philosophical texts	22	Frege
5	The Epicureans	23	Marx
6	The Stoics	24	Schopenhauer
7	Plotinus	25	J.S. Mill
8	Aquinas	26	Bradley
9	Medieval and Renaissance philosophy	27	Existentialist philosophy from Kierkegaard
10	Bacon	28	Nietzsche
11	Descartes	29	Heidegger
12	Hobbes	30	The Pragmatists
13	Leibniz	31	Russell
14	Spinoza	32	Wittgenstein
15	The Rationalists	33	Quine
16	Locke	34	Davidson
17	Berkeley	35	Lewis
18	Hume	36	Another philosopher, or school of philosophy, subject to approval by the University.

List 2

a	Logic and Metaphysics	j	Philosophy of science
b	Epistemology and methodology	k	Philosophy of mathematics
c	Philosophy of mind	l	Philosophical Foundations of Physics
d	Ethics	m	Philosophy of Education
e	Aesthetics	n	Philosophy of Social Science
f	Philosophy of religion	o	Philosophy of Psychology
g	Political philosophy	p	Philosophy of History
h	Symbolic logic	q	Another area of philosophy, subject to approval of the University
i	Philosophy of language		

The occurrence of a topic in either list does not imply that in any given year teaching in the area will be available. The choice of topics is subject to the approval of the candidate's School. Candidates may be allowed, with the approval of their School, to substitute three essays done in their own time, of up to 2,500 words each, in lieu of any one of the unseen written examination papers, on subjects from the field covered by that paper. Such essays must be submitted by 1 May each year. Candidates wishing to offer either an unseen written paper or three essays on a topic not appearing on either list must obtain the approval of the University before 1 May of the first year of his or her registration for this degree. The oral examination prescribed in (1) above may include questions both on the candidate's thesis and about his answers to the three unseen written papers or to the two unseen written papers and the three short essays. Although students are encouraged to attend relevant lectures and seminars, at the School and elsewhere in the University, the main tuition for this degree is by tutorial at the School. At the beginning of his course of study, the Department establishes, for each candidate, a tutorial programme for the two years, which will prepare the candidate to sit the papers of his or her choice, and which will provide suitable supervision for the thesis.

It should be noted that the phrase 'with the permission of the University' refers to the University's Subject Panel for Philosophy.

Course Guides

In addition to the seminars and courses listed here, research students are welcome to attend a number of the seminars and courses for M.Sc. students. Course Guides for these are listed in the Philosophy section under Master's degrees.

PH500**Research Methods in Philosophy I**

Teacher Responsible: To be announced

Availability and Restrictions: The course is primarily intended for M.Phil./Ph.D. students. M.Sc. students are also welcome to attend.

Course Content: Some frontier topics in contemporary philosophy, philosophy of science and philosophy of social science.

Teaching Arrangements: 30 x two-hour seminars throughout the session – different members of the department will lead the seminar in each of the three terms.

PH551**Research Methods in Philosophy II (Physics)**

Teachers Responsible: Dr. Craig Callender, Room A209 and Dr. Carl Hoefer, Room A211

Availability and Restrictions: The course is primarily intended for M.Phil./Ph.D. students. M.Sc. students are also welcome to attend.

Course Content: Topics in the philosophy and history of modern science, with special emphasis on quantum mechanics, statistical mechanics and space-time theories. Topics to be chosen by seminar participants.

Teaching Arrangements: 15 x two-hour sessions. Students are advised to attend PH409.2, if they have not covered the material before.

PH555**Research Methods in Philosophy III (Economics)**

Teacher Responsible: Dr. Richard Bradley, Room A208

Availability and Restrictions: The course is intended for M.Sc. and M.Phil./Ph.D. students.

Course Content: Seminars in philosophical problems in economics. Topics to be chosen by seminar participants.

Teaching Arrangements: 15 x two-hour seminars.

SOCIAL POLICY AND ADMINISTRATION

Students registered for the M.Phil. in the Department of Social Policy and Administration are normally required to attend seminars provided by the Methodology Institute and the Department on research methods. The courses available will be listed in the introductory booklet. In addition, first year students will attend SA550. Students are encouraged to attend other graduate seminars relevant to the subject of their research. An informal discussion group for those well on in writing their theses is organised by the Research Student Tutor.

The progress of each student is reviewed during the Summer Term of the first year for full-time students, of the second year for part-time students. Students present a detailed thesis proposal, a literature review, an outline of their proposed methodology and a timetable for completion. These must each be of a standard acceptable to the department.

Course Guides

SA550

Theories, Concepts and Current Issues in Social Policy (Seminar)

Teacher Responsible: Professor H. Glennerster, Room A243
Availability and Restrictions: For M.Phil./Ph.D. students, particularly those in their first year.

Course Content: This course is intended to address theoretical and conceptual issues arising in the study of social policy at an advanced level and to familiarise students with new literature and current debates in the field. The course will begin with a consideration of key concepts, for example dependency, community, discretion equality, efficiency and effectiveness, citizenship and social rights. Concepts will be explored using illustrations dictated by the substantive interests of incoming students. We shall then proceed to examine current issues of debate which throw up both conceptual and theoretical problems, for example, the relationship between the voluntary sector, the

market and the public sector over time and between policy sectors; the meaning of community care; and the literature on the origins and outputs of advanced welfare states, which also raises methodological issues of measurements and the respective contributions of different disciplines. In the Summer Term students will be asked to present their research plans.

Teaching Arrangements: Fortnightly meetings throughout the session (SA550).

Reading List: A full reading list will be provided as the course proceeds.

SA590

Seminar on Demographic Research Methods

Teacher Responsible: Professor M. Murphy, Room A243
Availability and Restrictions: For M.Phil./Ph.D. students in Demography.

Teaching Arrangements: 15 x one-and-a-half-hour seminars over the Michaelmas, Lent and Summer Terms, given by research students and staff in Population Studies on their research (SA590).

SOCIAL PSYCHOLOGY

Three years full-time registration or an equivalent period part-time, with the former being the norm. 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. There are three streams within the Doctoral Programme:-

- Social Psychology
- Organisational and Social Psychology
- Media and Communications

Graduates from the Department's own Master's Degrees in these three areas must have achieved an average mark of 65% or better (pass mark, 50%) to be eligible for admission to the corresponding doctoral programme.

The 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** (PS500); **Organisational Social Psychology** (PS404) or **Theories and Concepts in Media and Communications** (PS405) respectively). 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).

Initial registration is for the Degree of M.Phil. The power to up-grade a student's registration from M.Phil. to Ph.D. is vested in a thesis committee (unique to each research student) chaired by someone other than the candidate's supervisor. This decision is based on members of the committee reading several draft chapters (usually four) and conducting a *viva voce* examination. The committee will meet, normally, not later than 15 months after initial registration for M.Phil. A decision to upgrade registration from M.Phil. to Ph.D. will apply retrospectively to incorporate the initial period of registration for M.Phil. 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.

Course Guide

PS940

Psychology (Seminar)

Teachers Responsible: Professor Rob Farr, Room S302
Availability and Restrictions: Staff and research students.
Teaching Arrangements: Fortnightly seminars (PS940), Sessional. Papers will be presented by outside speakers.
Methods of Assessment: Non-examinable.

PS950

Current Research in Social Psychology

Teacher Responsible: Dr. Bradley Franks, Room S385 and Dr. Richard Collins, Room S305.
Availability and Restrictions: Academic staff and research students only.
Teaching Arrangements: Weekly seminars (PS950) doctoral students in SP (Social Psychology) and OSP (Organisational and Social Psychology) one week and in M & C

(Media and Communications) the next week, throughout the academic session.

Methods of Assessment: Non-examinable.

PS960

Classical Texts in Social Psychology

Teachers Responsible: Dr. Martin Bauer, Professor Rob Farr, Dr. Sandra Jovchelovitch, Dr. George Gaskell and others
Availability and Restrictions: None

Core Syllabus: To maintain awareness of classical monographical studies of social psychology, its psychological as well as its sociological tradition. To provide a forum for entire textual reading and contextual discussions of contributions by J. Vygotsky, K. Piaget, Lewin, G. H. Mead, LeBon, McDougall, F. Bartlett, S. Freud, E. Goffman, Ichheiser, Buehler and others.

Teaching Arrangements: A series of discussion seminars centering on key texts and authors. Lent and Summer Terms.

Reading List: R. M. Farr, *The Roots of Modern Social Psychology*, Blackwell, 1996. Further readings will be suggested at the start of the seminar.

Method of Assessment: Non-examinable

SOCIOLOGY

First year MPhil students will normally be expected to spend about 60% of their programmed study time in courses related to methods of social research. Students are required to attend and pass the assessment for SO500 Research Class for 1st Year M.Phil. students. They are also normally expected to attend and pass the assessment for the following courses offered by the Methodology Institute (details of these courses are available under the entry for the Methodology Institute in this Calendar): MI411 **Quantitative Analysis in Social Research I** (half unit), MI412 **Quantitative Analysis in Social Research II** (half unit), MI421 **Social Research Design** (half unit), MI422 **Text, Image and Sound in Social Research** (half unit), MI431 **Topics in Philosophy of the Social Sciences** (half unit). Other specialist research courses (e.g., SO502 **Research Seminar on the Sociology of Crime and Deviance**, SO505 **Research Workshop on Globalization**, SO506 **Studying Religion: A Research Workshop**, SO507 **Theory and Methods in Qualitative Research: Narrative and SO401 Methods of Sociological Study**) may be substituted for one or more of these courses after discussion and with the agreement of the student's supervisor.

Those students who have satisfactorily passed the first year requirements, may at the discretion of their supervisor, be required to complete further courses in their second and/or subsequent years.

In the Summer Term of each year the progress of each student registered in the Department will be discussed at a general meeting of all research student supervisors, the M.Phil./Ph.D. Board. This Board will decide whether to permit students to proceed. Various courses of action to assist students to reach performance standards deemed appropriate by supervisors may be required.

All full-time research students are expected to have made the transition from the M.Phil. to Ph.D. within two years of first registration and to have completed their Ph.D. thesis within four years. Part-time students will normally be expected to be upgraded to Ph.D. by the end of their third year, and to complete their thesis within six years. The decision to upgrade from M.Phil. to Ph.D. is taken by a panel consisting of the supervisor(s) and at least one other, all having read and commented on the student's work.

Part-time students will be expected to have completed the equivalent of full-time students' courses over a two-year period.

Course Guides

SO500

Research Class for 1st Year M.Phil. Students

Teachers Responsible: Dr. E. Weinberg (Convener), [Michaelmas/Lent/Summer Terms] Room S666, Dr. A. Swingewood, [Michaelmas/Summer Terms], Room H621, Professor N. Mouzelis [Lent Term], Room S778

Availability and Restrictions: For first-year research students in Sociology.

Course Content: The research seminar aims, in the first term, to give a broad picture of some of the major types of sociological method and of the variety of aspects associated with their use and application. It is intended in the second term to enable students to present their initial ideas about their own research and about the methods which they wish to use, so that they may benefit from discussion with other members of the seminar, both students and teachers, about the issues and problems thereby raised. The principal objective of the seminar is to put students firmly on the path to being able to conduct their own research, self-confidently armed with knowledge about issues and methodologies gained from relevant reading and subsequent discussion and from constructively critical observations about their own and others' research intentions made by their peers and teachers present in the seminar. Each student is also required to attend the two-session course, MI500; **Introduction to Study for the M.Phil. and Ph.D.**

Teaching Arrangements: 20 seminars in the Michaelmas and Lent Terms each of two-hours duration.

Methods of Assessment: Students are required to submit to Room A451 by *Monday 3 May 1999* three copies of a typed and paginated essay of no more than 5,000 words on the 'Aims and Methods' of their research project. Part-time students will normally submit their essay to Room A451 by 1 June 1999, but may submit by 1 March 2000. Each is also required to submit further written work to his/her supervisor, to be arranged between him/her and the respective supervisor. Approval by the supervisor and Drs. Weinberg and Swingewood of the 'Aims and Methods' paper, and approval by the supervisor of additional written work, are both necessary in order to proceed to the next stage of the course. The work of all full-time students is evaluated by a Review Panel in the Summer Term of their first year. Part-time students may elect to be evaluated at the end of the first year or during their second year.

SO501

Research Students' Seminar

Teacher Responsible: Dr. L. Sklair, Room A350

Availability and Restrictions: For continuing (second and subsequent years) research students in Sociology.

Course Content: The course will consist of papers given by continuing research students and specialists in areas relating to social research. The focus of the seminar is on the research process and practical and ethical as well as cognitive problems of sociological research.

Teaching Arrangements: 29 seminars in the Michaelmas, Lent and Summer Terms each of two-hours duration.

SO502

Research Seminar on the Sociology of Crime and Deviance

Teachers Responsible: Professor D. Downes, Room A237, Professor Paul Rock, Room A454b and Professor S. Cohen, Room S684

Availability and Restrictions: For students preparing dissertations on the Sociology of Deviance, Crime, Social Control and allied areas for the M.Phil. and Ph.D. 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 Arrangements: 25 seminars of 90 minutes duration in the Michaelmas, Lent and Summer Terms.

Methods of 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. More formally, research competence in the field is assessed by the preparation of a thesis outline, 'The Aims and Methods' paper, to be submitted to the M.Phil. Boards of participating departments, by formal consultation before upgrading to Ph.D. status that takes place at the end of the 2nd year, and by means of the defence of the dissertation in the oral examination.

SO505

Research Workshop on Globalization

Teacher Responsible: Dr. L. Sklair, Room A350

Availability and Restrictions: For M.Phil./Ph.D. students whose research has a global dimension.

Course Content: Critical analysis of theories and research in globalization.

Teaching Arrangements: 10 fortnightly meetings in Michaelmas and Lent Terms, starting second week of Michaelmas Term, each of two-hours duration.

Method of Assessment: Students are required to submit two papers of not more than 2,500 words each, one on general methodological issues relating to globalization research and the other on specific issues relating to the research of the individual student.

SO506

Studying Religion: A Research Workshop

Teacher Responsible: Professor Eileen Barker, Room A454a

Availability and Restrictions: For M.Phil./Ph.D. students preparing dissertations in the general area of the Sociology of Religion. M.Sc. students taking courses SO408 and/or SO416 and whose 10,000-word essay is on a religious topic may also attend.

Course Content: Problems encountered in the sociological study of religion, with a special emphasis on qualitative

approaches such as participant observation and in-depth interviews. Discussions will range around issues such as the investigators' relationship with those whom they are studying; psychological pressures, ethical considerations; methodological agnosticism and a variety of theoretical and philosophical positions including rules of logical analysis. Discussion will draw both from the literature and from participants' own experiences during (a) group field trips and (b) their individual studies.

Teaching Arrangements: 15 meetings fortnightly each of 90 minutes duration during Michaelmas, Lent and Summer Terms. All students will be expected to lead and to participate actively in the workshops and take part in exercises such as role playing.

Method of Assessment: Students will be expected to present papers on their own research, and a variety of exercises will be given throughout the course.

SO507

Theory and Methods in Qualitative Research:

Narrative

Teacher Responsible: Professor Richard Sennett

Availability and Restrictions: This course is aimed at students preparing dissertations involving sustained interviews or students considering such dissertation work. All prospective students should be in touch with Professor Sennett as soon as possible. Numbers for this course are limited.

Course Content: This course will be an exploration of the uses or narrative in constructing social experience. The course has two dimensions. Theories of narrative will be explored for their sociological value; each student will also conduct a series of interviews as fieldwork and the group will analyze the narratives gathered in the field.

Core Syllabus: The core syllabus will consist of both literary and sociological writings on narrative.

Method of Assessment: Each student will be asked to write an analytic paper on the interviews he or she has conducted.

SO508

Research Seminar for Media, Communication & Culture

Teacher Responsible: Professor Roger Silverstone, Room S877

Availability and Restrictions: For Research students.

Core Syllabus: The aim of the course is to help raise awareness

STATISTICS

All students are normally first registered for the M.Phil. degree. Transfer to the Ph.D. takes place at the end of the second year in suitable cases.

During the first year of registration, students often attend M.Sc. and Research Training courses to improve their background knowledge. They are required in all years of registration to attend Departmental Seminars. Students must make presentations of their work, and their progress is regularly assessed by a Departmental Committee.

ST504

Workshop in Applied Statistics

Teacher Responsible: Dr. I. Moustaki, Room S117c

Availability and Restrictions: This course is intended primarily for Research students, Ph.D., M.Phil. and research fee and M.Sc. students in all departments of the School whose research or project work involves the use of or appreciation of statistical techniques and methodology, and the use of computer packages for statistical analyses. Prerequisites: None except the need for such support.

Core Syllabus: The workshop will deal with the practicalities of statistical data analysis in research within the social sciences.

Course Content: There is no formal syllabus. The initial meetings will outline the computing and other support facilities available within the School. Subsequent sessions will introduce statistical packages and techniques and participants will be able to seek help with their particular problems.

Teaching Arrangements: One two-hour meeting per week in the Michaelmas, Lent and Summer Terms, starting in week three of the Michaelmas Term.

of theoretical, conceptual and methodological issues in media, communication and cultural studies.

Course Content: Analytical and interpretive strategies in media research with special reference to consumption, globalisation and the changing media environment. Conceptual issues in media, communication and cultural theory.

Teaching Arrangements: Eight x one-and-a-half-hour weekly seminars throughout the Michaelmas and Lent Terms.

Reading List: R. Silverstone, *Television in Everyday Life*, Routledge, 1992; M. Castells, *The Information Age*, 2 Vols., Blackwells (1996-1997). Other reading will be given during seminars.

Method of Assessment: A research paper.

SO509

Research Seminar on Modern Theory

Teacher Responsible: Professor Ulrich Beck

Availability and Restrictions: For M.Sc. and M.Phil. students, although numbers will be limited. If space is available, other graduate students may apply.

Course Content: Theories and issues connected with concepts such as individualization; globalization; risk; employment; and reflexive modernity.

Teaching Arrangements: Four four-hour seminars during the Lent Term.

Reading List: B. Latour, *We Have Never Been Modern* (London, 1995); U. Beck, *Risk Society* (Sage, 1992); Jane Franklyn, *The Politics of Risk Society* (Cambridge, 1998); A. Giddens, U. Beck & S. Lasch, *Reflexive Modernization* (Cambridge, 1994). Other reading will be given during the seminars.

SO510

Research Seminar on Sociology & Politics of the 20th Century

Teacher Responsible: Professor Perry Anderson

Availability and Restrictions: Normally restricted to MPhil/PhD Sociology and Government students although numbers will be limited. If space is available, other graduate students may apply.

Teaching Arrangements: Two-hours per week during the Michaelmas Term.

Reading List: Will be given at the beginning of the course.

Method of Assessment: Students will be expected to present papers.

Reading List: Reading will be recommended according to need.
Methods of Assessment: There will be no formal assessment associated with this course.

ST516

Seminar in Survey Methodology

(Not available 1998-99)

Availability and Restrictions: This course is intended primarily for Research students, Ph.D., M.Phil., and Research Fee students in all departments of the School.

Course Content: The course will provide a general introduction to the major areas of methodology for social surveys carried out in the UK. Recent developments in survey methodology will also be covered.

Teaching Arrangements: The seminar series will run for 10 weeks, in the Lent Term.

Methods of Assessment: There will be no formal assessment associated with the course.

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MAP OF SCHOOL BUILDINGS

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MAP OF SCHOOL LOCATION

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The London School of Economics
and Political Sciences
UNDERGRADUATE SCHOOL

Calendar 1998-99

Undergraduate Handbook

SCHOOL BUILDINGS

Opening Times

The School buildings are normally open as follows:

In term: *Mondays to Fridays:* 08.00 to 21.30
(after 18.30 via main entrances ONLY; after 21.30 identification is required)
Saturdays: 08.00 to 17.00 (Old Building & St Clements Building ONLY, via main entrances ONLY; after 17.00 identification is required. Access to other buildings via Main Lodge/Reception in Houghton Street; identification is required.)
Sundays: Access via Main Lodge/Reception – identification is required.

In vacation: *Mondays to Fridays:* 08.00 to 18.30 (from 18.30 to 21.30, Old Building & St Clements Building via main entrances ONLY; after 21.30 identification is required).
Saturdays & Sundays: Access via Main Lodge/Reception in Houghton Street; identification is required.

Access to King's Chambers, Lincoln Chambers, Tymes Court, St Philips, Portsmouth Street, Grange Court, 20 Kingsway and the Anchorage is restricted after 19.30 and restricted at weekends. Access to Columbia House is restricted after 17.30 and at weekends. Clare Market Building opens between 08.00 and 18.30 in term-time only. At other times access to it is via the Main Lodge/Reception in Houghton Street. Identification is required.

Room Numbering

Room numbering is by floors. For instance, a room numbered 301 would be on the third floor; a room with a two-digit number (i.e. S87) would be on the ground floor, and a room whose number begins with 'O' (e.g. S087) would be in the basement. All room numbers are preceded by a letter to show which building they are in, as follows:-

A	Old Building (Main Building)
B	Columbia House
C	Clare Market
D	Clement House
E	East Building
G	20 Kingsway
H	Connaught House
J	Cowdray House
K	King's Chambers
L	Lincoln Chambers
N	The Anchorage
PH	Parish Hall
PS	Portsmouth Street
R	Lionel Robbins Building
S	St. Clement's Building
T	Tymes Court
St. Philip's Building:	
X	Health Centre:
Y	South Block
Z	North Block

Fire precautions

While the risk of fire breaking out in the School buildings is slight, adequate means of escape are provided in accordance with legal requirements, and fire alarms have been installed. Emergency exits are clearly marked and you should familiarise yourselves with them. Fire extinguishers or hoses are placed in strategic positions. In the event of fire, the nearest alarm should be sounded and doors and windows should be shut, but no attempt should be made to extinguish the fire by means of hose reels or extinguishers if this involves any personal risk. The premises should be evacuated in accordance with instructions displayed at every alarm position. You must obey all instructions from fire warden, who will be clearly identified.

Communications

Noticeboards

There are Undergraduate Office notice boards in the Student Services area, Room H310. Information about scholarships and other financial assistance is posted on the notice boards on the second floor corridor of Connaught House.

Urgent messages

The names of students urgently required are chalked on a notice board facing the entrance to the Old Theatre to the right of the entrance hall (Old Building).

Your address

Correspondence for students is usually sent either to the London address you gave us when you registered or to the pigeonholes in your department. You should make a point of looking regularly for correspondence addressed to you. You are not normally allowed to use the School's address for private correspondence, and the School accepts no responsibility for personal mail addressed to you at the School. You **must** let the Undergraduate Office know any change of address as soon as it changes because we need to send you important information throughout the year. Even if you tell your department or tutor about a change of address you must also remember to tell us – changes are not otherwise valid.

Public telephones

There are thirteen public telephones located within the School, eight of which require the use of British Telecom phonecards; five telephones are coin-operated.

Key Dates

October

Michaelmas Term starts	1st
Deadline for payment of Michaelmas Term fees	2nd
Academic Studies Committee	7th
Committee on Undergraduate Studies	26th

November

Academic Studies Committee	4th
Deadline for course choices	6th
Committee on Undergraduate Studies	23rd

December

Academic Studies Committee	9th
Michaelmas Term ends	11th

January

Lent Term starts	11th
Deadline for payment of Lent Term fees	11th
Academic Studies Committee	13th
Committee on Undergraduate Studies	18th

February

Academic Studies Committee	17th
Committee on Undergraduate Studies	22nd

March

Academic Studies Committee	10th
Lent Term ends	19th

April

Summer Term starts	26th
Deadline for payment of Summer Term fees	26th
Committee on Undergraduate Studies	26th
Academic Studies Committee	28th

May

Academic Studies Committee	26th
----------------------------	------

July

Summer Term ends	2nd
Presentation Ceremonies	15th and 16th

Key Names and Addresses

Mr Christopher Noke
Room A203
Secretary: Dr Sheila Newman
Room A202, ext 7849

Dr Kirstin Schulze
Room E507, ext 7105

Not yet known

Mr George Kiloh
Room H212, ext 7121
Secretary, Miss Linda Newman
Room H211, ext 7764

Dr Ian Stephenson
Room H301, ext 7122

Mr David Ashton
Room H310, ext 7457

Mrs Janetta Futerman
Room H310, ext 7139

Room H310
ext 7130, 7146, 7752, 7753, 7143,
7142, 7966, 7131

Room E294, ext 7531/7532

Room E388, ext 7134

Room E65, ext 7158

Room E297; ext 7145

St Philip's Building; ext 7016

St Philip's Building; ext 7444

Room K51; ext 7965

Dean of Undergraduate Studies

Adviser to Women Students

Adviser to Students with Disabilities

Academic Registrar

Deputy Academic Registrar

Assistant Registrar (Undergraduate Office)

Administrative Officer (Undergraduate Office)

Registry Section of the Undergraduate Office

Accommodation Office

Careers Service

Students' Union Reception

Welfare and Accommodation Office

Health Service

Dentist

Chaplaincy

Departmental Tutors and Administrators

Department	T: Tutor A: Administrator	Ext	Room	Study
Accounting and Finance	T: Prof R Macve A: Vera Bailey	6138 7324	A339 A383	A306
Anthropology	T: Dr M Mundy A: Margaret Bothwell	6242 7202	A507 A605	A607
Economic History	T: Dr W P Howlett A: Linda Sampson	7075 7084	C322 C419	C214
Economics	T: Mr J J Thomas A: Jan Henning	7523 7680	S677 S86	S69
Geography and Environment	T: Dr D Perrons A: Sue Morgan	7899 7587	S510 S409	S513
Government	T: Mr E Thorp A: Nicole Boyce	7199 7204	K101 K102	K104
Industrial Relations	T: Dr G R J Richardson A: Sandra Bayne	7028 7026	H708 H807	H716
International History	T: Dr J Hartley A: Carol Toms	7119 7548	E405 E403	E509
International Relations	T: Mr M Hoffman A: Hilary Parker	7393 7404	D512 D607	7th floor Clement House A306
Law	T: Dr S E Worthington A: Angela White	6389 7278	A159 A301	A306
Management	T: Dr C Phillips A: Viki Elliot	7644 7920	G509 G506	G500
Mathematics	T: Dr A Ostaszewski A: Penny Stagg	7656 7732	B406 B405	B701
Operational Research	T: Dr S Powell A: Brenda Mowlam	7643 6753	G409 G403	
Philosophy	T: Dr R Bradley A: Angela Waplington	7333 7340	A208 A214	A287
Russian Joint Studies BSc	T: To be confirmed A: Liz Green	6839 7348	A379 A262	(may change) A219
Social Policy and Admin	T: Mr D Cornish A: Julia Shaw	7371 7709	A253 S384	S315
Social Psychology	T: Dr A Wells A: Sarah van Hest	7712 7288	S304 S777	A347
Sociology	T: Dr C Badcock A: Joyce Allen	7305 7621	A451 S208	S68/69
Statistics	T: Mr D Balmer (BMS students) A: Dr A Dassios (Actuarial Science students) A: Pippa Smith	7749 7731	S218 S206	

Data Protection

The School complies with all requirements of the law regarding protection of data on students held on computer. The same requirements apply to any records held by individual students on computer about identifiable living individuals.

If you are keeping computer databases on identifiable living individuals as part of your academic work, you must maintain proper records of what you are keeping, and you must keep it secure and confidential. If you are in any doubt, you should discuss the matter with your tutor or supervisor, and consult the School's Data Protection Officer, who is the Deputy Academic Registrar (Dr I. L. Stephenson).

We have a strict policy on the control and use of information in student files, including manual/paper files which are not covered by the Data Protection Act.

The School's statement on protection of data

- (a) There is only one academic file for each student.
- (b) Access to student files is restricted to those who have a direct interest in them, namely:-
 - i The Director, Pro-Director, Deans, the Secretary and the staff in the Academic Registrar's Division.
 - ii Tutors, Conveners, departmental tutors, class teachers, teachers named as referees by students, or teachers who have other bona fide reasons for examining a file.
 - iii The School's medical staff.
- (c) Files contain application forms, references supporting application, academic records showing progress at the School, and accumulated correspondence.
- (d) The School does not place any reference to specific political or religious beliefs or activities in personal files except where the subject has been raised at the initiative of the student. Reference to extra-curricular activity may be included on a file where relevant to a student's academic progress.
- (e) After a student leaves the School the personal file is retained indefinitely. Access to the file continues to be tightly restricted to the categories of staff set out in paragraph (b) above.
- (f) The medical records of students are kept entirely separate from their academic files and medical staff alone have access to them.

The School's practice in dealing with outside requests for information about current students (other than those of a routine and public nature, eg confirmation that a named student is registered at the School) is to refer the request to the student, leaving it to him or her to decide whether to respond.

The Data Protection Act gives you the right to see what information the School is keeping on computer about you. The kind of information we are keeping on computer, the purposes for which it is kept, where we obtain it from and who we might disclose it to, are recorded on the National Data Register, which should be available in most public libraries. The School's entries in the Register are arranged as follows:

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

If you wish to see our computer records on you, you must complete the relevant application form, available from Dr Stephenson. The School (like many other organisations) charges a fee of £10 per request to cover administrative costs, for a search of any one of the School's register entries. Once it is clear if the application contains enough information on which to make a search, the School must reply to the request within 40 days, and must disclose all the data contained at the time of approval of the application, without alteration.

DISCIPLINARY AND OTHER REGULATIONS AND PROCEDURES**Regulations for Students****Preamble**

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

Alterations and Additions

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

General

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

Friendly settlement [conciliation] procedure

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

The Press

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

Public Statements

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

Copyright in Lectures

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

Data Protection

15. (a) The statutory rights of individuals concerning access to personal data about themselves on computer are contained in the Data Protection Act 1984. A student shall otherwise have access to personal data held on computer only where it is essential for the work he or she is doing. Such access shall be exercised only with the permission and under the supervision of the member of staff of the School responsible for the work being done (called in this regulation 'the supervisor').
- (b) A student using personal data held on computer must observe the requirements of the Data Protection Act 1984. He or she must observe the instructions given by the supervisor relating to the security and use of the data, and consult with the supervisor in cases of doubt over the interpretation of the Act or the use of data; consult with the supervisor before new personal data sets are created; and make available to the supervisor the means by which data can be retrieved.

Misconduct

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

Penalties for Breaches of Regulations

19. The following penalties may be imposed for misconduct:
 - (a) oral reprimand
 - (b) reprimand, which shall take the form of a written statement that a reprimand has been issued; the statement shall be placed on the student's file
 - (c) a compensation order representing the value of any property damage
 - (d) a fine not exceeding £250, which shall be paid within four weeks, or such greater time as the Director may allow, of its being notified to the student in writing. The School reserves the right to withhold, or, where appropriate to ask the University to withhold, the award of a degree or diploma to a student until a fine under this Regulation has been paid. Every five years the Student Support and Liaison Committee will review the level of maximum fine
 - (e) suspension from any or all of the facilities of the School for a specified period
 - (f) expulsion from the School
 In any case where a penalty is imposed (other than a reprimand) the Director or the authority imposing the penalty may suspend its coming into force conditionally upon the good behaviour of the offender during the remainder of his or her membership of the School.

Miscellaneous

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

Approved by the Standing Committee on 23 June 1998.

Regulations for Students – Annex A**Disciplinary Procedures**

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

- of the date of the meeting of the Board of Discipline. If the challenge is successful, that member shall be replaced by another person selected in a like manner. For a person selected to be a member of the Board, service on the Board may only be excused by the consent of the Director.
5. If a person who has been selected as a member of a Board of Discipline, and to whom not less than 72 hours notice of its convening has been dispatched, is absent during any part of the proceedings of the Board, he or she shall thereafter take no further part in the proceedings and his or her absence shall not invalidate the proceedings unless the number of those present throughout the proceedings (including the Chairman) falls below 3.
 6. A student against whom charges of misconduct are laid shall have the right, if he or she so wishes, to be heard by a Board of Discipline without student members provided it is otherwise properly constituted.
 7. At least one week before a Board of Discipline meets, the student alleged to have committed a breach of these Regulations shall be informed in writing of the date of the meeting and of the nature of the breach which he or she is alleged to have committed. At the hearing of the Board of Discipline the student shall be entitled to be represented by an advocate of his or her own choice, who may be a lawyer. The student or his or her representative shall be entitled to cross-examine any witness called and to call witnesses in his or her defence. He or she shall further be entitled to give evidence and to address the Board in his or her defence. The decision of a Board of Discipline shall be by a majority. The Board of Discipline shall report confidentially its findings to the student concerned, to the student's tutor or supervisor, to the Director, and, unless the student otherwise directs, to the General Secretary of the Students' Union.
 8. In every case where the Board of Discipline reports that a breach of Regulations has been committed, the student concerned shall be entitled, within one week of being informed of the report and of the penalty proposed to be imposed, to appeal to an Appeals Committee of one member of the Panel of Academic Members of Boards of Discipline, one member of the Panel of Student members of the Board of Discipline and one member of the Panel of Lay Governor Members of Boards of Discipline who shall not be persons concerned in the original hearing, selected in the same manner as the academic members and lay member of the Board of Discipline. The Appeals Committee shall not be obliged to rehear evidence but may at its discretion do so and may allow new and fresh evidence to be called. It shall otherwise determine its own procedure and shall report in writing its decision to the student concerned, to the student's tutor or supervisor, to the Director, and, unless the student otherwise directs, to the General Secretary of the Students' Union.

Regulations for Students – Annex B

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

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

Regulations for Students – Annex C

1. Where an allegation of misconduct has been made, the complainant and the respondent shall have the right to receive, if they so wish, advice and counselling from the School or other appropriate professional individuals or organisations.
2. 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.
3. The Dean of Undergraduate Studies or the Dean of the Graduate School or the Adviser to Women Students, as appropriate, will normally be responsible for ensuring that advice and counselling is available to students; and the Staffing Officer will be responsible for ensuring that advice and counselling is available to members of staff.

Approved by the Standing Committee on 21 June 1994 to come into effect on 29 September 1994.

Rules Relating to Student Activities

1. **Preamble**
These Rules deal with the use by students for extra curricular purposes of all School premises and facilities including those made available for use by the Students' Union but excluding student residential accommodation and the School's sports grounds for which separate regulations are in force. They are intended to enable students whether individually or in groups and societies, to have the fullest use of the School's facilities, while reserving to the School authorities such rights as are necessary to ensure that public and private safety are not endangered, that normal functions can be carried out, that the relevant laws are observed and that the buildings can be managed in an orderly and efficient way. The Students' Union is responsible for good order in those rooms in the East Building and the Clare Market Building which have been placed at the disposal of the Students' Union and for the exercise of reasonable care in the use of these premises and their furniture and equipment, although ultimate responsibility for security of all premises remains with the School.
2. **Meetings and Functions**
The terms and conditions applicable in respect of meetings, functions and other events are as provided for in the School's Code of Practice on Free Speech.
3. **Times of Opening and Closing the School**
The opening times of the School are those set out annually in the *Calendar*.
4. **Responsibility for Visitors**
Students are expected to take responsibility for the conduct of any visitors they may introduce into the School to attend meetings or for any other purpose.
5. **Admission of the Press**
(a) Representatives of the press, radio or television are admitted to and may remain on the premises of the School only with the consent of the School.
(b) Specific permission must be sought from the Secretary and obtained where such persons seek admission to meetings or events of any kind taking place in the School. Consent shall be deemed to be given in all other cases without prior application.
(c) Consent to the presence of any representative of the press, radio or television anywhere on the School's premises may be revoked by the School at any time. The School shall provide, on request, reasons for its decision.
6. **Sale of Alcohol on School Premises**
(a) Alcohol may only be sold in licensed areas, namely:
(i) The restaurants and bars operated by the School's Central Catering Services;
(ii) In the Three Tuns Bar, which is the Students' Union's responsibility, and in any other licensed premises operated by the Students' Union, provided authority has been obtained from the School.
(b) Application to sell alcohol outside normal licensing permitted hours must be made in advance to the Head of Site Development and Services; permission from the relevant licensing authority is also necessary.
7. **Notice Boards**
Notice boards are placed at the disposal of the Students' Union and its societies in various parts of the School. Notices placed elsewhere may be removed by School Staff.
8. **The Law of the Land**
All activities in the School are subject to the law of the land.

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

CODE OF PRACTICE ON FREE SPEECH**1. Preamble**

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

- (A) Everyone shall be entitled to equal treatment on the basis of individual merit and without unfair discrimination as regards admission to and membership of the Corporation, and status as a member, officer or employee of the Corporation, and as a student or other individual associated with the Corporation, and as regards access to the benefits, facilities and services provided by the Corporation.
- (B) Every member, officer and employee of the Corporation, and every student and other individual associated with the Corporation, shall be entitled to freedom of thought, conscience and religion, to hold opinions without interference, disability or disadvantage, and to freedom of expression within the law, including the right to seek, receive and impart information and ideas of all kinds.
- 1.2 In pursuance of its duties as laid down in Section 43 of the Education (No. 2) Act 1986, the School has adopted this Code with a view to taking steps to ensure that freedom of speech within the law is secured for students, employees and other members of the School (including honorary and visiting staff) and for all persons authorised to be on School premises including visiting speakers duly invited in accordance with Clause 3.3.3 of this Code.
- 1.3 The Code takes cognizance of the fact that the United Kingdom is a party to the United Nations Covenant on Civil and Political Rights and the European Convention on Human Rights and the School attaches great importance to the values described in these documents. The basic right to freedom of expression and the permitted exceptions thereto are specified in Article 19 of the UN Covenant and Article 10 of the European Convention:

1.3.1 UN Covenant on Civil and Political Rights**Article 19.**

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

1.3.2 European Convention on Human Rights**Article 10.**

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

2. Range and Application

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

3. Responsibilities of the School Authorities

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

4. Responsibilities of the Students' Union

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

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

5. Responsibilities of Event Organisers

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

6. Responsibilities of Members of the School and others Admitted to the School's Premises

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

7. Sanctions

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

8. Operation and Interpretation of the Code

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

Approved by the Standing Committee on 21 June 1994 to take effect from 1 July 1994 to 30 June 1997.

PROCEDURE FOR COMPLAINTS FOR SEXUAL HARASSMENT

The procedure is designed to cover complaints made by any student – male or female – against a member of staff. The procedure has been based on discussions between the Adviser to Women Students and the Pro-Director, the Executive of the AUT and officers and staff of the Students' Union. It is open to review in the light of experience. A full copy of the procedure document is available from the School's Resource Centre in Room H601.

Preliminary Stages

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

Informal Procedure

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

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

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

Formal Procedure

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

Criminal Offence

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

YOUR PROGRAMME OF STUDY**Introduction****Your programme**

Each undergraduate student is registered on a programme either leading to a degree, e.g. the BSc degree in Accounting and Finance, or involving study at the School for a set period, e.g. the one year General Course.

Information on the actual requirements of the programme on which you are registered are shown in the handbook. You need to be aware of the general regulations for students as well as the specific regulations for your programme.

Your department

All academic staff and students are members of a department. If you are following a 'joint' degree, for example the BSc degree in Government and Economics, you will be allocated to one of the two departments, normally the first mentioned in the title.

Each department has a head (the *Convener*), who normally holds office for a period of three years.

Your tutor

You have a tutor, who will advise you on course selection and will monitor your academic achievement throughout the year. Your tutor is the first point of contact for advice on any matter – academic or personal – affecting your undergraduate experience. You are expected to see your tutor regularly.

The Code of Practice on Teaching and Learning for Undergraduates on page 16 provides further information on the roles and responsibilities of your tutor.

The Departmental Tutor

In each department there is also a Departmental Tutor, who in addition to your tutor can give you advice on more complex academic and personal issues. Departmental Tutors and their room numbers are listed above. The Departmental Tutor plays a central role in co-ordinating undergraduate teaching and tutorial arrangements within the department. Although precise duties may vary between departments, the role will normally include the following:

- to advise, as required, the department and the School on academic and administrative matters relating to the undergraduate experience
- to advise tutors in their tutorial role, making them aware of School regulations and procedures, the Code of Practice on Teaching and Learning for Undergraduates, and welfare and support services
- to act as a link between the department and the Dean of Undergraduate Studies
- to act as a link with other Departmental Tutors
- to allocate undergraduate students to tutors
- to arrange for the change of tutor for an undergraduate student, if required
- to act as point of reference in a tutor's absence or if a tutor refers a student to them
- to arrange departmental induction meetings for students
- to organise options meetings or arrange for information on options to be circulated
- to monitor student progress during the session and the barring from examinations of students whose work and attendance has been unsatisfactory (including, at the time of final examination entry, specifying in conjunction with tutors conditions which barred students must meet in order to become unbarred)
- where this is not undertaken by the Chair of the departmental Examinations Sub-Board, to chair the meeting on student progression following the Sub-Board, and to advise the Committee on Student Progress on students who have not met the progression criteria.
- to consider requests for degree transfers, including General Course transfers, in consultation with the department's Admissions Tutor(s), and make recommendations to the Academic Studies Committee
- to consider requests for suspensions of regulations for an individual undergraduate student or body of undergraduate students, and make recommendations to the Academic Studies Committee
- to consider and, where appropriate, approve requests for changes of course where students have failed or deferred a paper and wish to follow a different course
- to consider and approve requests for changes of classes taught within the department
- to consider and, where appropriate, approve requests for repeat teaching by students who have failed (or deferred) the examination for a course offered by the department (except where the Committee on Student Progress has given permission for repeat registration).

In some departments, the role will also include the monitoring of the performance of part-time teachers, and to chair departmental staff/student committees.

The Departmental Administrator

Each department also has a Departmental Administrator, who can help you with matters relating to your degree programme and the courses offered. They are always willing to give whatever advice and information they can. Departmental Administrators and their room numbers are listed on page 4.

Study rooms

Most departments have a room for use by their students for study and discussion, but because of the requirements for teaching these rooms are often used for teaching during the normal teaching week. These rooms are listed on page 4.

Registration

Registration means that you are a member of the School and entitled to use the School facilities. Only registered students are given student cards, borrowing rights to the Library and access to Information Technology (IT) facilities. It is your responsibility to ensure that you register fully for your programme of study.

Normally, you will already have registered by the time you receive this handbook. If you have been unable to register for unavoidable reasons, you should go to the Undergraduate Office and register there as soon as possible after 6 October.

Records for all students who have not registered or re-registered by the deadline date of 31 October will be cancelled. Students on taught programmes are not normally allowed to register after this date because they will have missed a significant part of their programme of study.

Re-registration each session depends on your making satisfactory progress in the preceding year by meeting the conditions set out in the progression rules specified for your degree. You will be expected to have completed all the requirements for your year's programme of study within that year.

If you have been given permission to interrupt your registration you will normally be required to return within a year of the interruption. You would be expected to sit examinations at the next possible opportunity.

Attendance Requirements

You are required to attend the School for the period set out in the regulations for your degree programme. In practice this means three academic years as a full-time student for those registered on degrees (but four years in the cases of the BSc degree in Management

Sciences with French and the LLB degree with French Law). General Course students are registered at the School for one academic session.

You are required:

- during term to live in the UK, within normal commuting distance of London
- not to go away during term without first consulting the Undergraduate Office and your tutor(s)
- to come to the School for tuition and to attend lectures, classes, seminars, etc, as your programme of study and your supervisor(s) require.

The School reserves the right to refuse admission at the beginning of each term to any student whose attendance or progress has been unsatisfactory.

Duration of Contract and Disciplinary Matters

The contract between you and the School ends on the date of the award of your degree (unless you formally withdraw from the School before taking your final examinations) and you remain subject to the School's regulations until that date. In the case of students who have disciplinary proceedings pending after the end of term or the end of their examinations/assignments, the School reserves the right to withhold any award until the conclusion of such disciplinary proceedings.

Lectures, Classes and the Timetable

A definitive version of the teaching timetable listing lectures for the whole week, drawn up by the School's Teaching Room Resources Unit, is displayed on the wall opposite Room A86. Information on timetable alterations will be included on these timetables. There may also be copies of the timetable published on departmental noticeboards: these may not be updated. You are therefore advised to consult the version opposite Room A86.

Teaching starts on Monday, 5 October 1998. In general lectures begin at five past the hour and finish at five minutes to the hour.

Copyright

The copyright in lectures delivered at the School is vested in the lecturers. Notes taken at lectures may only be used 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.

Attendance

Attendance at lectures is optional but *strongly recommended*. Attendance at classes is compulsory. For most courses there will be a lecture series and accompanying classes. Details of the teaching arrangements are set out in the Course Guide Section of the School Calendar.

Classes

For first-year students, classes normally start in week three of the Michaelmas Term, though lectures commence in week one. Classes for continuing and General Course students normally start in week two of the Michaelmas Term.

Class lists, times and locations are posted on noticeboards on the Ground Floor of the Old Building outside Room A86.

Choosing your Courses

Initial course choice

Your degree programme is made up of a number of courses. You should have selected your courses before registration. Before finalising course choices, you should consult the degree regulations for your degree programme.

First year students should have completed a Provisional Course Choice Form, having consulted the booklet *Choosing Your First Year Courses*. Continuing students should select the course choices for the following session at the end of the Lent Term. Course choices for the current session are confirmed by your tutor at your first meeting with him/her in the Michaelmas Term.

You should note that it is your responsibility to ensure that your choices are consistent with the degree regulations.

The deadline for final course choice is the end of week 5 of the Michaelmas Term, except for half units that commence in the Lent Term, when the deadline is the end of week 2 of the Lent Term.

The choices you register will form your official examination entry and will be used to timetable your classes.

Changing courses within degree regulations

If you wish to change courses within degree regulations you will need to seek permission and must complete a *Course Change Form* available in the Undergraduate Office and Departmental Offices. This should be countersigned by your tutor and returned to the drop box in the Undergraduate Office. You can also send this through the internal mail system, but it will obviously take longer to process. The requested change will be checked by the Office against the regulations and against the teaching timetable, and confirmation of the amendment posted on the noticeboards opposite Rooms A85/A86 on the Ground Floor of the Old Building. If there are difficulties with your request, a note will be posted there asking you to attend the Undergraduate Office in person.

Any changes made to your courses must have approval from your tutor and must be made by the end of week 5 of the Michaelmas Term.

If you miss the deadline for changing courses, you will have to apply to the Academic Studies Committee to be allowed a late change of course. This is only agreed in exceptional circumstances, so you should ensure that you have met the normal deadline. *Late Change of Course Application Forms* are available from the Undergraduate Office.

Changing courses outside degree regulations

If, in exceptional circumstances, you wish to take a course outside the regulations for your degree programme you should seek permission by completing a *Suspension of Regulations Application Form*, available from the Undergraduate Office and from most Departmental Offices. This form must be completed and returned to the Undergraduate Office. The application will then be considered by the Academic Studies Committee.

You must not assume that you will be allowed suspension of regulations. You should therefore continue to follow courses specified within the regulations until a decision has been taken. We will inform you in writing if approval has been given.

Courses at other University of London colleges

When you are choosing your options you are required to choose them from options available at the School. In some circumstances you will be allowed to take courses offered at other University of London colleges, but normally only after approval has been given by the Academic Studies Committee. You should complete a *Suspension of Regulations Application Form*, unless an intercollegiate course is specified within the regulations for your degree (for example in the BA degree in History).

Repeat teaching in courses

If you wish to have repeat teaching in a course that you have failed and you are not repeating the year of study, you need to obtain permission from the Departmental Tutor in the Department that offers the course as well as your tutor.

Changing classes

If you wish to change classes, you must complete a *Course Change Form*, and obtain the permission of the Departmental Tutor. You should note that this is only approved in exceptional circumstances. The form should be returned to the drop box in the Undergraduate Office. Information on the change will be posted on the noticeboard outside Room A85/A86.

Changing Your Programme of Study

If you wish to change your degree programme you must first seek written approval from the Departmental Tutor of the department responsible for the degree you wish to follow and from the Departmental Tutor of the department responsible for the degree you wish to leave. To do this you must obtain a *Change of Degree Course Application Form* from the Undergraduate Office, Room H310, or from most Departmental Offices.

Transfer is not automatic. You must not assume that you will be allowed to change programmes. The Academic Studies Committee will consider your completed form when you have returned it to the Undergraduate Office. We will inform you in writing if approval has been given. Permission will depend on the number of students already registered for a particular degree, your own qualifications, how many of the courses that you have already taken fit into the regulations of the degree to which you wish to transfer, and the admission quota for each degree.

Supervision and Assessment of Progress

Class reports

Your class teachers will complete reports on your progress at the end of the Michaelmas and Lent Terms. These reports are collected and added to your personal file. You will discuss them with your tutor at the beginning of the Lent and Summer Terms. Details of classes and class reports are in the Code of Practice on Teaching and Learning for Undergraduates.

Interruption of Studies

You are not normally advised to interrupt your studies. However, if you think you need to do so you should write formally to the Undergraduate Office, Room H310, explaining why you wish to break your studies and seeking permission.

If your request is approved you will be allowed to interrupt your registration for a year and resume your studies at the point you left off. You should note, however, that not all the options you wish to take may be available in the year you resume your registration.

The maximum period of interruption normally allowed is one year. If you are given permission to interrupt your registration your fees will be adjusted and you will be charged fees when you resume your registration at the new rate in operation at the time.

Withdrawal from Registration

If, for whatever reason, you decide you are unable to continue with your programme of study and wish to leave mid-session, you should first discuss your position with your tutor, Departmental Tutor or one of the School's Advisers, or the Dean of Undergraduate Studies, and then write to the Undergraduate Office, Room H310.

Illness During your Studies

If you are unwell during your programme of study you should inform your tutor as soon as possible. If you are ill for more than two weeks you should inform the Undergraduate Office, Room H310, of your non-attendance because of ill-health and of when you expect to return.

If you think your illness may affect your examination performance you should arrange to get a medical certificate from your doctor and pass a copy with a letter of explanation to the Undergraduate Office, within one week of your last examination. The Undergraduate Office will keep this letter on file and advise the Board of Examiners for your degree.

Studying Abroad

If, as part of your programme of study, you need to take some of your studies abroad, you are advised to take out appropriate personal insurance. The School's insurance does not cover you while you are studying abroad. An insurance company which specialises in student insurance is Endsleigh Insurance, 97 Southampton Row, London WC1B 4AG, tel. 0171 436 4451.

Employment while a Student

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

You are allowed to undertake a *limited* amount of paid employment relevant to your studies up to a maximum of 15 hours per week subject to:

- any restrictions on work placed on you by your funding body
- any restrictions on work placed on you by immigration regulations
- your paid work not interfering with your studies at the School: your studies must be your priority
- your not changing classes or seminars to fit your paid work schedule.

Students with EU citizenship have the same rights as UK citizens.

Paid employment for overseas (non EU) citizens

Students from outside the EU face restrictions on the right to take paid employment within the United Kingdom. If you are an overseas student, when you apply for your visa or when you arrive in the country you will be given a stamp in your passport. It reveals whether or not you are allowed to work here.

There are two stamps:

Restriction – most of you will be given a restriction on your right to work. This means that you can only work if you obtain permission from the Employment Service

Prohibition – some of you may be prohibited from taking employment. This means that you cannot apply for permission to work

Do not take a job if you have not been given permission – the penalties can be severe.

The local employment service is at Chadwick Street, London SW1, tel 0171 222 8060.

STUDY SKILLS

The School offers study skills courses open to all students. The courses are not examined nor do they form a part of any degree regulations. You are invited to attend any which you feel will give you valuable background or skills.

GC551**Study Skills in the Social Sciences**

Teacher Responsible: Mr R. Alford.

Course Recommended for all new undergraduate students, plus any students on MSc. or Diploma courses who are new to the UK's educational system.

Teaching Arrangements: Two sessions Michaelmas Term, weeks 1 and 2.

Course Content: The course provides an introduction to study

skills useful for social science students at first degree level and above. It aims to get those attending to review their own study patterns in the light of a menu of possible improvements.

Reading List: P. J. Dunleavy, *Studying for a Degree in the Humanities and Social Sciences*; D. Rowntree, *Learn how to Study* (1988 edition only).

GC552**Revising for Exams**

Teacher Responsible: Mr R. Alford.

Course Recommended for any students taking exams.

Teaching Arrangements: Under review

Course Content: The course provides advice notes which are distributed at each session.

Reading List: P. J. Dunleavy, *Studying for a Degree in the Humanities and Social Sciences*.

Code of Practice on Teaching and Learning for Undergraduates**Introduction**

This Code has been written to assist both the student and the teacher, and is therefore given to all undergraduates and General Course students and all teachers. It sets out general School practices which establish the required minimum standards. The Code lays down the reciprocal obligations of staff and students which are necessary to a framework in which teaching can take place effectively and efficiently. Within this framework each student, with guidance from his or her tutor, will be expected to choose, plan and carry through the work required for each course. Each teacher must provide a fully professional service and in addition the School will provide a variety of support and advisory services.

Part One: Obligations and Responsibilities of Tutors of Undergraduate and General Course Students

- 1.1 Every student, on joining the School in October, should be allocated a tutor who should be a member of the academic staff in his or her Department.
- 1.2 The primary task of tutors is to get to know their students, to become acquainted with their background and interests, and to make them aware that tutors have a special interest in their tutees. Tutors should, in the course of the year, make it their business to be aware of the general welfare of each of their tutees, for example their health, their conditions of living in London and so on, and try to ensure that they are not getting into difficulties through want of advice where it may affect their tutees' academic work. Tutors should be willing to write references for their tutees, or, where unwilling, to explain why they are not able to do so.
- 1.3 The other major function of tutors is that of acting as a channel of communication between individual students and those who are responsible for providing and administering the teaching for the degree or course concerned.
- 1.4 Each academic Department nominates a member of the academic staff as Departmental Tutor, who is the immediate link between undergraduates (including General Course students) in the Department and the Dean of Undergraduate Studies, and to whom responsibility for the coordination of tutorial and class work within the Department has been delegated by the Convener.
- 1.5 The reports prepared by class teachers are submitted at the end of each term to tutors so that they can be aware of the academic progress of their tutees, and write their own observations and a summary of progress on students' record cards. Tutors must make every reasonable effort to discuss the class teachers' reports with their tutees at the beginning of the Lent and Summer Terms, and must sign the record cards either to confirm that the reports have been discussed, or that the tutees have failed to keep appointments with them. Tutors must inform tutees whose attendance and progress are not satisfactory, in writing, that improvement is necessary, or ask the Dean of Undergraduate Studies or Academic Registrar to make enquiries. In the most serious cases tutors must decide whether to recommend that tutees be barred from entry to end-of-year examinations and/or reported to the Committee on Student Progress via the Academic Registrar. Tutors must also sign their tutees' course enrolment forms, and their examination entry forms in all cases except those in which recommendation to bar examination entry has been made.
- 1.6 Tutors are required to give advice to the Director or other School officers, should one of their tutees make an application for financial or other special assistance, or get into serious academic or other difficulties. Tutors should make themselves acquainted with the various sources of special assistance available within the School.
- 1.7 All teachers should display notices on their doors giving the Office Hour times (at least one per week) when they will be available to see any student without prior appointment, and the names and room numbers of their secretaries. Tutors may use their Office Hours to see tutees but should in any case set aside separate times for this purpose. The secretary of each tutor should have the tutor's timetable and other commitments in order that advice may be given to students on other times when the tutor may be available, and should also have the tutor's home telephone number in order that he or she may be contacted in emergencies. In order to maximise accessibility, Office Hours and other open-door times should not start and finish on the hour but should extend from half-past to half-past, whenever practicable.
- 1.8 Tutors are required to make arrangements to see their tutees on an individual basis at least twice a term and in the first term of a student's first year, at least three times. The timing of such interviews should enable both student and tutor to fulfil current administrative requirements, and it is desirable that the first such meeting takes place relatively early in the term. Tutors must ensure that class performance is discussed with their tutees as well as their general academic progress and are responsible for considering whether a student should be permitted to enter for examination. At the end of each meeting an indication of the timing of the next meeting should be given, together with information about precise arrangements for settling the precise date and time.
- 1.9 The length of tutorial meetings will vary according to the rate of development and particular needs of the tutee. It is important that tutees should feel that they have a full opportunity to outline their problems and receive help.
- 1.10 Written work is set by the tutor a deadline for its submission should be set at the time the work is given, and the work should be marked and returned to the tutee, with written comments and advice, within two weeks of submission.
- 1.11 Probably the most frequent topic on which tutees come to tutors for advice. Tutors should therefore possess a good working knowledge of the structure and regulations of the degree courses offered at the School, and of the rules which affect the choice of subjects made by their tutees in the various years of their courses. The LSE Calendar is the authoritative source of information on all courses, and it is important that tutors should know their way around the relevant parts of the Calendar. If tutors need advice on rules and regulations for degree courses, they should consult the Departmental Tutor or the Dean of Undergraduate Studies. If a student's own tutor is not available, the student can consult the Departmental Tutor on his or her choice of courses.
- 1.12 Where a tutee's questions concern a particular course and its content, or its standard, the tutor may advise the tutee to consult the teacher responsible for the course (as shown in the Course Guide in the Calendar). In cases where such questions occur regularly the Department concerned often distributes Guidance Notes which can help both tutor and tutee.

- 1.13 It sometimes happens that the relationship between the tutor and tutee does not prosper. If this occurs, the Departmental Tutor can arrange for a change of tutor. If the Departmental Tutor is also the tutor, the Convener will make the arrangements. Who initiates the steps towards a change, and how, depends on the circumstances; the important thing is that both tutor and tutee should be aware that this is one role of the Departmental Tutor.

Part Two: Obligations and Responsibilities of Lecturers and Class teachers**Timekeeping**

- 2.1 Lectures and classes should start at five minutes past the hour and end at five minutes to the hour.
- 2.2 Lecturers and class teachers should be punctual for their teaching commitments, and should only exceptionally take on term-time commitments which would lead to a lecture or class being missed. If cancellation of a teaching commitment is unavoidable, because of illness or accident, or an important external commitment which cannot be rearranged, the Teaching Room Resources Unit and the Department should be informed immediately, and an additional meeting to make up the loss should be arranged as soon as possible. Lecturers and class teachers should note that if they are absent without warning from a teaching commitment, the students should send a representative to inform the Teaching Room Resources Unit of the absence.

Lectures

- 2.3 Lectures are seen as an important part of the teaching and learning experience at the School. The structure and content of each lecture course is set out in the Undergraduate Course Guides section of the LSE Calendar, and lecturers should ensure that their teaching is consistent with the information contained in the Course Guides.
- 2.4 The content of lecture courses can change from year to year, and when this occurs lecturers should warn students that the course is different from previous years and that earlier examination papers may not be a reliable guide. They should produce sample questions for the new parts of the course, in order that students might not be faced with questions on the new parts for the first time at the end of year examinations. Where examination format is to be changed, students should be given clear advanced warning of this.
- 2.5 Reading lists are essential guides to the material relevant to lecture courses, and it is the responsibility of lecturers to ensure that reading lists are as up-to-date as possible, with some indication of the relative importance of the contents. Lecturers should help the Library to ensure that the right items, in the right numbers and at the right time, are available in the Library Course and/or Offprint Collections, by providing the Library in good time with all the necessary information.
- 2.6 Lecturers are responsible for organising the class programmes to go with their lecture courses, and for consultation and liaison with class teachers to ensure that everything is well-organised and properly coordinated before classes begin and during the course. They are required to give advice to class teachers on the academic standards to which class work should be marked.

Classes

- 2.7 Class programmes should be given to students well in advance, usually at the first lecture or first class of the course, and should indicate to students the written work required of them. Class teachers should obtain the programmes from lecturers – see paragraph 2.6.
- 2.8 Class work for all full-year lecture courses, at least four pieces of written work (two each in the Michaelmas and Lent Terms) should normally be set, either by the course lecturer or class teacher, and marked by the class teacher, except in cases where there is assessed work which forms part of the overall assessment of the course, where special arrangements apply. Assignments should be distributed in advance, done by students in their own time and, if marks are to be awarded, should be collected, marked by the class teacher, and returned with the marks clearly indicated, within two weeks. Marks must be recorded in the class registers.
- 2.9 Attendance at classes is compulsory. Class teachers should ensure that class attendance is properly recorded, together with marks for work done, and class participation. They must report to the Academic Registrar, on forms provided, when any student is regularly absent, or absent on two consecutive occasions, or fails to submit classwork on time, without satisfactory explanation.
- 2.10 Class teachers should not arrange or accept additions to or deletions from their classes until such changes have been formally approved by the Undergraduate Office, and should report to the Office any students who try to attend their classes but whose names do not appear on the official register.
- 2.11 Class reports are a very important part of the School's feedback system on the academic progress of students. They are also an essential source of information when references are sought by potential employers. Class teachers are required to complete reports on each of their students during and at the end of both the Michaelmas and Lent terms, and return them to the Undergraduate Office on or before the due date.
- 2.12 Class teachers in their end of term reports are required to give a grade for each student's class work and class participation. This mark gives an indication of formative assessment of a student's performance and is an indication of a student's ability to complete class work under non-examination conditions.
- 2.13 Class teachers should be accessible to the students in their groups and ready to help them with problems they encounter with topics in the lecture courses to which the classes are related. This should be done whenever possible by the class teacher having an Office Hour.

Part Three: Obligations and Responsibilities of Students

- 3.1 All students are required to attend at the School for the full duration of each term. Students who wish to be away for good reason in term-time must first consult their tutors and should aim, wherever possible, to make an application four weeks in advance to the Academic Registrar. If students are away from the School through illness they must inform their tutor and, where the absence is for more than a fortnight, must also inform the Undergraduate Office. The School is required to notify the relevant local education authority if a student is absent for more than three weeks.
- 3.2 Students should ensure that they see their tutors at least three times in the first term of their first year, and at least twice per term thereafter, and should keep all appointments made with their tutors. Particular importance is placed on the meetings at the beginning of the Lent and Summer Terms, at which class teachers' reports are discussed.
- 3.3 Students should decide their choice of courses after discussion with the tutors. They must check with their tutors or the Departmental Tutor that their choice of courses accords with the regulations for their degree, as published in the *LSE Calendar*, and ensure that their tutors sign their course enrolment or (for continuing undergraduates) selection of papers form. Completed and signed forms must be returned to the Undergraduate Office by the date advised on the forms or covering letters. Students must report all subsequent course changes to the Undergraduate Office. Students who fail to report course changes to the Undergraduate Office will normally be required to take the examination in the course for which they were originally registered.
- 3.4 Students should make themselves conversant with the timetable for their courses of study by consulting the publicly-displayed lecture timetables and class lists. They should also consult the Timetables Alterations notice boards.
- 3.5 Students are allocated to classes by the Teaching Room Resources Unit and may not change classes unless there is a clash with another legitimate academic requirement, or a compelling non-academic reason supported in writing by the Departmental Tutor. Class changes must be arranged and recorded by the Undergraduate Office. They will not be recognised for attendance and assessment purposes unless this is done.
- 3.6 Attendance records are not kept for lectures, but attendance at classes is compulsory, and records are kept by class teachers, who are required to make a report to the Academic Registrar when any student is absent on two consecutive occasions, or is regularly absent, without good reason. If a lecturer or class teacher is absent with little or no warning from a teaching commitment, the students should send a representative to inform the Teaching Room Resources Unit of the absence.

- 3.7 Students are required to prepare class work and submit class or tutorial essays on time, and take note of the guidance and feedback from their class teachers and tutors. They should note that class teachers are required to make reports to the Academic Registrar when written work is not handed in on time. Students should be aware that in addition to indicating attendance at classes and recording grades for class work, class teachers in their end of term reports are required to give a grade for each student's class participation.
- 3.8 Students who regularly miss classes and/or do not provide required written work will not normally be allowed to take the examination(s) in the course(s) concerned. See also 4.2
- 3.9 Students are strongly urged to complete and hand in the teaching questionnaires prepared by the Teaching Quality Assurance Office.
- 3.10 Students must ensure that any paperwork relating to examination entry is completed, signed by the tutors and returned to the Undergraduate Office no later than the due date. Failure to do so can lead to the scheduling of two or more of the student's examinations at identical times and hence to deferral of one or more examinations to the following year.
- 3.11 All students are required to communicate changes of address to the Undergraduate Office as soon as they occur. This is particularly important in the Summer Term, when examinations material is sent to term-time addresses.

Part Four: The Examination System

- 4.1 The norm for the great majority of undergraduate degree courses offered within the School is that students will follow four courses of study during the academic session and be examined in these four courses at the end of the year. Deviations from the norm are described in the relevant degree regulations set out in the *LSE Calendar*.
- 4.2 The regulations state that "No student will be admitted to an examination unless the certificate (on his examination entry form) of having attended the appropriate course of study therefore in accordance with the regulations shall have been completed by the authorities of his School". In order to meet this requirement the School monitors the attendance of undergraduate students at compulsory classes, and their submission of tutorial essays and other course work. Tutors have to satisfy themselves, on the basis of class teachers' reports, that students have followed satisfactorily the courses of study in question before they sign each student's examination entry form, and if they are not satisfied they may recommend to the Academic Registrar that the student in question be barred from entry to the examination or examinations concerned. See also 3.8.
- 4.3 The majority of examinations are of the traditional three-hour (or, for half unit courses, two-hour) unseen written type. In a small number of cases examination is either by advanced notice written examination, or one or more essays, which usually have to be submitted by May. The method of examination for each course is given in the Course Guide, in the *LSE Calendar*.
- 4.4 The examinations timetable cannot be produced until all eligible students have indicated the courses for examination, approved by their tutors. Once the timetable has been produced an examinations admission form, with a unique examination number, and a document entitled "Notes for Candidates", is sent to each candidate at the correspondence address he or she gave to the Undergraduate Office. "Notes for Candidates" is a most important document and should be read in full by all candidates.
- 4.5 At the same time, the full examinations timetable is posted on noticeboards. All examination candidates should not only consult the timetable when first posted to ascertain the dates and times of their examinations, but should look at the noticeboards at regular intervals thereafter to see if any emergency changes have had to be made to the timetable.
- 4.6 Most candidates take their examinations in one of the School's examination halls. All students are informed early in the session that if they will require special examination arrangements they must see their tutor or the Adviser to Disabled Students, who will pass the information to the Academic Registrar. Candidates are also given the opportunity to indicate any special requirements on their examination entry form. The School will do all it can to assist students with special needs, but it should be noted that the University will not accept applications for special examination arrangements later than six weeks before the beginning of the undergraduate examinations. Students intending to ask for special examination arrangements must ensure therefore that their request is passed to the Academic Registrar no later than the eighth week of the Lent Term.
- 4.7 Special examination rooms are provided for candidates who for reasons approved by the School or the University are unable to take their examinations in the main halls.

PROCEDURE FOR THE SUBMISSION OF GRIEVANCES BY STUDENTS ON ACADEMIC MATTERS

- The procedure set out below does not apply to matters arising from the results of examinations. With the exception of research degrees University of London Regulations make no provision for appeals against examination results, but the Academic Registrar of the School will on request check that marks awarded have been accurately totalled and transmitted to the relevant Board or Committee of Examiners, and ensure that if an error has occurred appropriate action is taken.
- The normal expectation is that students who are not satisfied with any aspect of the School's teaching, tutorial or supervisory provision, or with other academic or related administrative matters, will initially seek remedial action at the time informally through their Tutor, Departmental Tutor, Departmental Convener or Dean of Undergraduate Studies (undergraduates), or through their Supervisor, Research Student Tutor, Departmental Convener or Dean of the Graduate School (graduates) as appropriate.
- An undergraduate or graduate student who wishes to submit a formal grievance about an academic matter shall give written notice of the grievance to the Pro-Director. Any such notice shall explain the grounds on which the complaint is made and the matters that constitute the grievance. The Pro-Director will cause the complaint to be investigated.
 - If as a result of the investigation the Pro-Director is satisfied that there is a case to answer, the case will be referred to the Director. (In this procedure the term Director means either the Director of the School or such other person authorised by the Director to act on the Director's behalf.)
 - If as a result of the investigation the Pro-Director decides that there is no case to answer, the Pro-Director will inform the student accordingly and will take no further action. A student who is not satisfied with such a decision by the Pro-Director may submit a written appeal to the Director, who will either uphold the Pro-Director's decision (and so inform the student) or proceed as shown below.
- If the Director decides that it would be appropriate for the grievance to be disposed of informally, the Director will notify the student and proceed accordingly.
- If the grievance has not been disposed of informally under paragraph 4, the Director shall either (a) decide that the subject matter of the grievance could properly be considered with (or form the whole or any part of) a complaint under the Disciplinary and Dismissals Procedure for academic staff, or determine under the Procedure for Termination of Appointment for Incapacity Arising From Ill-health or Infirmity and take action accordingly, notifying in writing the student submitting the grievance or (b) refer the matter to a Grievance Committee appointed by the Standing Committee of the Court of Governors as set out in paragraph 10 below.
- Where the Director proceeds under (b) in paragraph 5 above, the student submitting the grievance shall be notified in writing
 - of the fact of the establishment of the Committee and its membership. If the student objects to a member, he or she should state the reasons for that objection in writing to the Secretary of the School and the Chairman of the Committee shall determine whether the member objected to should be excluded from consideration of the grievance. If the student objects to the Chairman, the student should state reasons for that objection in writing to the Secretary and the members shall determine whether the objection shall be upheld;
 - of his/her right to be heard by the Committee and to present evidence;
 - of the date, time and place when the case will be considered by the Committee. The date arranged for the hearing must give the student reasonable time to prepare the case. The student may ask for an adjournment which may be granted or refused at the discretion of the Committee;

- of his/her right to present the grievance by means of a written submission or to appear before the Committee in person and to bring a friend or adviser (this might be a legal adviser) and to call witnesses on his/her behalf;
 - of the procedure to be adopted. The student shall receive notification of the procedures to be followed (a) when the student submitting the grievance is to appear before the Committee in person and (b) when the student submitting the grievance makes a submission in writing.
- The student submitting the grievance will be asked to state in writing, by a specified date in advance of the hearing, whether he or she proposes to make a written submission or to attend in person with or without a friend or adviser. If proposing to bring a friend or adviser, the student shall provide in writing to the Secretary of the School, not later than three days before the date fixed for the hearing of the grievance, notice of the name and status of the friend or adviser.
 - After hearing the case and considering the evidence, the Grievance Committee shall make such report or recommendation to the Director as the Committee considers appropriate in the circumstances of the case. A report may propose whatever remedy the Committee considers appropriate in respect of a grievance which is found to be substantiated; such remedy may comprise a proposal that all or part of the subject matter of the grievance be considered under the Disciplinary and Dismissals Procedure for academic staff, or determined under the Procedure for Termination of Appointment for Incapacity Arising From Ill-health or Infirmity.
 - The Report of the Committee will not be presented to the student, or to other persons involved. The student will be notified in writing of the decision of the Director, with the reasons for that decision.
 - The Grievance Committee shall be appointed by the Standing Committee of the Court of Governors in consultation with the Students' Union, and shall comprise –
 - A lay governor on the Standing Committee
 - A member of the academic staff nominated by and from a panel established for this purpose by the Academic Board
 - Another person, not employed by the London School of Economics and Political Science, and preferably a recent alumnus of the School.
 The Committee shall appoint a Chairman from among its members.

Approved by the Academic Board, 5 June 1991

EXAMINATIONS

Examination Entry

Examination entry form

The course choices you make at the start of the session will constitute your examination entry but you must complete an *Examination Entry Form* at the beginning of the Lent Term. You should collect this form from your tutor at the first tutorial meeting in the Lent Term. You should check the details on the form and sign it. You will also need to have it countersigned by your tutor, who will return it to the Undergraduate Office by the end of week 3 of the Lent Term.

Where your tutor is not satisfied with your attendance or work, he/she will state so on the Examination Entry Form. If you are in this position you will normally be set conditions to ensure that you make up for the lack of work and/or lack of attendance at classes. Performance against conditions will normally be reviewed in weeks 7 and 8 of the Lent Term.

Examination timetable

The main undergraduate examination period for the 1998/99 session will be Monday 24 May to Wednesday 16 June 1999. Most undergraduate examinations will take place in this period, but there will be a few that fall outside it.

The provisional timetable will be published by the Systems Office just before the end of the Lent Term on noticeboards on the Ground Floor of the Old Building. This is your opportunity to identify potential clashes of papers, or clashes with religious holy days, which we may have overlooked: you must make sure that any such problems are drawn to the attention of the Undergraduate Office as soon as possible.

The final examination timetable, listing examinations in daily order and showing the room for each examination, is published in the Summer Term, also on noticeboards. It is your responsibility to make sure that you check the noticeboards regularly to find out when and where your examinations will take place. Timetables or amendments to them are not sent by post or given over the telephone.

Examination admission cards

We send your Admission Card to you at your term-time address, normally about two weeks before the examination period. The card gives you a record of the examinations for which you have been entered and your examination candidate number.

Your candidate number is unique to you in each session, and you should use it in all examinations at the School in that particular session.

With the Admission Card you will be given more details about the examinations, such as further information about examination procedures and materials that you will be issued in the examination or which you will be allowed to take to an examination.

Sitting Examinations Overseas

As an undergraduate, you are not normally allowed to sit examinations overseas. All registered undergraduate students must sit their examinations at the School.

Private, un-registered students can sit overseas, but only in School-approved examination centres, and then only with the School's permission. There is a fee of £100 for sitting examinations overseas, in addition to any re-sit fees. For further information, contact the Undergraduate Office in the first instance.

Deferment of Examinations

School regulations require you normally to sit all examinations in the academic session in which you first studied the courses.

If you think you have a good reason to defer one of your papers, 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. LLB students cannot normally ask for deferment. Approval will be given only in exceptional circumstances, where there is a good reason why you should not sit all the examinations for your degree programme in the year in which you were taught.

Withdrawal from Examinations

If you wish to withdraw from taking all your examinations this session you should first discuss your position with your tutor. You are also advised to discuss this with the Dean of Undergraduate Studies.

If you then decide to withdraw you must inform the Undergraduate Office of your intention to withdraw *at least seven working days before the date of your first examination*.

If you withdraw, your examination entry will not count as an attempt. If you withdraw after this deadline you will be marked as absent and will have used up one examination entry and you will be permitted to have no more than two further attempts at the examinations.

If you withdraw from your examinations and wish to re-enter them in the following session, you must inform the Undergraduate Office, Room H310, immediately. Arrangements for entry in the subsequent session must be arranged by November.

Examination Re-sits

If you have passed an examination, you are not normally allowed to re-sit it (the exceptions to this rule apply only to students registered on the LLB, LLF and BSc(Econ) degrees).

If you have failed an examination and have not been classified for Honours, you are normally expected to re-sit the failed paper at the first possible opportunity. You would confirm re-entry to the examinations in the normal examination entry procedures, after discussion with your tutor. Approval not to re-sit will be given only in exceptional circumstances. Such approval must be obtained from the Chair of the Sub Board of Examiners for your degree before the end of the first week of the Summer Term.

Re-sitting examinations overseas

Private un-registered candidates may apply to take examinations overseas at an approved examination centre, with the School's permission; write to the Undergraduate Office. All other undergraduate students must sit examinations at the School, unless they are intercollegiate examinations, in which case students would normally sit at the institution that delivered the teaching for the course being examined.

Re-sit fees

Private un-registered candidates are required to pay a fee on re-entry to examinations. The fee for 1998/99 is £60 per full unit paper and £35 for a half unit paper. There is an additional fee of £100 for re-sitting examinations overseas.

Examination Offences

You should consult the Regulations on Assessment Offences in Taught Degree and Diploma Courses on page 21.

The School will follow these procedures where offences are reported. There were two undergraduate cases considered under these regulations in the 1997/98 session.

Illness and Examinations

Before examinations

If you are ill before your examinations and you think your illness may affect your examination performance, you can ask that the Board of Examiners take your illness into consideration. You need to get a medical certificate confirming your illness and write formally to the Board of Examiners via the Undergraduate Office. It would help if your letter quoted your student number and your programme of study.

During examinations

If you are taken ill during your examination, or have an accident just before an examination, you must contact the Undergraduate Office *immediately* to discuss your position. You must submit medical information and details of extenuating circumstances within seven days of your last examination. Any information submitted after the examiners' meeting cannot be taken into consideration.

Special Examination Facilities

If you have special needs for your examinations because of a medical or psychological condition or a physical disability, you should inform the Undergraduate Office, Room H310, as soon as possible and no later than seven weeks before the date of your first examination. A Special Examinations Committee will only consider applications made less than seven weeks before the first examination in the case of students who experience sudden injury or illness.

If you have special requirements you are advised to discuss your needs *as early as possible* with the Adviser to Students with Disabilities and/or the Health Centre.

Types of arrangement

A variety of special examination arrangements have been agreed in the past. These include the use of aids, extra time, rest periods, special examination accommodation, etc. You will require medical certification and/or other documentation, including a letter from your tutor, to support your case.

Examination Results

After the Board of Examiners for your degree has met the Undergraduate Office will prepare the pass lists for finalists and progression lists for continuing students, and post them on the noticeboards on the Ground Floor of the Old Building.

Your formal examination results will normally be sent to your permanent home address over the summer vacation.

Degree diplomas are sent out by the University. These are normally not sent out until at least October.

The Undergraduate Office will not give out examination results over the telephone or in person.

Committee on Student Progress

Progression rules

Degree programmes have rules about progression, details of which are laid out within the degree regulations.

Students who fail to meet these progression rules will not automatically be allowed to proceed to the next year of study. They may re-sit their failed examinations as private, un-registered candidates.

Procedure

Students, who have failed to meet the progression rules, may wish to apply to the Committee on Student Progress for additional part- or full-time repeat registration, or for progression to the next year of study despite not meeting the conditions in the progression rules.

If you are entitled to apply to the Committee, the Undergraduate Office will send you the relevant information. You are normally asked to complete a form stating what registration you require in the next session and write a formal letter of application, giving the reasons for the poor performance (including details of health, domestic or personal difficulties encountered during the year which might justify additional registration or progression).

Additional registration is not automatic. It will not be granted unless a strong case has been made and unless it is also likely that any problems will have been resolved. The Committee takes into account the views of your personal tutor, medical reports, if relevant, and class reports.

Applications should be sent to the Undergraduate Office as early as possible in the summer vacation, and not later than the beginning of the next session.

Presentation Ceremonies

Ceremonies are held at which those who will be awarded a degree are presented to the Director by their department. Official photographs and videos of the ceremony are available for sale, and receptions are held for students and their guests in departmental groups. These ceremonies are expected to take place on Thursday 15 and Friday 16 July 1999.

Late in the Lent Term, the School's Systems Office, will send booking forms to all students who are expected to be eligible. Please make sure the Undergraduate Office has an up-to-date address for you. We normally allow for each student to have two guest tickets. We charge for these (£15 in 1997/98) and you should also allow up to £30 for the hire of academic robes if you wish to take part. Extra guest tickets may be made available once we know how many people wish to come for each ceremony. For this reason, we must ask for booking forms to be returned by mid-May. We cannot guarantee to fit in students or guests who do not book by the advertised date (we will refund payments for guest tickets where we receive notice of withdrawal, or if for any reason a student becomes unable to take part in a ceremony).

REGULATIONS ON ASSESSMENT OFFENCES IN TAUGHT DEGREE AND DIPLOMA COURSES

Introduction

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

Assessment offences

3. Assessment is the means by which the standards that students have achieved are declared to the School and beyond, and which provides students with detached and impartial feedback on their performance. It is also a significant part of the process by which the School monitors its own standards of teaching and student support. It follows that in all cases all work presented for assessment, by whatever means are specified, must be that of the candidate and must be prepared and completed according to regulation and to the instructions of examination boards.
4. Infringement of these regulations will render a candidate liable to action under these regulations and under the Regulations for Students.
5. Cheating is an attempt to deceive the examiners and is an offence under these regulations. It includes but is not limited to
 - 5.1 the use of books, notes, instruments, computer files or other materials or aids in the examination room that are not expressly permitted,

- 5.2 assistance or the communication of information by one candidate to another in an examination room or where not permitted by the examiners.
- 5.3 copying or reading from the work of another candidate or from another candidate's books, notes, instruments, computer files or other materials or aids, unless expressly permitted by the examiners.
- 5.4 plagiarism.
6. Work submitted by a candidate for assessment must be his/her own alone. The passing off of the work of others as the work of the candidate is plagiarism. It refers to any work by others, whether published or not, and can include the work of other candidates. Any quotation from the published or unpublished works of other persons including other candidates must be duly acknowledged.
7. The examination board will specify such books, notes, instruments, computer files or other materials or aids as are permitted to be used in conjunction with assessment.
8. Where candidates are permitted to use their own electronic calculators in examinations, the machine to be used must be of the hand-held type, quiet in operation and compact, and must have its own power supply. Candidates are entirely responsible for ensuring that their machines are in working order and for providing in advance for alternative means of calculating in the event of calculator failure during the examination. Where a candidate uses an electronic calculator at an examination he/she must state clearly on the examination script the name and type of machine used. The unauthorised use of information contained in the memory of an electronic calculator or the use of unauthorised software constitutes cheating.
9. Except as provided in 7 and 8 above no books, notes, instruments, computer files or other materials or aids whatsoever may be handled or consulted during an examination. Any such articles in the possession of a candidate on entry to the examination room must be deposited immediately with the invigilator.
10. Any unauthorised books, notes, instruments, computer files or other materials or aids introduced by a candidate into an examination room must on request be surrendered to the invigilator. The invigilator will pass such articles to the School, which may in turn pass them to the University. Either or both of the School and the University may make copies of such articles, and the original articles (together with the copies) may be retained by the School and/or the University at their absolute discretion.

Making the allegation

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

The allegation

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

Hearing the evidence

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

24. The Sub-Committee shall in all cases decide that an allegation is not proved unless and until the evidence demonstrates the contrary to the satisfaction of a majority of its members present.

Subsequent action

25. If the Sub-Committee decides that the allegation is not proved, the Academic Registrar shall so inform the candidate in writing. No further action shall be taken, and no record of the allegation or the proceedings shall be included on the student's record.
26. If the Sub-Committee decides that an offence against these Regulations has been committed by the candidate, or if an offence has been admitted with or without written observations submitted under Regulation 17, the Sub-Committee shall have the power to recommend to the examination board either
- that the results in all papers taken in the year be cancelled and a mark of zero returned and, subject to the approval of the Director, the candidate's right to re-register for the examinations or equivalent be withdrawn, or
 - that the results in all papers taken in the year be cancelled and a mark of zero returned, or
 - that the results in the paper or papers concerned be cancelled and a mark of zero returned and, subject to the approval of the Director, without the right to re-register for the examinations or equivalent, or
 - that the results in the paper or papers concerned be cancelled and a mark of zero returned, or
 - that it admonish the candidate and proceed to assess the candidate on the basis of such of his/her work as is unaffected by the offence.
27. The examination board may at its discretion accept or not accept any recommendation made to it under Regulation 26, except that it shall not call into question any relevant facts established by the Sub-Committee and it shall not be empowered to apply a penalty more severe than that recommended to it.
28. The decision of the examination board under Regulation 26 above shall be conveyed to the candidate in writing by the Academic Registrar.
29. The examiners will not take into account any work presented by a candidate that is affected by the assessment offence, except where covered under Regulation 15.2.

Representations

30. If a candidate wishes to make representations against the decision of the examination board on grounds of procedural irregularity or against the penalty imposed, he/she should write in the first instance to the examination board through the Academic Registrar, within twenty eight working days of the despatch of the letter referred to in regulation 28.
31. Any appeal against a decision of the examination board may be made under the Regulations of the School and/or of the University of London as appropriate.

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

General

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

Grounds for making an appeal

3. The grounds for making an appeal shall be only that there was such procedural defect in the conduct of the examination or in the subsequent processing of scripts or marks (including the proceedings of boards of examiners) as to render the decision of the examiners unsafe.
4. The grounds in regulation 3 shall include but shall not be limited to
- miscalculation of marks.
 - failure to consider evidence, such as medical evidence, available to the board.
5. Exceptionally it shall be permissible, subject to these Regulations, to present evidence such as medical evidence as part of the appeal provided that in the opinion of the Dean of the Graduate School or the Dean of Undergraduate Studies as appropriate (or a substitute appointed by the Dean) there was good reason for such evidence not to have been presented earlier.
6. The academic judgment of a board of examiners, having acted according to all relevant regulations and procedures, shall not be called into question by these Regulations.

Decisions in respect of which an appeal may be made

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

Procedures for making an appeal

8. An appeal under these Regulations shall be considered if the student concerned lodges it in writing with the Academic Registrar of the School as soon as possible and in any case on or before one calendar month after the date on which the decision against which the appeal is made was posted to the student, and if the letter of appeal states
- the name of the student,
 - an address or addresses at which the student may be contacted during the period of the hearing of the appeal,
 - the examination in respect of which the appeal is made,
 - the grounds for claiming procedural defect, and if it has been signed and dated by the student.
9. The Academic Registrar shall acknowledge receipt of the appeal and shall inform the chair of the board of examiners that it has been made.

First stage of appeal

10. The Academic Registrar shall forthwith cause a scrutiny to be made of the facts of the case and shall present it to the chair of the board with any comments s/he may wish to make.
11. The chair of the board shall expeditiously decide whether the facts provided justify the board re-considering the matter with a view to confirming or adjusting its original decision and shall inform the Academic Registrar of his/her decision, which the Academic Registrar shall convey to the student.
12. If the chair shall have decided that the board should reconsider the matter the right to appeal shall be held to have been granted. The subsequent decision of the board shall be communicated to the Academic Registrar and by the Academic Registrar to the student. There shall be no revival of the appeal and no action under Regulations 14 to 20.

Second stage of appeal

13. A student shall have the right to appeal against a decision under Regulation 11 not to refer the matter to the board for re-consideration.
14. For such an appeal to be heard the student shall in writing, by a letter received within fourteen days of the date of the letter of the Academic Registrar sent pursuant to regulation 11, request the Academic Registrar to invoke the formal procedures for the second stage of appeal.
15. On receipt of a valid request under regulation 14 the Academic Registrar shall
 15.1 acknowledge receipt to the appellant
 15.2 call a meeting of the Appeals Committee as constituted under Regulations 22 to 25.
16. The Appeals Committee shall meet as soon as is practicable. It will invite the appellant or a representative to appear before it and/or to give written evidence if desired.
17. The Appeals Committee may ask any other person, including the chair of the board, to appear before it and/or to give written evidence if desired.
18. The Academic Registrar shall cause a record to be made of the proceedings of the Committee.
19. The Committee may at its discretion and on behalf of the School make one of the following decisions:
 19.1 that the appeal be allowed and the matter be referred back to the board, or
 19.2 that the appeal be dismissed.
20. The Academic Registrar shall by letter convey the decision under regulation 19 to the appellant and, if the appellant is known to the Academic Registrar to be a student registered at another college of the University of London, also to that college. If it is a decision under regulation 19.1 he/she shall inform the chair of the board and give him/her a brief record of the reasons why the appeal had succeeded. The chair shall then as soon as is practicable cause a fresh decision to be made in the light of all the evidence available to the board. Such a decision, properly made within the appropriate regulations and procedures, shall be the final and authoritative decision of the School.

Further action

21. The consideration of an appeal under these Regulations will exhaust the opportunities open to the student within the School. It will remain open to a student whose appeal has been dismissed under Regulation 19.2,
 21.1 if a student registered on a programme leading to a degree, to petition the Visitor of the University of London by request to the Academic Registrar of the University.
 21.2 if not a student eligible to petition the Visitor, to petition the Chairman of the Court of Governors who may assign a Governor or Governors (not being staff or students of the School) to consider whether the appeal has been properly considered according to regulation and procedure and, if not, whether it should succeed. A petition under this regulation must be in writing and must have been despatched so as to have been received by the Chairman within fourteen days of the despatch of the letter sent to the appellant under regulation 20. If the Governor or Governors shall have decided that the appeal should succeed, then the Standing Committee of the Court or its Inter Meeting Group shall receive a report on the matter and may advise the Academic Board that the decision of the board of examiners should be reversed. The decision of the Academic Board shall be final.

Constitution of the Appeals Committee

22. There shall be an Appeals Committee constituted for each case which shall be competent to act on behalf of the School according to these Regulations.
23. The Committee shall consist of
 23.1 an experienced chair of examiners, in the chair
 23.2 two members of the academic staff
 23.3 one member of the academic staff appointed by the appellant.
24. No person shall serve as a member if s/he has during the past year been an examiner for the course in question (or, where classification is in question, for the programme concerned) or a member of the appellant's department.
25. Membership for each case shall be determined by the Director or Pro-Director who shall make appointments from a panel annually established by the Academic Board.

Schedule 1

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

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

FINANCIAL MATTERS**Fees**

Your status as Home/EU or Overseas is determined by the Undergraduate Office by applying regulations approved by Parliament. All other enquiries should be made to the Finance Office.

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

Your status as home or overseas for fee purposes cannot normally be changed after you have registered. If you owe money to the School or to the University (including accommodation charges) you must reach agreement with the Finance Officer for the settlement of the debt. If you do not do so the School may apply one or more of the following sanctions at its discretion: withdrawal of library ticket, cancellation of examination entry, withholding of examination results and/or the award of a degree or diploma, or temporary or permanent termination of registration.

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

Fees for the 1998/99 session All in £ Sterling. These fees were correct at the time of going to press but the School reserves the right to add to or alter them.

Fees listed here cover registration, teaching, first entry to examinations, the use of the Library and membership of the Students' Union. For students taking approved courses at other colleges of the University of London they also cover the use of common rooms at those colleges.

FULL-TIME STUDENTS	Home/EU students	Overseas students
First degree students:	£	£
New Entrants	1,000	8,764
1997 Entrants	1,000	8,557
1996 Entrants	1,000	8,356
1995 Entrants	1,000	8,282
General Course	9,047	9,047

PART-TIME STUDENTS Fee per course taken	Home/EU students	Overseas students
	£290	£2,250

Occasional students can be admitted to lectures on payment of appropriate fees. These are £10 per hour in 1998/99.

How to pay

There are a number of ways in which you can pay your fees:

- by £sterling cheque drawn on a UK bank
- by cheque in £sterling drawn on a non-UK bank account or a cheque in another currency
- by Visa and Mastercard credit cards, Delta or Switch debit cards (discount not available; details about this method of payment will be sent with your fee statement)
- by bank transfer. We do not encourage this method of payment

We cannot accept payments by direct debit, post dated cheques, standing order or letters of credit. *We do not recommend payment in cash.*

Payment deadlines

If you wish to pay in instalments, the deadlines are 2 October 1998, 11 January 1999 and 26 April 1999.

Sanctions for non-payment

If fees are not paid when due your registration will be incomplete, and you will not be entitled to use any of the School's facilities.

Late payment of fees in the Michaelmas and Lent Terms will result in the suspension of your Library card. The School will terminate the registration of those students who have not completed payment of Michaelmas and Lent Term fees by the last week of the Lent Term. Termination means that the examination entry will be cancelled and the person is no longer a student of the School.

Students owing Summer Term fees will have their formal and informal examination results withheld and will not be allowed to re-register until the session's fees have been paid in full.

Withdrawal and refunds

If you withdraw in mid-session you may apply for a refund of the fees paid. Refunds are calculated on the basis of a thirty-week year and you will be liable for fees up to and including the week that you notify the Undergraduate Office in writing of your withdrawal. If you withdraw from the School without informing the Undergraduate Office in writing you will continue to be liable for the fees for the programme on which you are registered.

Financial Assistance**Student Loans**

If you are eligible, you may take out the Government-backed Student Loan Scheme to help meet living costs. Only full-time UK students are eligible. Further information is available from the Undergraduate Office after 6 October 1998.

Student Support Fund

If you are facing financial difficulties during your programme due to changes in circumstances which you could not have expected when you registered you may apply for assistance from the Student Support Fund. Application forms are available on display in the Graduate School reception. The maximum award is £2000.

Access Funds

Full-time and part-time UK postgraduate students are eligible to apply for an award from the Access Fund. Applications will be available from the Graduate School reception as soon as the Government have confirmed funding for 1998/99. This is usually in late October.

Student loans

The School also makes loans of up to £250 to full registered students. Application forms are available from the Graduate School reception.

Undergraduate Scholarships

Scholarships may be awarded annually on the basis of academic achievement.

C. S. Mactaggart	£250	Second or third year Undergraduate Scholarships undergraduates
Norman Sosnow Travel Scholarships	2 awards totalling £500	For travel anywhere outside the United Kingdom
School Undergraduate Scholarships	£250	LL.B. or B.Sc. course unit degrees, second or third year

Undergraduate Prizes

These prizes are awarded on the basis of academic performance at the School. Applications are not required.

Allyn Young	£50	Best performance in certain Economics and Statistics papers
Arthur Andersen Prizes	(i) £150 (ii) £150	Best and second best performance in the paper Managerial Accounting
Bassett Memorial Prizes (See also Percy Gourgey Essay Prize)	(i) £30 (ii) £20	Performance in final examination, specialising in Government or Government and History, especially government of Great Britain Best performance in the final examination for Industrial Relations
Janet Beveridge Awards	(i) £50 (ii) £50	Third year B.Sc. in Social Policy and Administration First or second year B.Sc. in Social Policy and Administration
Citibank Prizes	(i) £150 (ii) £100	Best and second best performance in the third year Principles of Corporate Finance paper
Coopers & Lybrand Prize for Management Sciences	£500	For the best overall performance in the degree of Management Sciences or Management Sciences with a language
Courtaulds Prize	(i) £150 (ii) £100	Best and second best performance in the third year Financial Accounting paper
Ellicott-Hollows Memorial Prize	£25	Best performance in second year B.Sc. Social Psychology examinations
Ernst and Young Prize	£150	Best overall performance by first year student in Accounting and Finance
William Farr Prize	Silver medal and books	Performance in final examination of any degree in Mathematics or Statistics
Morris Finer Memorial Prize in Law	£100	Performance at Part I of LL.B.
Gonner Prize	£15	Performance in final examination for certain degrees
Goodwin Prize	£30	Best performance by a second year student specialising in International Relations
Percy Gourgey Essay Prize	£7.50	Second best performance in the final examination for Industrial Relations
Himmelweit Award	£50	The best first-class honours at undergraduate level in Psychology
Lillian Knowles	£300	Best first-year results for a student specialising in Economic History
KPMG Peat Marwick Scholarship	£250	At beginning of 2nd year and £250 at beginning of 3rd year (plus offer of vacation employment). Outstanding performance on the Elements of Accounting and Finance course
Harold Laski	£250	Second or third year, specialising in Government
Jessy Mair Cup for Music	£35	Awarded to the student who has best served the School in the cause of music

Andrea Mannu Prizes	£100 each	Up to two prizes, each of £100, will be offered annually for essays or dissertations of high quality, written during the course of study, and submitted for the M.Sc. in Philosophy of the Social Sciences and any undergraduate philosophy degree, or on the basis of overall exam performance in these degrees
Maxwell Law Prize	£75	Performance in Part I of LL.B.
Noble Lowndes Prize	£500	Best performance by second year student specialising in Actuarial Science in selected papers
George and Hilda Ormsby	(i) £100 (ii) £100	Performance in Geography Best piece of original work in Geography
Hughes Parry Prize	£50	Performance in subject of Law of Contract in Intermediate examinations in Laws
Jim Potter Prize	£100	Outstanding performance in coursework and examinations by a General Course student
Premchand Prize	£175	Performance in undergraduate Monetary Economics
Michael Sallnow Prize	£100 approx.	Best third year undergraduate dissertation in Social Anthropology
Slaughter and May Prizes	(i) £150 (ii) £150	Best performance in Part I of the LL.B. examinations Best performance in Part II of the LL.B. examinations
Stern Scholarships in Commerce	£125	Awarded on basis of final undergraduate examination for postgraduate study in a field of commercial interest

Awards open to both Undergraduates and Postgraduates

Vera Anstey Memorial Award		Regard will normally be had to Dr. Anstey's special interest in India, Pakistan, Bangladesh and Sri Lanka
Chidambaram Chettyar Fund	Small grants	Grants to Indian undergraduate and graduate students. Preference to those studying Management Science and Computing
Christie Exhibition	£125 if an annual award; £250 if offered biennially	Students registered in Department of Social Policy and Administration
W. G. Hart Bursary Award	£1,065	Undergraduate or graduate work in Law
Mountbatten Memorial Grants	£500	Final year undergraduate and graduate Commonwealth students who have run into unforeseen financial difficulties
Margot Naylor Memorial Scholarship	At least £250	Women students; regard will be given to donor's request that preference be given to those intending a career in financial journalism.
Olive Stone Memorial Scholarship	£7,000 approx	One or more scholarships to enable female students who would not otherwise be able to do so to study at the School.
Open Society Institute/The British Foreign and Commonwealth Office/The London School of Economics Scholarships	Full fees and maintenance	Up to 10 scholarships for students from a number of East and Central European countries to follow taught Master's courses.
Dr. Puey Ungpakthorn Scholarships	Full fees and maintenance	One award for a Thai student to study for an M.Sc. in either Accounting and Finance, Economics or International Relations. Successful candidate will be expected to work for the Bank of Thailand for a minimum of two years.
Standard Chartered Bank Scholarships	Full fees and maintenance	Two awards for students from the People's Republic of China to follow postgraduate programmes at the School.
Flemings Group Scholarship	Full fees and maintenance	One award for a student from the People's Republic of China to follow the M.Sc. or Diploma in either Accounting and Finance or Economics.
Queen's Scholarship	Full fees and maintenance	The Queen's Scholarship was established to mark the State Visit to South Africa by HM Queen Elizabeth II in March 1995. The Queen's Scholarship is co-sponsored by the RTZ Corporation PLC, the British Foreign and Commonwealth Office and the LSE. The award is for a student from South Africa to follow the M.Sc. in Economics.

RTZ Corporation PLC/The British Foreign and Commonwealth Office/the London School of Economics Scholarship

Full fees and maintenance

One award for a student from Hungary to follow the M.Sc. in Economics.

Other sources of financial assistance

Information on other sources of financial assistance is displayed on the notice boards in the Graduate School reception and along the corridor of the second floor of Connaught House as it becomes available. A useful source of general information on financial aid schemes is the *Grants Register*, published by Macmillan Publishers Ltd., which is available in the Library and the Student Advice Centre.

Students' Union Women's Right to Choose Fund

This fund is available to assist students who wish to terminate or continue with a pregnancy and who are undergoing particular financial hardship. Male students may apply on behalf of their partner. Applications are treated in the strictest confidence. Please apply to the Student Advice Centre, room E297.

Students' Union Fund for Disabled Students

Small sums of money are available for helping students with disabilities. A free photocopying service may be available to some students. Applications should be made through the Student Advice Centre, room E297.

Council Tax

Every local authority (local government) has a duty to impose a Council Tax on each dwelling for the purpose of raising revenue for local services. You may not have to pay this tax, or you may be eligible for a lower, discounted rate of tax. If you live in a hall of residence you will not be liable for this tax but you may be liable if you live elsewhere.

It is up to the local authority to determine whether you are required to pay the tax, and if so, at what rate. You may be asked to provide the local authority with a certificate of student status. **The School has no role to play in the establishment of your liability for Council Tax other than to provide certification as described below.**

The School is required to supply on request a certificate to any person who is following, or has followed, a degree or diploma programme at the School. The School is allowed to refuse to comply with a request made more than one year after the person making it has ceased to follow a degree programme at the School.

For Council Tax purposes a degree programme is taken to last from the day on which you begin it to the date on which you complete it, abandon or are dismissed from it. It includes any vacation between terms and before the end of the degree programme.

For Council Tax purposes a you qualify as a student if you are in a full-time degree programme (ie a degree programme which lasts for at least an academic year, takes at least 24 weeks a year and involves at least 21 hours of study per week during term-time). Overseas students can qualify for Council Tax certificates in the same way as home students.

All full-time graduate students will receive a certificate of student status when they complete registration. Copies can be obtained by completing the standard Certificate Request Form available from the Graduate School reception.

National Insurance

(UK students only)

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

LIBRARY AND INFORMATION TECHNOLOGY SERVICES

The Library

The British Library of Political and Economic Science (BLPES) is at the heart of the School in the Lionel Robbins Building at 10 Portugal Street. The BLPES is the working library of the London School of Economics and is also recognised as one of the most significant research collections for the social sciences in the world. The Shaw Library, on the sixth floor of the Old Building, contains material for recreational reading.

You are encouraged to attend the various training and induction sessions run during the first weeks of term in the Library. This helps to orientate you and provides information about collections and services. An extensive range of printed guides to the Library is also displayed on the ground floor.

In addition to the Main Collection of approximately four million items, you will find a separate Course Collection on the ground floor. This collection contains multiple copies of material on your reading lists, plus a collection of heavily used periodicals and computer manuals. Stored at the Service Counter are offprints of periodical articles and chapters from textbooks, available for short loan.

The Library has a number of lockers for LSE students. These are issued on a 'first come first served' basis at the start of the academic year. Research students can also apply for carrels. Priority is given to first year MPhil/PhD students. Applicants are placed on a waiting list and notified when a carrel is available. Staff at the Library Service Counter will give you an application form. A deposit of £10 is required for lockers and carrels.

Copying Facilities

Copying facilities involve the use of a copy card – a form of credit card for which payment must be made. Information about the facilities is in the library guides for research and course students. Further help is available from staff. The cost of A4 size copies is 6p and A3 is 12p. The photocopying card can also be used in some laser printers in Computer Services, and this costs 6p a sheet.

Information Technology Facilities

The main point of contact for all students is the IT Services Information and Help Desk, room S198 on the first floor of the St Clements Building. The Information Point is there to answer your general computer enquiries and solve registration problems. The Help Desk provides technical advice and help on basic use of the LSE network and most commonly used software. Research students can also consult their IT Cluster Support Team. Clusters of academic departments are supported by teams of IT specialists. Contact details are given in the IT services reference card available from the Information and Help Desk in Room S198.

Open access computers

There are computer classrooms containing IBM computers on the first floor and in the basement of the St Clements Building. When they are not required for teaching, you may use these rooms. There are also open access computers on all floors of the Library and public computer rooms in 20 Kingsway, the first floor of the Clarre Market Building (C120) and in the basement of the Old Building. All of these computers are connected to the LSE high-speed network and, hence, to the world-wide Internet. Laser printers for producing high-quality output are available in all computer rooms.

Introductory courses

Introductory courses on the use of the IT facilities at the School are run throughout the academic year, although most take place during the Michaelmas Term. All new students are strongly advised to attend these courses before using the facilities. Details of these courses are given in the booklet *IT Training Courses for Students*, which can be obtained from the Information and Help Desk. The schedule of course for each week is posted on the notice board outside Room S169. Full details on the IT facilities at the School are included in the booklet *Information Technology at the LSE – A Guide for Staff and Students*, available from the Information and Help Desk in room S198.

Specialist facilities for the visually impaired

Specialist facilities, including a document scanner, voice synthesizer and Braille printer, are available for the visually handicapped. Students should contact the User Services Manager (room S265, ext 7722) or the Adviser to Disabled Students.

Rules of the British Library of Political and Economic Science

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

- (a) Governors of the London School of Economics and Political Science (hereinafter referred to as the School)
- (b) Honorary Fellows of the School
- (c) Current members of the staff of the School and retired members of the academic and academic related staff
- (d) Regular students of the School
- (e) Members of the LSE Club, life members of the London School of Economics Society, and members accorded the privilege by overseas groups of Friends of LSE on payment of a fee
- (f) Members of the academic staffs and research students of the Schools and institutions of the University of London
- (g) Students enrolled for courses of study in the Schools and institutions of the University of London (on such basis as is from time to time agreed)
- (h) Fellows of the Royal Statistical Society, Members of the Royal Economic Society and of the British Institute of International and Comparative Law on payment of a fee
- (i) Members of the academic staffs of other higher education institutions
- (j) Persons engaged in research which cannot be readily pursued elsewhere, on payment of a fee
- (k) Students of other higher education institutions (in School vacations only), or on payment of a fee
- (l) Members of profit-making educational, commercial and industrial organisations on payment of a fee
- (m) Such other persons as may, on application to the Librarian or his/her representatives, be granted an official authority to use the Library.

- (2) (a) All users must possess a current Library card or permit and show it on request. Admission may be refused to anyone who does not do so. Such authorisations to use the Library are not transferable.
- (b) Applicants for a Library card or permit may be required to provide evidence of status. For the user categories specified in (j), (k) and (l) of Paragraph (1) of this Section, applicants should submit a letter of recommendation from a member of staff of the School or from some other suitable person.
- (c) The Library Panel will, from time to time, prescribe fees to be charged to certain categories of permit holders.
- (d) If it appears that their presence in the Library will impair use of the Library by members of the School, users specified in categories (g) to (l) inclusive in Paragraph (1) of this Section may at certain hours, at any time, be refused access to the Library or parts of the Library at the discretion of the Librarian in consultation with the Library Committee.
- (e) Users may not bring cases, large bags, or similar impedimenta into the Library. All such articles can be deposited in the cloakroom of the School but no responsibility is accepted for their safe custody.

Hours of opening

II Hours of opening shall be determined from time to time by the Librarian in consultation with the Library Committee, and approved by the Library Panel.

- (1) All users must prepare to leave the Library ten minutes before closing time and to be out of the building by closing time.
- (2) The Library will be closed:
 - (a) On School holidays
 - (b) On such other occasions as the Director of the School or the Librarian may direct.

Loan facilities and terms of borrowing

III Subject to the terms set out in this Section, the following persons may borrow from the Library:

- (a) Those stipulated in categories (a) to (f) of Section I, Paragraph (1).
 - (b) Such other persons who, on application to the Librarian, may in exceptional circumstances receive official authorisation to borrow.
- (1) **Main Collection Books**
 - (a) Books listed in the Library's catalogues are normally available for borrowing with the following exceptions:
 - i those in the reference collections
 - ii those in the special collections
 - iii those designated as 'Not for loan'. Some of these may, in special circumstances, be borrowed by arrangement with the Librarian or an authorised representative.
 - (b) Books may be borrowed from the Course Collection subject to the terms set out in sub-paragraph (4) of this paragraph of these Rules.
 - (c) Loans may be renewed if the book is not required by the Library for another user.
 - (d)
 - i Governors, Honorary Fellows, Academic and Academic-related staff of the School may borrow up to forty volumes of books and serials at any one time.
 - ii Secretarial, technical, clerical and related staff of the School may borrow up to forty volumes of books at any one time.
 - iii Teaching assistants and research students of the School may borrow up to thirty volumes of books at any one time.
 - iv Undergraduate and postgraduate course work students of the School may borrow up to twenty volumes of books at a time.
 - (2) **Main Collection Serials**
 - (a) Serials may normally be borrowed only by members of the academic and academic-related staff of the School.
 - (b) Serials housed in the Periodicals Display Area may not be borrowed.
 - (c) Certain serials and categories of serials, as determined from time to time by the Librarian in consultation with the Library Committee, may not be available for loan.
 - (3) **Nonbook materials**
 - (a) Nonbook materials – e.g. microforms, videos, CD-ROMs, computer discs and tapes, computer discs and tapes – are not normally available for loan. Computer discs which accompany printed works may be borrowed.
 - (4) **Course Collection**
 - (a) Books, serials and offprints are available in the Course Collection to support courses taught within the School. They may not be removed from the Collection unless issued on loan by a member of the Library staff at the Service Counter.
 - (b) Books, serials and offprints housed in the Course Collection are subject to special loan conditions and periods as determined from time to time by the Librarian in consultation with the Library Committee.
 - (c) Borrowing from the Course Collection is normally restricted to registered students of the School and to members of its staff.
 - (5) All loans shall be authorised by a member of the Library staff at the Service Counter. Borrowers shall present a current Library card on each occasion of borrowing.
 - (6) Loan periods applicable to particular categories of material or categories of borrower shall be determined from time to time by the Librarian in consultation with the Library Committee.
 - (7) Books or serials on loan to any one person may not be transferred to another. The person in whose name the loan is made is solely responsible for the safekeeping and due return of the volumes loaned.
 - (8)
 - (a) Books or serials on loan may be recalled at any time if required by the Library for the use of another reader or for placing in the Course Collection, and the borrower must return the book within seven days of the recall notice.
 - (b) Failure to return a recalled book within the specified time may result in the imposition of a fine as provided by Paragraph (10) of this Section.
 - (9)
 - (a)
 - i All books and serials borrowed must be returned within the stipulated loan period.
 - ii Failure to do so may result in the imposition of a fine as provided by Paragraph (10) of this Section.
 - (b) Where the last day for the return of a book or serial falls during vacation the Librarian or an authorised representative may, at the Librarian's discretion, decide to extend the stipulated loan period by such a period as shall appear reasonable in the circumstances.
 - (10)
 - (a) Fines shall be charged at rates determined from time to time by the Librarian, in consultation with the Library Committee, and approved by the Library Panel.
 - (b) The late return of a book or serial or failure to pay a fine imposed for late return may result in the suspension of borrowing privileges.
 - (11) Where an item is lost, returned damaged or not returned after a reasonable period of time, the borrower will be charged for the item at replacement cost. An item charged for as above remains the property of the Library.

Use of material within the Library

- IV (1) Library materials on open access shelves may be removed for use within the Library without reference to Library staff. After use they should be replaced in their correct position or left on the re-shelving stacks.
- (2) Library materials not on open access may be read following application to the Library staff member on duty at the appropriate service point.
- (3) Special rules apply to the use of rare books, manuscripts and other materials in the Special Reading Room or administered by its staff. These rules are on display in the Special Reading Room.
- (4) Readers are permitted to bring their own books and papers into the Library but no responsibility is accepted for their safety.
- (5) No book or other property of the Library may be taken from the building at any time without authority.
- (6) Readers allocated a study room or carrel may keep in it Library materials formally on loan to them, and recorded as such at the Service Counter. Other Library materials left in a study room or carrel may be removed by Library staff without prior notice.

Copyright

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

Use of Information Technology Services within the Library

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

Conduct within the Library

- VII (1) Noise, disturbance or unseemly behaviour is forbidden in any part of the Library.
- (2) Food and drink must not be brought into the public areas of the Library.
- (3) Smoking is not permitted in any area of the Library where there is a notice to that effect.
- (4) Quiet conversation is permitted in the Old Entrance Hall, foyer and catalogue areas.
- (5) No talking is permitted in the reading areas or in the book-stacks adjacent to them.
- (6) Reading areas designated for use in conjunction with specific collections, such as the Reference collection, the statistics collection or the Law Reports, must generally be used for the purpose of consulting works from those collections.
- (7) Readers may not alter the arrangement of furniture, fittings or equipment or misuse them in any way.
- (8) Litter is not to be left on floors or tables but is to be placed in the bins provided.
- (9) No broad sheets, hand bills, newspapers or any material other than official notices from the Library may be distributed within the Library.
- (10) Readers may not reserve reading places. Books may be removed from a reader place vacated for more than 15 minutes and the place allocated to another reader.
- (11) Personal books and papers should not be left at reader places overnight.
- (12) Readers may not enter staff areas unless by invitation or when accompanied by a member of the Library staff.
- (13) Readers must, on leaving the Library, present for inspection by Library staff all books, newspapers and folders they are carrying and any bag large enough to contain a book.
- (14) Any damage or defacement of Library materials, by marking, erasure or mutilation is strictly forbidden. Readers must report any instances of such defacement noted.

Enforcement

- VIII (1) Failure to observe any of the foregoing provisions may, in the first instance, be dealt with by the Librarian or an authorised representative, who may take such action or apply such penalty as shall seem fit.
- (2) Any user who is aggrieved by a decision of the Librarian may appeal to the Chairman of the Library Committee. The Chairman will nominate two members of the Committee to form with him a panel to review the case. In the case of an appeal by a student of the School one of the members of the panel shall be a student member of the Committee.
- IX These Rules shall apply to members of the Court of Governors of the School, other than those members who are also students enrolled for courses of study at the School, as if the members are members of the academic staff of the School.

POLICY STATEMENT ON THE USE OF INFORMATION TECHNOLOGY**Introduction**

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

Scope

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

Authorised Users

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

Obligations of users

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

Detailed Regulations and Conditions

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

Permissions

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

Access to the Systems

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

Penalties

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

CONDITIONS OF USE OF IT FACILITIES**Disclaimer of Liability**

Any facility or service, including software, provided by IT Services is used entirely at the risk of the user. IT Services will not be liable for any loss, damage or inconvenience arising directly or indirectly from the use of any IT facility at the LSE.

Whilst IT Services takes appropriate security measures against unauthorised access to data and the deliberate or accidental alteration, disclosure or destruction of personal or other data, it does not operate high security systems and cannot, and does not, give any warranties or undertakings to users about the security or confidentiality of personal or other data. Users must make appropriate data security arrangements.

Although IT Services takes reasonable care to prevent the corruption of information, it cannot, and does not, give any warranties or undertakings to users about the integrity of information.

Although IT Services takes reasonable care, it will not be responsible for any loss, damage or inconvenience arising from any operation on or with equipment owned by the School or any other body, including personally-owned equipment.

General

Users will observe the *Code of Conduct for the Use of Computer Software at Higher Education and Research Council Establishments 1992*. In particular, users must comply with the licence agreements of all software, not to copy or distribute copies of software and to use the software only for the purposes defined in the agreement.

It is the user's responsibility to comply with all statutory and other provisions and regulations currently in force in the field of data protection and information policy.

No work of a commercial nature, or for reward, may be performed using the facilities provided by IT Services.

Users must not load on to the School's IT facilities any software contrary to licence agreements nor any software that interferes with the normal working of the equipment.

Users must not deliberately introduce a virus nor take any action to circumvent, or reduce the effectiveness of, any anti-virus precautions established by IT Services.

Users are responsible for all use of their username. They should not make their username or password available to another user nor use any other user's username.

Users must not create, display, produce or circulate offensive material in any form or medium.

Users must not use electronic mail for the mass distribution of unsolicited messages.

Legal, disciplinary and good conduct rules

Users of the School's IT facilities must abide by the Conditions of Use. This is for the benefit of other users and the reputation of LSE. Users must comply with three levels of requirement: the relevant laws; LSE disciplinary regulations; and consideration for other IT users.

The law

Conduct forbidden because it will break the law or result in civil actions includes:

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

LSE Disciplinary regulations:

Among types of conduct which may result in disciplinary action are:

- all illegal acts using IT facilities are likely to result in internal discipline as well as external
- visiting of pornographic websites is forbidden
- sending of unauthorised, unsolicited mass e mails
- sending of e mails offensive to any member of the School
- deliberate interference with the normal working of IT equipment, facilities or services

If a complaint is received a person's account may be immediately suspended for investigation. Penalties may include temporary or long term suspension of a person's IT account, and there may be other disciplinary penalties up to and including expulsion in the case of a student or dismissal in the case of staff.

Consideration for other IT users

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

Computer Misuse

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

Copyright

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

Internet Publishing

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

Data Protection

Users must not act in breach of any requirement of the *Data Protection Act (1984)* and are required to comply with the Data Protection Principles. The Act is "To regulate the use of automatically processed information relating to individuals and the provision of services in respect of such information". All persons using computers to hold data about living individuals are, with very few exceptions, required to register that fact. Contact the LSE's Data Protection Officer, if you think you may need to register under the Act.

Student users must not construct or maintain computer files of personal data for use in connection with their academic studies/research without the express authority of an appropriate member of staff. When giving such authority, the member of staff should make the student aware of the Act's requirements, inform them that they must abide by the Data Protection Principles, and of the appropriate level of security arrangements which should attach to a particular set of personal data.

STUDENT SERVICES

More information on academic support is contained in the Code of Practice on Teaching and Learning for Undergraduates, elsewhere in this Handbook.

The Undergraduate Office

Room H310, ext. 7130, 7146, 7752, 7753, 7143, 7142, 7966, 7131

Email: undergraduate@lse.ac.uk

Opening hours: weekdays 10.30–16.30 except Wednesdays 10.30–13.30

The Undergraduate Office aims to provide a friendly, polite and efficient service to students. It handles all aspects of the administration of undergraduate student matters.

The Undergraduate Office, Room H310, is open every weekday from 10.30 to 16.30 except on Wednesday, when it closes at 13.30. In this area we display relevant notices and various application forms.

Functions, such as the selection of course choices, examinations, and student records are all conducted through the Undergraduate Office.

Careers Service

Room E388, ext 7135

The LSE Careers Service is part of the University of London Careers Service, which is the largest graduate careers service in Europe. The careers reference library includes information on employers and career areas, career videos and inter-active career and employer choice computer programmes such as PROSPECT H.E., GRADSCOPE and ADULT DIRECTIONS.

Career discussions can be booked with careers advisers individually, or for small groups of students with similar queries or needs. Careers Advisers are also available for unbooked Quick Queries from 14.30 to 16.30 Mondays – Thursdays during term. Information about careers and employer seminars is displayed on the careers service noticeboards.

You are strongly advised to visit the Careers Service soon after your arrival at LSE.

Student Welfare

Student Advice Centre

Room E297, ext. 7145

Reception Opening Hours: Monday, Tuesday, Thursday, Friday: 10.30–16.00 (term-time); 10.30–14.00 (vacations)

The Students' Union runs the Student Advice Centre. All enquiries should initially be directed to Reception, where an appointment will be made to see a member of staff if appropriate.

Messages can be left on the ansaphone (0171 955 7145) outside opening hours – your calls will be returned as quickly as possible.

Welfare Advice: Louise Allison, Sandra Bent and Liz George

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

Accommodation Service

A list of available property to rent from landlords is available.

Housing Advice: Liz George and Sue Garrett

The Housing Advisers deal with accommodation enquiries, including availability of private accommodation, to students and LSE staff, students with special accommodation needs, e.g. with a disability, family, etc. They can also advise students on problems with landlords, tenancy agreements, deposits and harassment, and on the Council Tax.

Counsellor: Joanna Best (Monday and Friday only)

The Counsellor sees students who are experiencing personal or emotional problems for both long- and short-term counselling.

Accommodation Office

Room E294, ext. 7531/2.

Opening hours: weekdays 10.30 - 16.30

The LSE Accommodation Office deals with the allocation of places in Halls of Residence.

Health Service

St. Philip's Building

Telephone 0171 955 7016

and

Dental Service

Telephone 0171 955 7444

Opening hours: Monday to Friday 9.30–17.30 in term time and 9.30–17.00 in the vacation.

Enquiries about registration should be made through the Health Service receptionist. The Health Service provides facilities for general medical, psychiatric, gynaecological, ophthalmic, nursing, osteopathy and counselling treatment for all members of the School.

The Service has National Health Service physicians who will see students registered with the service by appointment. The Service will also see any student on an emergency basis or to give advice, whether registered or not. There is a counselling service for students who wish to use it. Students with problems of any nature, including work-related difficulties, are welcome to make use of this service. Contraceptive care is provided by the doctors and a nurse practitioner, who works in close co-operation with a gynaecologist, who attends twice weekly. The Nursing Sisters are available to advise on medical problems and to provide first-aid and immunisation. No appointment is needed. An osteopath and an optician work from the Health Centre and appointments can be made through the main reception. NHS dentists are available for most forms of dental treatment. Appointments may be made directly with the dental practice, which is in the Health Centre.

Nursery

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

Nightline

Nightline is a telephone information and counselling service available to students of the University of London nightly in term-time from 18.00 to 08.00.

Students' Union

Room E296

On payment of their fees all full-time students automatically become full members of the LSE Students' Union.

The Union has two roles. First, it represents students to the School and outside institutions on student-related and wider issues. Second, the Union has a social function. The Union runs a bar, shop and vegetarian café and puts on regular entertainments. In addition there are dozens of societies catering for numerous nationalities, interests and political persuasions.

The Union runs a Student Advice Centre which offers a comprehensive welfare and housing service, an accommodation service and counselling.

Members of the LSE Students' Union are automatically members of the University of London Union (ULU) and the National Union of Students (NUS). ULU is in Malet Street, ten minutes walk from LSE and has an excellent range of social and sporting facilities including a swimming pool.

Services for those opting out of membership of the Students' Union

Under the provisions of the 1994 Education Act students of the School have a right not to be a member of the Students' Union. The Act states that students' exercising this right should not be unfairly disadvantaged with regard to the provision of services or otherwise.

The Union Shop, the Café and the Student Travel service are normally open to all students of the School. The Three Tuns Bar regards all non-members as guests in terms of its club licence: they must be signed in.

Non-members are not members of Students' Union societies and it is not practicable for the School to offer alternatives. This has notable implications for sport. Bookings for use of School sports facilities are organised by the Athletics Union, itself an umbrella society of the Students' Union. Non-members are allowed to book facilities through the Athletics Union but on each occasion will have to pay such reasonable fees as the Union determines.

Non-members of the Students' Union will be allowed access to the Students' Union Student Advice Centre services if this is supported by a written request from an authorised member of the LSE Health Service.

As far as the Students' Union representative functions are concerned, non-members do not have separate membership on School committees.

No additional charge will be made to non-members for the use of any Students' Union services to which the School may decide they are still to be entitled, except in respect of sports club fees, which even members have to pay.

No rebate will be available to students who decide not to be members of the Students' Union.

The Chaplaincy

Room K51, ext 7965

The Chaplaincy offers a welcome and hospitality to all, as well as the opportunity to talk to one of the Chaplains at any time. The Chaplains can be contacted by telephoning 0171 955 7965 or writing to them at the Chaplaincy, K51, Portugal Street, London WC2A 2AE

The LSE Chaplaincy provides a focus for information and support for students interested in spiritual issues as well as those already committed to a particular faith. The Chaplaincy works with an ecumenical Christian team and representatives of various religious societies of the Students' Union, such as the Islamic, Jewish, Buddhist and Baha'i Societies, as well as the societies for different Christian denominations. There are rooms set aside in the School buildings for Islamic prayer.

The Chaplaincy is in room K51 in King's Chambers on the corner of Portugal Street and St Clement's Lane.

The Revd. Neil Nicholls (full-time, Church of England) – 0171 831 9288

Flat 3, Bristol House, 80a Southampton Row, London WC1

Fr. Alexander Fostiropoulos (Orthodox) – 0181 879 1461

99 Kenilworth Avenue, Wimbledon, London SW19 7LP

Fr. Jeremy Fairhead (Roman Catholic) – 0171 387 6370

Newman House, Roman Catholic Chaplaincy, 111 Gower Street, London WC1

The Revd. Nadim Nasser (Free Churches) – 0171 288 1416

333 Essex Road, Canonbury, London N1 3PT

Associated Chaplains:

Rabbi Jonathan Dove – 0171 380 0207

The Revd. Chong Kah Geh – 0181 570 2573

The Revd. E.K. Frimpong (Ghanaian Chaplain) – 0171 353 6261

Lockers

Details of lockers outside the Library will be posted in the Undergraduate Office and School noticeboards at the beginning of session.

There are also in excess of 2,000 lockers available in other parts of the School for student use. These will be available from 2 October until the end of the academic year.

Lockers are available on a first-come, first-served basis. To use this facility, you should purchase a padlock from the Students' Union Shop or an ironmonger's and attach this to the locker of your choice. There is no need to pre-register.

See for Library lockers on the section on the Library.

Help for Students with Physical Disabilities**Advice and Assistance**

The School does not have a full time disability officer but does have an Adviser to Students with Disabilities. The Adviser is in contact with support groups within the School and elsewhere in the South-East of England, and will be able to offer advice and information on disability issues. In addition the Student Advice Centre and the Health Service play a vital role in relation to students with disabilities (see below). A noticeboard for disability issues and information is situated on the second floor of the St Clement's Building.

It is vital that students with severe disabilities should make contact with the Adviser at the School in order that their special needs can be adequately catered for.

Buildings and Access

The site is in a busy part of central London where space is at a premium and, although the buildings are in reasonably close proximity, movement between them is not always easy. At peak periods narrow corridors and staircases are often crowded and lifts full.

The main buildings are accessible, but access between them is difficult and, as it often requires the use of small staircases, wheelchair users will normally have to use lifts to descend to ground level before ascending in the adjacent building. Not all teaching rooms or offices are accessible for wheelchair users but the Teaching Room Resource Unit will ensure that no teaching for students with significant mobility problems is done in such rooms. Wheelchair users should access the Library via Portugal Street.

Parking

The School provides a limited number of parking spaces for students and users of the Library with significant mobility problems. Anyone requiring a parking place should contact Mr Bernie Taffs on 0171 955 6055. The City of Westminster provides two parking bays in Portugal Street for motorists registered as disabled.

A disabled car parking bay has been marked out in yellow in the car park with the disabled wheelchair logo and cross hatched sides to enable easier access and egress for the disabled person and helper.

Toilet Facilities

There are toilets for students with disabilities as follows:

- The Old Building: on the ground floor [A29] and on the second floor [A206 (F) and A227 (M)]. The toilet on the ground floor has a ceiling track hoist
- Clement House: in the basement [D016] and on the second [D200], third [D300A] and fourth floors [D400A and D406]
- The Library: on the first [R1128 (M) and R1129 (F)] and fourth floors [R467]
- St Clement's Building: on the first floor [S178 (M) and S180 (F)]
- Tymes Court: [T9]
- St Philip's Building: on the second floor [X2]

Student Advice Centre

The Students' Union Student Advice Centre (0171 955 7145) employs a number of permanent staff to deal with all aspects of student welfare, including disabilities. The Student Advice Centre organises a system of volunteer readers for blind students.

Health Service

The Health Service also provides a counselling service. The Health Service has wheelchair access. Students who identify themselves as having a disability on their application forms are invited to the Health Service to discuss any health-related issues. The medical and nursing staff can provide a full range of NHS services to registered students and they work with the Adviser to Students with Disabilities to arrange special or additional facilities.

Financial Assistance

The School does not earmark awards or scholarships exclusively for students with disabilities, but the latter may apply for financial assistance in the same way as all LSE students.

At the moment, the Disabled Students Allowance (DSA), administered by local education authorities, provides money for special equipment and for non-medical assistance such as readers and other helpers. This, like the grant is means-tested, but is available to all UK students with disabilities including those with dyslexia. It is possible for students not to qualify for a maintenance award but to be eligible for a DSA. In addition students with disabilities, unlike other students, are not effectively excluded from the benefit system and may be entitled to assistance from the DSS including housing benefit. Advice on these matters can be obtained from the Student Advice Centre or from the Adviser to Students with Disabilities. In addition, the Student Advice Centre has its own fund for providing small hardship grants to disabled students.

IT Equipment for Visually Impaired Students

A special room is available which has two high specification networked Pentium computers running with speech and screen magnification software for blind and visually impaired students. A third computer with screen magnification, a Braille embosser and a scanner – which can function as a stand alone PC – can also be used via vocal commands.

Audio Visual Aids

The Audio Visual Unit can provide a neck worn receiver and a neck worn transmitter. These allow a student wearing a hearing aid adjusted to the "T" position to receive a clearer audio signal from a lecturer wearing a transmitter. Two sets are available. Portable player/recorders (similar to a walkman) are available for borrowing for short periods of a few days. The Old Theatre has a hearing loop system. Anything amplified by the public address system is relayed to both sections of the Theatre and students with a hearing disability have only to adjust their hearing aid to the "T" position. Several of the main teaching rooms in Clement House are equipped with an infra red system with receivers worn similar to a stethoscope. The amplified sound should be radiated to any part of the rooms and received by equipment which can be booked from the Audio Visual Unit. Some cordphones have inductive couplers.

Teaching, Examinations and Assessments

The School uses a questionnaire which is sent out to all students who have identified themselves as having a disability. The replies are forwarded to the Health Service, the Undergraduate Office, the Systems Office and the Adviser to Students with Disabilities. This allows the School to make appropriate arrangements and to provide special facilities as and when necessary. Additional writing time and other arrangements are determined by the School's Special Examination Committee. Other arrangements might involve rest periods or examination aids such as word-processing, an amanuensis or Braille papers.

Special examination arrangements can be considered when students provide medical or other relevant evidence concerning their disability.

Library Facilities

The entrance to the Library is turnstile-controlled but readers with mobility problems may use the gate next to the porter. There is also a door at the entrance to the Course Collection, which can either be opened by the porter or by the Circulation Supervisor at the Service Counter. All five floors are accessible using one of two lifts and ramps.

Borrowing Rights

It is possible for students with disabilities to have extra materials in addition to their regular allowance or keep material for longer than the normal time periods. Please ask at the Library's Service Counter if you have extra requirements.

Evacuation procedures for fire/bomb alert

In the event of a fire or bomb alert, make your way to the nearest staircase and leave the building via the main exit immediately. A signing-in book is kept at the Porters' Desk to enable the fire brigade to locate students with mobility problems who may have difficulty evacuating the premises quickly. Students are under no obligation to sign into the Library but this information could be helpful in the event of an emergency.

LIBERTAS terminals and epilepsy

Two of the public LIBERTAS terminals are recommended as more suitable for use by readers with epilepsy. They have grey screens rather than green ones, and are situated on the ground floor opposite the Reference Desk.

Orientation sessions

The Library is happy to provide orientation sessions for blind students. Please contact Joanne Taplin on 0171 955 7940.

Photocopying

Free photocopying is available in the Library for students with disabilities who have been referred from the Students' Union Student Advice Centre. Ask for a copy card from the Photocopying Office on the ground floor of the Library. This card operates any copying machine in the Library and should be returned to the Photocopying Office after use.

Requesting Material

Library staff are happy to fetch material for students with disabilities except at weekends, when extra staff are not available. Details of requested items should be left at the Service Desk. Students may also make requests by telephone on 0171 955 7225 from outside the School or by dialling 7225 on any internal telephone. Please give at least one half day notice for any fetching of books you require. Requested material will be held at the Service Desk.

Study Rooms

Any LSE student with special needs may be allocated a private study room within the Library. Each room is provided with suitable furniture and electric power points. A raised height table for students with wheelchairs can also be provided. Please contact Joanne Taplin on 0171 955 7940 if you would like a room. Alternatively a carrel can be obtained by students with disabilities who do not require the use of a study room.

The Library is keen to extend its services to students with special needs and would welcome any suggestions for improvements. Please contact Joanne Taplin on 0171 955 7940 with any ideas or requests.

Student Advisers**Dean of Undergraduate Studies****Mr Christopher Noke, Room A203, ext 7849**

The Dean of Undergraduate Studies, who is a member of academic staff, has a wide range of duties including the co-ordination of undergraduate teaching, examination and welfare arrangements and any matters under the general heading of relations between the School and its undergraduates.

He may be consulted by any undergraduate student on any problem, academic or otherwise. In particular he is available for the counselling of individual students who are experiencing difficulties.

The Dean will see students by appointment or during his open office hours in the Dean's Office (A203) which are published outside his room.

Adviser to Women Students**Dr Kirstin Schulze, Room E507, ext 7105**

The Adviser to Women Students, Dr Kirstin Schulze, is available to discuss issues of concern to women students in the School and to offer advice and support to women students with personal problems.

Adviser to Students with Disabilities**(to be advised)**

The School wishes to help as much as possible to ensure that students with physical difficulties get the best out of their time at the School. The Adviser is available to offer assistance and to increase general awareness in the School of the needs of students with disabilities.

Panel of Advisers to Overseas Students

The School has a small Panel of Advisers to Overseas Students. The advisers all have specialist knowledge of and interest in particular regions and countries. Their chief role is to act as a point of contact for students from overseas to help with general orientation to life in the School.

The list of Advisers to Overseas Students is posted on the notice boards in the Undergraduate Office.

Alumni Services

The School's Development Office is responsible for the School's alumni relations activities, to create a better and fuller relationship between the School, its alumni and friends. These are the key features:

- the LSE Association. All alumni are automatically members and receive regular copies of the *LSE Magazine* and invitations to alumni reunions. They are also provided with a mail-forwarding service, enabling them to re-establish contact with each other;
- the LSE Club. On payment of an annual subscription, the benefits of membership include limited free access to the Library, twice-yearly copies of the LSE Club Bulletin, a directory of members, use of LSE Athletics Union facilities, use of the Three Tuns Club, invitations to public lectures and discounts on a range of services provided by the School;
- a network of alumni groups organised in different, sometimes overlapping ways, geographical, professional or academic. These include some groups linked to departments in the School;
- the involvement of non-alumni including staff, former staff, parents of current and former students, former academic visitors, and other individuals and organisations linked to the School.

Contact Alumni Relations Manager, Regina (Reggie) Simpson

Telephone 0171 955 7052 or e-mail r.simpson@lse.ac.uk

CODE OF PRACTICE ON SCHOOL SERVICES

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All information is correct at the time of going to press in June 1998.

All telephone numbers are internal. Each can be dialled from outside by using the (UK) code 0171 955 followed by the appropriate four-digit number.

Introduction

- Students deserve service of the highest possible standard and quality. To achieve it, students and staff are expected to meet their obligations to each other and to maintain an effective working relationship, resolving difficulties through normal internal channels. This Code sets out these obligations in respect of the Library, Information Technology and administrative and other student services; academic provision is the subject of other codes. It is a statement of intent which is not part of the formal relationship between student and School. It does not create any new legal relationship, nor does it affect students' legal rights. Any failure to comply with the provisions of the Code or with any of the delivery targets set will not itself give rise to any legal liability on the part of the School. The Code does not apply during School closure periods.
- The Code is reviewed annually. Constructive ideas and suggestions will be seriously considered. They should be made in writing and addressed to the Academic Registrar in Room H211. They should be clearly marked *Code of Practice on School Services - Annual Review*, and dated.

Obligations of students

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

Special circumstances

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

Complaints and suggestions

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

Academic Registrar's Division

Connaught House

The offices of the Division aim to give a high-quality service to students and staff on all matters to do with admission, registration, certification, examination and financial support. They welcome feedback and constructive criticism and conduct periodic reviews of the administrative procedures.

Opening hours

When staff are engaged on registration these times may be reduced, and some numbers may give recorded information rather than offer a personal response.

Term-time and vacation	Monday - Tuesday	1030 to 1630
	Wednesday	1030 to 1330
	Thursday - Friday	1030 to 1630
	Saturday - Sunday	closed

LSE aims to provide

General

- prompt answers to counter enquiries during opening hours
- replies to letters/correspondence within ten working days of receipt.

Registration and student records

- full information on procedures and deadlines for registration and financial assistance (including Student Loan Company applications for undergraduates); clear and concise instructions communicated in good time and prominently displayed.
- certificates of registration within five working days of a request.
- completion of other forms within five working days of receipt.
- a replacement student registration card within one working day of request.

Examinations

- the examinations timetable by subject by the end of the Lent term.
- the daily examination timetable by the fourth week of the Summer term.
- permission for special examination arrangements at least one week before examination.
- individual seat numbers posted outside each room on the day of the examination.
- results by post between the end of July and the middle of August.

Undergraduate Office

Third floor, Connaught House

Useful telephone numbers

7131, 7142, 7143, 7752, 7753, 7966

The Graduate School Office and Scholarships Office

Second floor, Connaught House

Useful telephone numbers

Student records 7152, Scholarships 7751, Examinations 6202

LSE aims to provide

For general financial counselling consult the Students' Union.

Student Support Fund

- an interview with a member of staff within four weeks of the receipt of an application by the office.
- a decision within fourteen working days of the interview.
- short-term loan or hardship grant applications: a decision within two working days of the receipt of the application by the office.

Other scholarships and awards

- Access Fund applications: a decision within four weeks of the receipt of the application by the office.
- processing times and dates vary according to selection procedures. Students should be informed of appropriate details and receive every practical assistance from the Scholarships Office.

Students undertake to help the relevant office in the following ways

- to inform the office immediately of changes in personal circumstances such as a change of address or name
- to observe all applicable examination arrangements.
- to inform the office of any problems about examination arrangements as soon as possible so that alternative arrangements may be made in good time.
- to repay all loans on time according to set payment schedules.

Accommodation Office

East Building

In liaison with Wardens the Accommodation Office allocates places in LSE student residences. It also monitors applications to intercollegiate Halls and offers general advice about accommodation.

Opening hours

Term-time and vacation	Monday - Tuesday	1030 to 1630
	Wednesday	1030 to 1330
	Thursday - Friday	1030 to 1630
	Saturday - Sunday	closed

Useful telephone numbers

7531/2

LSE aims to provide

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

Accounts Office

Fourth floor, Connaught House

Connaught House

The Accounts Office is collects and processes student fee payments and the distribution of grant cheques and pays authorised loans, bursaries and scholarships.

Opening hours

Term-time and vacation	Monday – Tuesday	1030 to 1630
	Wednesday	1030 to 1330
	Thursday – Friday	1030 to 1630
	Saturday – Sunday	closed

Useful telephone numbers

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

During registration some numbers give recorded information rather than offer a personal response.

To protect security, specific information and details of any fee account or grant values will be given only on production of a valid student registration card. No information will be given over the telephone.

LSE aims to provide

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

Students undertake to help the Accounts Office in the following ways

- to collect grant cheques when they are available
- to show proof of identity (registration card) when asked to do so.

The British Library of Political and Economic Science**Lionel Robbins Building**

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

Opening hours

Term-time and Easter vacation	Monday – Thursday	0900 to 2300*
	Friday	0900 to 2000
	Saturday – Sunday	1100 to 1800
Christmas and Summer vacations	Monday – Thursday	0900 to 2000*
	Friday	0900 to 1700
	Saturday – Sunday	closed

* Services close at 1950. Opening hours are kept under regular review and are expected to be longer in 1998/99.

Useful telephone numbers

Library admission enquiries	7234	Circulation enquiries	7225
Book renewals	7225	Information desk	7229

LSE aims to provide**Access**

- access to the Library during opening hours and a seat and table.
- a Library card after registration with the School; replacement of a lost card within two working days for a nominal fee.
- entitlement with a valid Library card to enter the Library and the Course Collection, during all opening hours.

Customer service

- access to a senior member of staff during core hours when a request cannot be satisfied by counter staff.
- a book for suggestions and complaints in a prominent position.
- a complaint or suggestion which contains its author's name to receive a written reply within five working days, and normally the reply displayed on the Talk Back Board.
- regular surveys of different aspects of the service so that users can influence services and the way they are managed.
- attendance by the Librarian, or a suitable representative, at departmental staff/student or other appropriate committees, when invited, to discuss Library and related matters

Materials

- at least one copy of each item notified to the Library as on a current LSE reading list, subject to availability.
- priority at all stages of the ordering and cataloguing process to books on current notified LSE reading lists.
- books awaiting cataloguing, and so identified through the Library system, catalogued on request and given priority processing.
- materials available from closed access fetched for the user within one hour of being requested.
- renewal of borrowed items if not reserved by another user and if no fines are owed; renewals in person or by telephone during opening hours.
- the facility to reserve an item that may be borrowed for one week or more if all copies of it are on loan.
- daily analysis of reservations and loans, to assess demand and to take appropriate action to change of the loan period.
- reshelving of all general opening access materials within a 48-hour cycle in opening hours.
- availability of the online Library catalogue and the system circulation facilities for over 95% of opening hours over a session.

Information

- professionally qualified staff to deal with enquiries.
- a referral enquiry service if the query cannot be answered in sufficient detail immediately.
- information on subjects within the scope of the Library, as well as advice on other sources.
- guidance on how to use sources.
- a full range of printed leaflets and guides to the Library services and collections, freely available to all.
- a variety of special services to support students with special needs, for example a carrel or study room, a book-fetching service, free photocopying, a book scanner for blind students.

Special help**Students undertake to help the Library in the following ways**

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

Careers Advice**East Building**

The Service is part of the University of London Careers Service and gives comprehensive guidance to students seeking information on all areas of graduate employment in the UK.

Opening hours

Term-time and vacation	Monday – Thursday	1000 to 1700
	Friday	1200 to 1700
	Saturday – Sunday	closed

Useful telephone numbers

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

LSE aims to provide

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

Students undertake to help the Careers Service in the following ways

- to use the information rooms and reference services in a responsible manner, mindful of the needs of fellow-students.
- to assist the work of the School by responding to enquiries about what they are doing after graduation.

Catering Services

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

Opening hours**Brunch Bowl**

Term-time	Monday – Friday	0900 to 1900
	Saturday – Sunday	1100 to 1600
Easter vacation	Monday – Friday	0900 to 1700
	Saturday – Sunday	1100 to 1600
Other vacations	Monday – Friday	0900 to 1700
	Saturday – Sunday	closed

Robinson Room

Term-time	Monday – Friday	1200 to 1430
	Saturday – Sunday	closed
Vacation		closed

Pizzaburger *Being relaunched in 1998/99*

Term-time	Monday – Friday	1200 to 1700
	Saturday – Sunday	closed
Vacation		closed

Beavers Retreat

Term-time	Monday – Friday	1200 to 1430, 1700 to 2100
	Saturday – Sunday	closed
Vacation	Monday – Friday	1200 to 1400, 1700 to 1900
	Saturday – Sunday	closed

Café Pepe

Term-time	Monday – Friday	1000 to 1645
	Saturday – Sunday	closed
Vacation		closed

Key contact

Catering Manager 7220

LSE aims to provide

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

Students undertake to help Catering Services in the following ways

- to observe the specific rules and regulations governing each outlet at all times.
- to have money available for all food and drink purchased, at the point of sale.
- to treat materials and facilities with care and respect.
- to respect the School environment by clearing away litter and removing cutlery, plates and trays to the designated areas in the catering outlets.

Comments and complaints

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

Health Service St Philip's Building

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

Opening hours

Term-time	Monday – Friday	0900 to 1730
	Saturday – Sunday	closed
Vacation	Monday – Friday	0900 to 1700
	Saturday – Sunday	closed

Useful telephone numbers

All medical enquiries	7016	Dentist	7444
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LSE aims to provide

- General**
- a high standard of medical, nursing and dental care.
 - strict medical confidentiality. No information will be provided to anyone without the patient's written permission.
- Doctor**
- the opportunity for all patients to look at their medical records, preferably with 24 hours' notice.
 - urgent cases to receive attention on the same day.
 - routine appointment in three to four working days of a request.
- Nurse**
- access on the same day.
- Gynaecologist**
- urgent cases to receive attention on the same day.
 - routine appointment within two weeks of a request.
- Psychotherapist**
- urgent psychiatric problems to receive attention within one working day.
 - students with pressing psychological needs to receive attention within one week.
 - routine appointment as soon as possible, usually within one week.
- Dentist**
- urgent problems to receive attention on the same day.
 - routine appointment in one to two weeks.
- Additional services for those registered with the NHS**
- referral to NHS hospitals for specialist advice.
 - NHS prescriptions and home visits where medically indicated.*
 - Repeat prescriptions within one working day.
- Other additional services**
- immediate emergency cover for all students and staff on site during opening hours.
 - involvement by Health Service staff in issues within the School that touch on the physical or mental well-being of students and staff such as accommodation, welfare and hardship, disability, the design of courses and student progress.

* Home visits after hours are provided on a shared rota system, so the visiting doctor may not be one of those at the LSE. Home visits should be requested as early in the day as possible and will normally be carried out within two to three hours – earlier if medically indicated.

Students undertake to help the Health Service in the following ways

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

Information Technology Services St Clement's Building

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

Opening hours

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

Term-time	Monday – Friday	0930 to 1730
	Saturday – Sunday	closed
Vacations	Monday – Friday	0930 to 1700
	Saturday – Sunday	closed

Key Contacts

User Services Manager: Malcolm Keech	7722	Operations Manager: Derek Harper	7729
		IT Services Manager: David Dalby	7552

LSE aims to provide

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

Information Desk

- registration on the LSE network effective within one working day after an application has been accepted.

Students' Help Desk

- a list of all user documentation in print for inspection.
- at least one copy of each document in print for reference.
- opening hours and scheduled weekly rota of advisory staff, clearly displayed.
- all student enquiries heard on a first-come, first-served basis; students with unheard enquiries may be asked to return.

IT classrooms

- available for individual student use when not required for teaching. A weekly timetable of scheduled group teaching displayed for each room one week in advance, but late bookings may be added to the displayed timetable.
- equipment faults reported to the Information Desk during opening hours investigated within one hour.

IT public areas

- during term, not more than one workstation per room out of use due to hardware error, at the start of any day.
- equipment faults reported to the Information Desk during normal office hours investigated within one working day.
- all equipment to be checked on a daily basis during normal office hours for operational functionality.

Training

- no more than 7% of workstations out of use awaiting repair.
- training sessions in the use of selected IT facilities and software packages; list of available courses with enrolment details displayed.

Customer liaison

- attendance by the User Services Manager or a suitable representative at staff/student or other appropriate committees, when invited, to discuss IT services and related matters.
- other channels of communication to enable users to influence present and future services and the way they are managed.

Students undertake to help IT Services in the following ways

- to treat all IT equipment and materials with care.
- to report any faults or damage to computer and other equipment immediately.
- to abide by the Conditions of Use of IT Equipment as published in the Calendar.
- to take every care not to introduce or to spread computer viruses and to carry out all instructions regarding virus protection and control.

Nursery Parish Hall

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

Opening hours

Term-time	Monday – Friday	0930 to 1730
	Saturday – Sunday	closed
Vacation	Monday – Friday	0930 to 1700
	Saturday – Sunday	closed

Useful telephone number

7772

LSE aims to provide

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

Students undertake to help the Nursery in the following ways

- to pay the correct Nursery fees/charges by the specified dates.

Services Office Connaught House

Opening hours

Main office		
Term-time	Monday – Friday	0930 to 1730
	Saturday – Sunday	closed
Vacation	Monday – Friday	0930 to 1700
	Saturday – Sunday	closed

Useful telephone number

7991

Teaching rooms and timetabling

LSE aims to provide

Undergraduates

- first year students: access to class timetables by the third week of the Michaelmas term.
- continuing second/third year students: access to class timetables by the first week of the Michaelmas term.
- ERASMUS students: access to class timetables by the third week of the Michaelmas term, subject to receipt of course enrolment forms.
- changes to timetables and alternative arrangements communicated publicly in good time wherever possible.

Graduate students

- Diploma/MSc preliminary year students: access to class timetables by the third week of the Michaelmas term, subject to receipt of course enrolment forms.
- changes to timetables and alternative arrangements communicated publicly in good time wherever possible.

The environment

LSE aims to provide

- a well-maintained and clean environment to which improvements are made as funds allow.
- daily cleaning of all public areas and teaching rooms.
- cleaning toilets, restocking soap, towels, toilet rolls etc throughout each weekday.
- window cleaning every three months.
- a response within 15 minutes to cleaning-related calls on the hotline extension 600.

Students undertake to help the School environment in the following ways

- by putting litter in litter bins.
- by reporting faults.
- by abstaining from vandalism, graffiti etc.
- by placing posters and notices only on designated noticeboards.

Security response

LSE aims to provide

- immediate response to calls to the 666 emergency number and to rape/loop alarm activations.

Students undertake to help School security in the following ways

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

Cloakrooms and lockers

Access hours

Term-time and Easter vacation	Monday – Friday	0900 to 2120
	Saturday	1000 to 1700
	Sunday	closed
Christmas vacation	Monday – Friday	0900 to 1700
	Saturday – Sunday	closed
Summer vacation	Monday, Wednesday – Friday	0900 to 1700
	Tuesday	0900 to 1900
	Saturday – Sunday	closed

LSE aims to provide

- a coin-operated locker service for bag storage.
- c2000 lockers allocated to students on a first-come, first-served basis.
- lockable coat racks.
- access to the cloakroom at the published times.

Students undertake to help in the following ways

- by applying for a locker at the start of each session.
- by cleaning out lockers at the end of the session.
- by providing a padlock for lockers that require them.
- by carefully keeping their locker key/coat lock key.
- by removing bags and coats before closing time each day.
- by ensuring they have a 20p coin.
- by placing items in the lockers/coat racks and nowhere else.
- by awareness that the cloakroom is under CCTV surveillance.

STUDENT REPRESENTATION

The Students' Union

The Students' Union represents students to the School and outside institutions on student-related and wider issues.

Staff-Student Committees

Every department has a staff-student committee to act as a focus of communication between the department and its students. Some departments have a committee specifically for undergraduate students; in others the committee has representatives from both the undergraduate and postgraduate body.

Committee on Undergraduate Studies

This Committee acts as a focus for departments' staff-student committees and draws its student membership from them. It discusses issues that are common to departments as well as those which affect undergraduate academic experience as a whole. The Committee nominates two of its members, not more than one of whom is a Students' Union Sabbatical Officer, to sit on the Academic Studies Committee and one of its members to sit on the Teaching Quality Assurance Committee. The Committee meets twice in the Michaelmas and Lent Terms and once in the Summer Term.

Academic Studies Committee

Two members of the Committee on Undergraduate Studies are elected by that Committee to sit on the Academic Studies Committee, which is concerned with the undergraduate academic experience. The Committee meets three times in the Michaelmas and Lent Terms, and twice in the Summer Term.

UNDERGRADUATE PROGRAMME REGULATIONS AND COURSE GUIDES

Undergraduate degrees are governed by the Regulations for First Degree Courses below and the Code of Practice on Teaching and Learning for Undergraduates on page 16.

When choosing your courses you should first read the degree programme regulations governing the choice of subjects for your degree. Only those subjects or combinations of subjects explicitly permitted by the regulations for each degree may be offered for examination. Details of how to apply for a suspension of regulations are set out in the section Your Programme of Study above. The regulations refer to the Course Guides, which set out details of teaching, reading lists, and other essential information about teaching and examinations for each examinable course.

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Course Guides

The Course Guides are in numeric sequence, with a departmental prefix. The numbers indicate the level at which the course is taught (1nn = first-year undergraduate, 2nn = second-year undergraduate, 3nn = third-year undergraduate).

Department	Prefix	Page
Accounting and Finance	AC	98
Anthropology	AN	101
Economics	EC	113
Economic History	EH	120
European Institute	EU	125
Geography and Environment	GY	126
Government	GV	133
Industrial Relations	ID	141
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International History	HY	144
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Operational Research	OR	180
Philosophy, Logic and Scientific Method	PH	182
Social Policy and Administration	SA	186
Social Psychology	PS	194
Sociology	SO	199
Statistics	ST	205

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

REGULATIONS FOR FIRST DEGREES

Regulations for first degrees are set out in the Calendar as follows:

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Entrance Requirements and Application Procedures	47
General Regulations for Courses of Study	47
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Regulations for Advanced Students Proceeding to a First Degree	47
Regulations for Credit Transfer (Students Transferring to the School to Complete a First Degree)	47
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Bachelor of Science and Bachelor of Arts degrees	49
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The information printed in this *Calendar* concerning these degrees is correct at the time of going to press, but minor modifications may be made by the beginning of the academic year.

The School reserves the right at all times to withdraw or alter particular courses and course syllabuses.

1. Entrance Requirements and Application Procedures

Full details of the general and course entrance requirements for each degree and approved course of study, and of application procedures and policies, are available in the *Undergraduate Prospectus*, published early each year for applicants for admission in the October of the following year.

2. General Regulations for Courses of Study

2.1 An approved course of study for a first degree must extend over not less than three academic years and be continuously pursued, unless the School has permitted generally by Regulation, or at its discretion in special cases, its interruption or reduction on grounds of illness or other adequate cause.

2.2 The School may permit, by Regulation, candidates with appropriate qualifications and/or relevant professional experience to complete the course for a first degree in not less than two years.

3. Regulations for Credit Transfer: Students Registered for First Degrees Undertaking Study Elsewhere

The following provisions are not applicable in respect of students registered under the Regulations for Advanced Students (section 4) or the Regulations for Students Transferring to the School to Complete a First Degree (section 5)

3.1 These Regulations may be applicable at the discretion of the School in respect of any student registered for a first degree.

3.2 The School may exceptionally permit a student to spend not more than one year of his/her degree course, 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:

(a) that the institution has been approved for this purpose by the Academic Board;

and (b) that the study carried out in that institution forms a coherent whole with the remainder of the course;

and (c) that any arrangements for the assessment of the student's performance at examinations in respect of the courses followed at that institution to be accepted in lieu of the prescribed examinations have been approved for this purpose by the Academic Board.

3.3 Examination exemptions and credits may be granted in accordance with paragraphs 3.4 and 3.5 below but shall be subject to the following:

(a) the conditions specified in paragraph 3.2 above;

and (b) a maximum exemption from examinations for courses to a value of four course-units or from those elements of the examination which the student would have taken in the year or part thereof he/she spent at another institution;

and (c) the requirement 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.

3.4 The School shall determine what exemptions (if any) from examinations may be granted to the student.

3.5 The relevant Board of Examiners shall determine what marks or grades (if any) shall be credited to the student by virtue of the assessment made in lieu of the prescribed examinations.

4. Regulations for Advanced Students Proceeding to a First Degree

4.1 These regulations may be applicable at the discretion of the School to a student applying for registration for any first degree.

4.2 An Advanced Student may be exempted from part of a course of study for a first degree and may be exempted additionally from part of the examinations prescribed for the first degree in accordance with the provisions set out in paragraphs 4.3 to 4.6 below.

4.3 A person who has obtained one of the following qualifications may be accepted by the School as an Advanced Student and will be permitted to enter the second year and complete the course for a first degree in not less than two academic years:

(a) a degree of a university in the United Kingdom;

(b) a degree of the Council for National Academic Awards;

(c) a degree of a university outside the United Kingdom;

any other qualification obtained by written examination which is approved by the School for registration as an Advanced Student.

4.4 Where a student has been accepted by the School under the above regulations as an Advanced Student, the School may grant him/her exemption from courses and examinations, or specify additional requirements, in accordance with the relevant provisions set out in the Regulations for the degree for which he/she is registered.

4.5 The School may consider for registration as an Advanced Student a person who has qualifications other than those referred to in paragraph 4.3 above and/or experience relevant to the course. Such a person will be required to sit a qualifying examination. The School will consider each application on its merits. A person accepted by the School as an Advanced Student will be permitted to complete the course for a first degree in not less than two years and may also be granted by the School exemptions from courses and examinations in accordance with the relevant provisions set out in the regulations for the degree for which he/she is registered. Except insofar as these Regulations otherwise provide, students registered as Advanced Students shall comply with all relevant Regulations.

5. Regulations for Credit Transfer: Students Transferring to the School to Complete a First Degree

[A student who already holds a degree may not be granted exemptions in respect of that degree or part thereof under these Regulations. Graduates are eligible for consideration and admission as Advanced Students under the Regulations above for Advanced Students proceeding to a First Degree.]

5.1 These Regulations may be applicable, at the discretion of the School, to a student applying for registration for any first degree other than the LL.B. and the LL.B. with French Law.

5.2 Acceptability for credit transfer of work undertaken in other institutions does not confer right of entry to any course at the School. Decisions on admission, including decisions on crediting previous periods of study and examinations, remain at the discretion of the

School.

- 5.3 The same period of study and examinations cannot be credited towards the award of a degree of the University of London and a degree of another institution.
- 5.4 A Transfer Student may be exempted from part of a course of study for a first degree and may be exempted additionally from part of the examinations prescribed for a first degree and given associated credits in accordance with the provisions set out in paragraphs 5.5-5.9 below.
- 5.5 The following categories of person may be admitted as Transfer Students:
- a person who has attended part of a first degree course elsewhere in the United Kingdom relevant to the course to be followed at the School;
 - a person who has been registered for at least one year as an External Student and is still so registered on a course of study for a first degree relevant to that which he or she wishes to follow as an Internal Student;
 - a person who has been pursuing a course of study for a degree or qualification of equal rank outside the United Kingdom within twelve months of his/her application to the School;
 - a person who has a range of qualifications given a credit rating under any credit accumulation and transfer (CAT) scheme approved by the School.
- 5.6 When assessing a Transfer Student for exemption from part of the course of study, the related examinations and associated credits towards the degree, the following criteria shall be taken into consideration:
- details of courses taken and examinations passed at the institution or institutions which the applicant has previously attended, certified by the appropriate officer or officers of that institution or those institutions, and the relevance of those courses and examinations to the course the student wishes to follow at the School;
 - details of the course of study proposed, recommended length and recommended exemptions, if any, from examinations passed in the course of the student's studies which are of a similar standard and content to those from which exemption is sought;
 - compatibility of the study previously undertaken with the degree programme applied for must be such as to allow a smooth transition into the course of study;
 - the reasons given for transfer and observations made on these by the institution most recently attended. The applicant must have been eligible, on academic grounds, to continue study at his or her previous institution;
 - the length of study the student has undertaken to date;
 - examinations passed while registered as an External Student which are common with, or recognised as being equivalent to, those of Internal Students.
- 5.7 The credits granted to a student transferring to a degree based on course-units shall not exceed in value four course-units of full-time study (or its part-time equivalent); a student transferring to any other degree shall be credited only with those courses and examinations which would have been taken by an Internal Student at the same point in the course of study for that degree.
- 5.8 A person falling into one of the following categories and accepted by a School as a Transfer Student may be exempted from courses and examinations and given associated credits in accordance with the provisions of paragraph 5.7 above, but only in respect of those courses and examinations which would have been taken in the first year of the course of study:
- a person who has obtained by examination at least three Open University course credits, at least one being second level, subject to certification by the relevant admissions tutor that the candidate's Open University study is acceptable as equivalent to the completion of three course units for the degree course in question;
 - a person who has obtained a University of London Extra-Mural Diploma or Certificate, other than a Certificate or Diploma awarded for a course designated as an access course. A list of such courses may be obtained from the Centre for Extra-Mural Studies at Birkbeck College;
 - a person who has obtained an Extra-Mural sessional certificate or certificates with the grade of pass or better towards an Extra-Mural Diploma or Certificate other than those excepted in (b) above, subject to such a person being granted exemption from course-work and examinations and associated credits for an appropriate number of course-units not exceeding four or the equivalence of the first year of study.
- 5.9 Except insofar as these Regulations otherwise provide, students registered as Transfer Students shall comply with all relevant Regulations.
- 6 Re-Entry to Examinations**
- 6.1 With the exception of candidates for course-unit degrees, a candidate who at his/her first entry does not complete successfully an examination for a first degree, or, where appropriate, any part of an examination for a first degree, may re-enter for the relevant examination, on such conditions as may be prescribed in the Regulations for the particular degree, on not more than three occasions. Re-entry on a fourth occasion will only be considered by the relevant Board of Examiners in individual cases after special application made by the candidate.
- 6.2 A candidate for a course-unit degree who at his/her first entry does not successfully complete an examination may, subject to the original or strictly comparable course still being examined at the School, re-enter for the relevant examination on such conditions as may be prescribed in the Regulations for the degree, on not more than two occasions. Re-entry on a third occasion will only be considered by the relevant Board of Examiners in individual cases after special application made by the candidate.
- 6.3 Re-entry to an examination for a first degree or any part of an examination for a first degree must be made at the next following examination for which the candidate is eligible unless the School determines that a candidate may defer re-entry until a subsequent examination as prescribed in the relevant course regulations.

REGULATIONS FOR BA AND BSc DEGREES
(For students first registering in and after October 1995)

These regulations must be read in conjunction with General Regulations for Internal Students published by the University of London, with the regulations specifying the content of each degree, including Course Guides, and with the Code of Practice on Teaching and Learning for Undergraduates.

1. Conditions of Admission

- In order to be admitted to the degree a candidate must:
- satisfy or be exempted from the general entrance requirements of the University of London;
 - be admitted to and follow an approved course of study at the London School of Economics and Political Science;
 - pass the relevant examinations.

2. Course of Study

- 2.1 The course of study for the degree normally extends over three consecutive academic years. For students admitted directly into the second year of a degree course, having previously followed a course of study at another institution ("second year direct entry students"), the course of study for the degree will normally extend over at least two consecutive academic years. Second year direct entry students are considered as having taken and passed examinations equivalent to the first year of the degree course to which they are admitted.
- 2.2 A student should normally enrol for courses up to the value of four course units in each year. Courses must be chosen to comply with the regulations specified for the degree for which a student is registered, as published in the School's Calendar.
- 2.3 The Academic Studies Committee, on behalf of the School, may permit a student to transfer from one degree course to another within the School. Such permission will not be given without the recommendation of the Departmental Tutors of the department responsible for the student's current degree and for the degree into which he or she wishes to transfer. Students wishing to transfer must apply for permission, in writing, to the Academic Registrar.
- 2.4 In special circumstances, the Academic Studies Committee on behalf of the School may permit a student to substitute, for courses (to the maximum value of one full unit), listed in the regulations for the degree, other undergraduate courses of equivalent value. Such permission will not be given without the recommendation of the Departmental Tutor for the department responsible for the student's degree. Students wishing to substitute a course must apply for permission, in writing, to the Academic Registrar.

3. Eligibility for Entry to Examinations

- 3.1 A student shall be eligible to sit for examinations, after having satisfactorily attended approved courses within each year of study.
- 3.2 Students must have satisfied their teachers and tutor(s) with respect to attendance and completion of required work for courses in which they are to be examined.
- 3.3 A student will not be re-examined in any course which he or she has already passed.

4. Entry to Examinations

- 4.1 Students will normally be examined in courses up to the value of four course units at the end of each year.
- 4.2 Every student entering for an examination must complete and return a properly authorised entry form to be obtained from the Academic Registrar of the School.
- 4.3 Students registered at the School are not required to pay separate examination fees.
- 4.4 A student who for medical or other reasons approved by the School does not sit an examination while in attendance at the School may be permitted to enter for such an examination on one subsequent occasion without payment of a fee, whether or not in attendance at the School.
- 4.5 In all other cases, students who re-enter for an examination when not registered at the School will be required to pay a re-entry fee.

5. Progression from First to Second Year

- 5.1 First year candidates who have 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 the degree. The School may consider applications to progress to the second year of the degree from candidates, who have not met this requirement. At its discretion, the School may allow such a candidate to progress.

6. Progression from Second to Final Year

- 6.1 Second year candidates who have passed all examinations in courses from the first year of the degree, and who have passed examinations in courses to the value of at least three course units from the second year of the degree, will be eligible to progress to the final year of study in the degree. The School may consider applications to progress to the final year of the degree from candidates, who have not met this requirement. At its discretion, the School may allow such a candidate to progress.

7. Method of Assessment

- 7.1 The method(s) of assessment for each course and the weighting of each method of assessment will be as specified in the *Calendar*.
- 7.2 Where the Regulations permit essays and reports on practical work to count as part of the assessment for a course, such essays and reports must be submitted by the date specified in the *Calendar*. In addition to the methods of assessment as stated in the *Calendar*, examiners, at their discretion, may exceptionally test any candidate by means of an oral examination.
- 7.3 The Academic Studies Committee may, in exceptional circumstances, permit a variation of the method(s) of assessment for a course, in respect of some or all candidates.
- 7.4 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.
- 7.5 Examinations will be held once in each year, commencing on dates to be published in the School's *Calendar*. Candidates will be informed by the Academic Registrar of the time and place of the examinations.

8. Classification of Results

- 8.1 In order to be awarded a classified degree, candidates must have taken (or in the case of second year direct entry students be considered to have taken) examinations in courses to the value of twelve course units, except where the special provisions, under regulation 9, apply.
- 8.2 The classification of results will be based on the candidate's performance in each year of the degree course. 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.
- 8.3 Successful candidates at the Final examination will be awarded First Class Honours, Second Class Honours (Upper Division), Second Class Honours (Lower Division), Third Class Honours or, in the case of candidates who do not qualify for Honours, a Pass Degree.
- 8.4 A list of successful candidates will be published by the Academic Registrar.
- 8.5 A degree certificate under the seal of the University will be despatched to each candidate who is awarded the degree, to the address specified by the candidate. The degree certificate will state the title of the degree awarded.

9. Special Provisions

- 9.1 A candidate who has completed the course of study leading to a B.A. or B.Sc. degree and who, through illness or other cause judged sufficient by the Collegiate Board of Examiners, such as the death of a near relative, 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, may be considered for the award of an Honours or Pass degree or of an Aegrotat degree. Such consideration must be based on a medical certificate or other statement of the extenuating circumstances and normally supported by records of the candidate's performance during the course and by assessments provided by the candidate's teachers.
- 9.2 A candidate who has been absent from examinations to the value of no more than two full units, and has satisfied the Collegiate Board of Examiners under regulation 9.1. above, may be recommended to the University for the award of either an Honours or Pass degree. Candidates have the right to accept or decline this offer. In the event that a candidate has re-entered for examinations, the offer lapses.
- 9.3 A candidate who has satisfied the Collegiate Board of Examiners under regulation 9.1 above, and has not been recommended for an Honours or Pass degree, may be recommended to the University for the offer of an aegrotat degree. Candidates have the right to accept or decline this offer. In the event that a candidate has re-entered for examinations, the offer lapses. An aegrotat degree will be unclassified.
- 9.4 A candidate upon whom an aegrotat degree has been conferred following application under Regulation 9.2 or 9.3 ceases to be eligible to apply for the award of a classified degree.

Classification Scheme

This classification scheme must be read in conjunction with the Regulations for the BA and BSc degrees, the relevant Course Guides and the Code of Practice on Teaching and Learning for Undergraduates.

1. Award of Marks

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

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

2. Eligibility for Award of Degree

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

3. Treatment of half units

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

- 3.1 according to the appropriate degree regulations;
- 3.2 according to the stage of the degree: half units taken in the same year should be paired;
- 3.3 according to department in which the half units are taken: half units with the same departmental prefix (e.g., 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, 44, 39 and 33. One borderline mark will be treated as falling within the class, division, pass or fail grade next above whenever doing so would improve a candidate's classification given the guidelines in paragraph 6 below. If there are more than two such borderline classification marks, no more than one will normally be treated this way.

6. Classification Guidelines

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

a 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.

Courses of Study

Degrees may be awarded in the following fields; the regulations for each of these degrees are listed in the following pages, in the order shown:

	Page
B.Sc. Accounting and Finance	56
B.Sc. Actuarial Science	56
B.A./B.Sc. Anthropology	57
B.Sc. Business Mathematics and Statistics	59
B.Sc. Economic History	60
B.Sc. Economics and Economic History	60
B.Sc. Economic History with Economics	61
B.Sc. Economic History with Population Studies	62
B.Sc. Economics	62
B.Sc. Economics with Economic History	63
B.Sc. Econometrics and Mathematical Economics	64
B.Sc. Environmental Geography	64
B.Sc. Environmental Management and Policy	66
B.Sc. Environmental Policy with Economics	65
B.A. Geography	66
B.Sc. Geography and Population Studies	67
B.Sc. Geography with Economics	68
B.Sc. Government	68
B.Sc. Government and Economics	69
B.Sc. Government and History	70
B.Sc. Government and Law (last intake October 1997)	71
B.A. History	72
B.Sc. Industrial Relations and Human Resource Management	73
B.Sc. International History	75
B.Sc. International Relations	76
B.Sc. International Relations and History	77
B.Sc. Management	77
B.Sc. Management Sciences	78
B.Sc. Management Sciences with French (last intake October 1997)	79
B.Sc. Mathematics and Economics	80
B.Sc. Philosophy	80
B.Sc. Philosophy and Economics	81
B.Sc. Philosophy and Mathematics	82
B.Sc. Population Studies	83
B.Sc. Psychology and Philosophy	83
B.Sc. Russian Joint Studies	85
B.Sc. Social Policy and Administration	86
B.Sc. Social Policy and Government	86
B.Sc. Social Policy and Population Studies	87
B.Sc. Social Policy with Social Psychology	88
B.Sc. Social Policy and Sociology	89
B.Sc. Social Psychology (last intake October 1995)	89
B.Sc. Social Psychology with Social Policy (last intake October 1996)	90
B.Sc. Sociology	91

Outside Options List – 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 courses available for this purpose in your first year are:

	Title	Course Guide Number
Accounting and Finance	Elements of Accounting and Finance	AC100
Anthropology	Introduction to Social Anthropology Ethnography and Theory: Selected Texts	AN100 AN101
Economic History	The Internationalisation of Economic Growth, 1870 to the Present Day	EH101
Economics	Economics A Economics B Basic Mathematics for Economists Quantitative Methods (Mathematics) AND Quantitative Methods (Statistics for Economists)	EC100 EC102 EC110 MA107 ST105
Geography and Environment	Environment, Economy and Society Location & Spatial Analysis (<i>BSc Management students only</i>) Contemporary Europe	GY100 GY201 GY103
Government	Introduction to Political Theory I Introduction to the Study of Politics I	GV100 GV101
Industrial Relations	Industrial Relations	ID100
Information Systems	Introduction to Information Systems Advanced Information Technology for the Social Scientist	IS140 IS240
International History	The European Civil War, 1890–1990 The History of European Ideas since 1700	HY101 HY100
International Relations	The Structure of International Society	IR100
Language Studies	French German Spanish Russian	LN130 LN110 LN120 LN100
Law	English Legal Institutions Public International Law	LL101 LL278
Mathematics	Mathematical Methods Introduction to Pure Mathematics	MA100 MA103
Philosophy	Logic Social Philosophy Problems of Philosophy and Methodology	PH101 PH102 PH100
Social Policy and Administration	Population, Economy and Society Introduction to Social Policy	SA103 SA100
Social Psychology	Introduction to Individual and Social Psychology	PS100
Sociology	Principles of Sociology Sociology of Religion (<i>not available 1999–2000</i>) Psychoanalytic Study of Society Evolution and Social Behaviour Cults, Sects and New Religions (<i>not available 1999–2000</i>) Aspects of British Society (<i>not available 1998–99</i>) Industrial Enterprise in Comparative Perspective	SO100 SO106 SO214 SO215 SO216 SO103 SO105
Statistics	Introductory Quantitative Methods (Mathematics) AND Introductory Quantitative Methods (Statistics) Basic Statistics Elementary Statistical Theory	MA106 ST106 ST100 ST102

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 candidates tutor and to the successful completion of prerequisites where necessary, with the following exceptions:

- Certain first-year courses not available to students in the second or third year of their degree.
- Courses not available as an outside option.
- Papers offered by a department or by different departments which are mutually exclusive and may therefore not be combined.

The courses and papers excluded for these reasons are listed below.

i) First-year courses not available to students in the second or third year

GV100	Introduction to Political Theory I (2nd & 3rd year students wishing to take an introductory course should take GV200)	
GV101	Introduction to the Study of Politics I (2nd & 3rd year students wishing to take an introductory course should take GV201)	
IR100	Structure of International Society (Students in the 2nd or 3rd year of study in degrees other than BSc/IR may nevertheless be admitted with the written approval of their Tutors and the Principal Teacher of IR100)	
IS140	Introduction to Information Systems	

ii) Not available as an outside option.

Accounting	Financial Accounting	AC330
	Auditing and Accountability	AC340
Anthropology	Special Essay in Social Anthropology	AN399
Economics	None	
Economic History	Foundations of the Industrial Economy	EH245
	The Origins of the World Economy, 1450–1750	EH301
	Economy, Society and Politics in London 1800–1914 (<i>not available 1998–99</i>)	EH305
	Financial Markets, Investment and Economic Development in Britain, Germany and the US after 1870	EH310
	Africa and the World Economy	EH315
	The World Economic Crisis, 1919–1945 (<i>not available 1998–99</i>)	EH320
	Issues in Modern Japanese Economic Development: Late Industrialization, Imperialism and High Speed Growth (<i>not available 1998–99</i>)	EH325
	Long Essay in Social or Economic History	EH390
Geography	Independent Geographical Project	GY350
Government	None	
Industrial Relations	Selected Topics in Industrial Relations and Human Resource Management	ID300
	Industrial Relations Project	ID399
International History	Essay	HY300
International Relations	Essay	IR399
Language	None	
Law	English Legal System	LL102
	Obligations I	LL104
	Public Law: Elements of Government	LL106
	Criminal Law	LL108
	Introduction to the Legal System	LL109
	Law of Business Associations	LL203
	The Law Relating to Civil Liberties (<i>not available 1998–99</i>)	LL207
	Conflict of Laws	LL212
	Criminal Law (<i>not available 1999–2000</i>)	LL215
	The Substantive Law of the European Union	LL231
	Housing Law (<i>not available 1998–99</i>)	LL235
	International Protection of Human Rights	LL242
	Land Development and Planning Law (<i>not available 1998–99</i>)	LL247
	Intellectual Property Law	LL251

The Law of Corporate Insolvency	LL253
Law of Obligations	LL256
Labour Law	LL257
Civil Litigation – Processes and Functions	LL269
Mercantile Law (<i>not available 1998–99</i>)	LL270
Law of Restitution (<i>not available 1998–99</i>)	LL282
Taxation	LL293
Essay on an approved Legal Topic (half unit)	LL298
Full unit Essay Option	LL299
Jurisprudence	LL305
Management	
Management in the International System	MN301
International Marketing and Market Research	MN302
Mathematics	
None	
Operational Research	
Applied Management Sciences	OR302
Philosophy	
Further Logic	PH200
Greek Philosophy	PH204
Advanced Social Philosophy	PH205
Nineteenth Century Philosophy (<i>not available 1998–99</i>)	PH206
Phenomenology	PH207
Philosophical Logic and Metaphysics	PH209
Philosophy of Mathematics	PH210
Frege and Russell	PH212
Essay	PH299
Psychology	
Methods of Psychological Research III	PS300
Social Policy and Administration	
A Long Essay on an Approved Topic	SA349
Special Essay in Population Studies	SA399
Sociology	
Unit Essay in Sociology	SO302
Statistics	
None	
iii) Mutually Exclusive Options (may not be combined)	
Economics	
Economics A	EC100
and	
Economics B	EC102
Quantitative Methods (Mathematics)	MA107
AND	
Quantitative Methods (Statistics for Economists)	ST105
and	
Mathematical Methods	MA100
or	
Basic Mathematics for Economists	EC110
Quantitative Methods (Mathematics)	MA107
AND	
Quantitative Methods (Statistics for Economists)	ST105
and	
Elementary Statistical Theory	ST102
or	
Basic Statistics	ST100
or	
Statistical Methods for Social Research	ST103
Labour Economics	EC317
and	
Economics of the Labour Market	ID201
Geography	
Methods in Spatial and Social Analysis	GY140
and	
Methods in Geographical and Demographic Analysis	GY150
Industrial Relations	
Economics of the Labour Market	ID201
and	
Labour Economics	EC317

Law	
Obligations I	LL104
and	
Elements of Labour Law	LL226
Management	
International Marketing and Market Research	MN302
and	
Marketing and Market Research	ST327
Economics for Management	MN201
and	
Microeconomic Principles I	EC201
or	
Microeconomic Principles II	EC202
Mathematics	
Mathematical Methods	MA100
and	
Quantitative Methods (Mathematics) (half unit)	MA107
Further Quantitative Methods (Mathematics) (half unit)	MA207
and	
Mathematical Methods	MA100
Game Theory	MA300
and	
Game Theory I (half unit)	MA301
Operational Research	
Operational Research for Management	OR201
and	
Operational Research Methods	OR202
Model Building in Operational Research	OR301
and	
Simulation Modelling and Analysis (half unit)	ST325
Decision Analysis	OR304
and	
Actuarial Applied Statistics	ST324
Philosophy	
Social Philosophy	PH102
and	
Social and Moral Philosophy (<i>not available 1998–99</i>)	SO104
Social Policy and Administration	
Sociology of Deviance and Control (<i>not available 1999–2000</i>)	SA308
and	
Crime, Deviance and Control	SO210
Sociology	
Crime, Deviance and Control	SO210
and	
Sociology of Deviance and Control (<i>not available 1999–2000</i>)	SA308
Statistics	
Basic Statistics	ST100
or	
Elementary Statistical Theory	ST102
or	
Statistical Methods for Social Research	ST103
and	
Quantitative Methods (Mathematics)	MA107
AND	
Quantitative Methods (Statistics for Economists)	ST105
Further Quantitative Methods (Statistics) (half unit)	ST204
and	
Statistical Techniques for Management Sciences	ST254
Further Quantitative Methods (Statistics) (half unit)	ST204
and	
Introduction to Econometrics	EC220
Actuarial Applied Statistics	ST324
and	
Stochastic Processes (half unit)	ST302
Actuarial Applied Statistics	ST324
and	
Decision Analysis	OR304
Simulation Modelling and Analysis (half unit)	ST325
and	
Model Building in Operational Research	OR301

B.Sc. Accounting and Finance

Paper Number	Paper Title	Course Guide Number
Year 1		
1.	Elements of Accounting and Finance	AC100
2.	Economics B	EC102
3.	(a) (i) Introductory Quantitative Methods (Mathematics)	MA106
and	(ii) Introductory Quantitative Methods (Statistics)	ST106
or	(b) (i) Quantitative Methods (Mathematics)	MA107
and	(ii) Quantitative Methods (Statistics for Economists)	ST105
or	(c) Elementary Statistical Theory	ST102
4.	(a) Industrial Enterprise in Comparative Perspective	SO105
or	(b) An approved paper taught outside the department	
Year 2		
5.	Managerial Accounting	AC211
6.	Principles of Finance	AC212
7.	(a) Microeconomic Principles I	EC201
or	(b) Microeconomic Principles II	EC202
or	(c) Macroeconomic Principles	EC210
8.	One from:	
(a)	(i) Introduction to Econometrics	EC220
or	(ii) Principles of Econometrics	EC221
(b)	(i) Organisation Theory and Behaviour	ID200
or	(ii) The Process of Management	MN200
or	(iii) Operational Research for Management	OR201
or	(iv) Operational Research Methods	OR202
(c)	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.	Financial Accounting	AC330
10&11.	Two from:	
(a)	Auditing and Accountability	AC340
(b)	Corporate Finance and Financial Markets	AC320
(c)	Advanced Managerial Accounting	AC310
12.	One from:	
(a)	Commercial Law	LL209
(b)	A paper from 8(a) above (not available if one of the papers from 8(a) was taken in Year 2)	
(c)	A paper from 8(b) (not available if one of the papers from 8(b) was taken in Year 2)	
(d)	Approved papers to the value of one unit taught outside the department (normally papers available only to second or third year students)	

B.Sc. Actuarial Science

Paper Number	Paper Title	Course Guide Number
Year 1		
1.	Elementary Statistical Theory	ST102
2.	Mathematical Methods	MA100
3.	Elements of Accounting and Finance	AC100
4.	Economics B	EC102
Year 2		
5.	Probability, Distribution Theory and Inference	ST202
6.	Further Mathematical Methods (Linear Algebra)	MA201
and	Further Mathematical Methods (Calculus)	MA200
7.	Actuarial Life and Other Contingencies: I	ST222
and	Actuarial Investigations – Financial	ST226
8.	Courses to the value of one unit from:	
(a)	Principles of Sociology	SO100
(b)	Introduction to Individual and Social Psychology	PS100
(c)	Advanced Information Technology for the Social Scientist	IS240
(d)	Population, Economy and Society	SA103
(e)	Introduction to Pure Mathematics	MA103
(f)	Project in Applied Statistics	ST218
(g)	An approved paper taught outside the department	
Year 3		
9.	Regression Analysis and Analysis of Variance	ST300
and	Time Series and Forecasting	ST304
10.	Actuarial Applied Statistics I	ST324
11.	Actuarial Life and other Contingencies: II	ST322
and	Actuarial Investigations: Statistical	ST326
12.	Any other approved option	

B.A./B.Sc. Anthropology

Paper Number	Paper Title	Course Guide Number
Year 1		
1.	Introduction to Social Anthropology	AN100
2.	Ethnography and Theory	AN101
3.	Reading Other Cultures: The Anthropological Interpretation of Text and Film	AN102
4.	An approved paper taught outside the department	
Year 2		
5.	Kinship, Sex and Gender	AN200
6.	Political and Legal Anthropology	AN226
7.	The Anthropology of Economic Institutions and their Social Transformations	AN227
8.	Papers to the value of 1 unit from the Selection List below	
Year 3		
9.	Advanced Theory of Social Anthropology	AN300
10.	Anthropology of Religion	AN301
11.	Papers to the value of 1 unit from the Selection List below	
12.	(a) Papers to the value of 1 unit from the Selection List below	
or	(b) Special Essay Paper in Social Anthropology	AN399
Selection List ("Topics of Anthropology"): all courses are half units unless otherwise indicated		
	Advanced Ethnography: Latin America: Lowlands	AN203
	Advanced Ethnography: Australian Aborigines (not available 1998–99)	AN204
	Advanced Ethnography of Melanesia (not available 1998–99)	AN205
	Advanced Ethnography: Mediterranean, with special reference to Greece and Cyprus	AN206
	Advanced Ethnography: Madagascar	AN207
	Anthropological Linguistics (not available 1998–99)	AN208
	Research Methods in Social Anthropology (not available 1998–99)	AN209
	Conflict, Violence and War (not available 1998–99)	AN210
	The Anthropology of Death (not available 1998–99)	AN211
	The Anthropology of Art and Communication (not available 1998–99)	AN212
	Anthropological Theories of Exchange (not available 1998–99)	AN213
	The Anthropology of Hinduism and Indian Society (1 unit) (not available 1998–99)	AN214
	Advanced Ethnography, Hunters and Gatherers of Sub-Saharan Africa	AN215
	Selected Topics in Cognition and Anthropology (not available 1998–99)	AN216
	The Anthropology of East and Central Africa (not available 1998–99)	AN217
	Selected Development Problems of Sahelian Africa (not available 1998–99)	AN218
	Agrarian Development and Social Change (not available 1998–99)	AN219
	Advanced Ethnography: Hunters and Gatherers of South and South-East Asia (not available 1998–99)	AN220
	The Anthropology of Christianity (not available 1998–99)	AN221
	The Anthropology of Eastern Europe (not available 1998–99)	AN222
	Selected Topics in the Anthropology of South-East Asia (not available 1998–99)	AN223
	Advanced Ethnography: India (not available 1998–99)	AN225
	Advanced Ethnography: Latin American Societies (not available 1998–99)	AN228
	The Anthropology of Religious Nationalism and Fundamentalism	AN229
	The Anthropology of Industrialisation and Industrial Life (not available 1998–99)	AN230
	The Anthropology of China (not available 1998–99)	AN231
	Film and Photography in Anthropological Practice and Theory (not available 1998–99)	AN232
	The Anthropology of South–West Asian and North African Societies (not available 1998–99)	AN233
	Linguistics and Anthropological Problems (not available 1998–99)	AN234
	Selected Topics in the Anthropology of Southern Africa	AN235
	The Anthropology of Governance in the Modern State	AN236
	An approved paper taught outside the department	

B.A. Anthropology and Law

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

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

B.A. Anthropology and Law (continued)

Anthropology Selection List A

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

Anthropology Selection List B: all courses are half units unless otherwise indicated

Advanced Ethnography: Latin America: Lowlands	AN203
Advanced Ethnography: Australian Aborigines (not available 1998-99)	AN204
Advanced Ethnography of Melanesia (not available 1998-99)	AN205
Advanced Ethnography: Mediterranean, with special reference to Greece and Cyprus	AN206
Advanced Ethnography: Madagascar	AN207
Anthropological Linguistics (not available 1998-99)	AN208
Research Methods in Social Anthropology (not available 1998-99)	AN209
Conflict, Violence and War (not available 1998-99)	AN210
The Anthropology of Death (not available 1998-99)	AN211
The Anthropology of Art and Communication (not available 1998-99)	AN212
Anthropological Theories of Exchange (not available 1998-99)	AN213
The Anthropology of Hinduism and Indian Society (1 unit) (not available 1998-99)	AN214
Advanced Ethnography: Hunters and Gatherers of Sub-Saharan Africa	AN215
Selected Topics in Cognition and Anthropology (not available 1998-99)	AN216
The Anthropology of East and Central Africa (not available 1998-99)	AN217
Selected Development Problems of Sahelian Africa (not available 1998-99)	AN218
Agrarian Development and Social Change (not available 1998-99)	AN219
Advanced Ethnography: Hunters and Gatherers of South and South-East Asia (not available 1998-99)	AN220
The Anthropology of Christianity (not available 1998-99)	AN221
The Anthropology of Eastern Europe (not available 1998-99)	AN222
The Anthropology of South-East Asia (not available 1998-99)	AN223
Advanced Ethnography: India (not available 1998-99)	AN225
Advanced Ethnography: Latin American Societies (not available 1998-99)	AN228
The Anthropology of Religious Nationalism and Fundamentalism	AN229
The Anthropology of Industrialisation and Industrial Life (not available 1998-99)	AN230
The Anthropology of China (not available 1998-99)	AN231
Film and Photography in Anthropological Practice and Theory (not available 1998-99)	AN232
The Anthropology of South-West Asian and North African Societies (not available 1998-99)	AN233
Linguistics and Anthropological Problems (not available 1998-99)	AN234
Selected Topics in the Anthropology of Southern Africa	AN235
The Anthropology of Governance in the Modern State	AN236
Special Essay Paper in Social Anthropology	AN399

Law Selection List

Administrative Law	LL201
Law of Business Associations	LL203
The Law Relating to Civil Liberties (not available 1998-99)	LL207
Computers, Information and Law (not available 1998-99)	LL210
Conflict of Laws	LL212
Domestic Relations	LL221
Economic Analysis of Law (not available 1998-99)	LL223
The Substantive Law of the European Union	LL231
Law and Institutions of the European Union	LL232
Law of Evidence	LL233
Housing Law (not available 1998-99)	LL235
International Protection of Human Rights	LL242
Land Development and Planning Law (not available 1998-99)	LL247
Law and the Environment	LL250
Intellectual Property Law	LL251
The Law of Corporate Insolvency	LL253
Law of Obligations	LL256
Labour Law	LL257
Legal and Social Change since 1750	LL259
Legislation (Essay)	LL265
Civil Litigation - Processes and Functions	LL269
Mercantile Law (not available 1998-99)	LL270
Outlines of Modern Criminology (half unit)	LL272
Property II	LL275
Public International Law	LL278
Law of Restitution (not available 1998-99)	LL282
Sentencing and Treatment of Offenders (half unit)	LL284
Social Security Law I (half unit)	LL287
and	
Social Security Law II (half unit)	LL288
Taxation	LL293
Law, Theory and Policy of Consumer Markets	LL294
Women and the Law (not available 1998-99)	LL297
Jurisprudence	LL305

B.Sc. Business Mathematics and Statistics

Paper Number	Paper Title	Course Guide Number
Year 1		
1.	Elementary Statistical Theory	ST102
2.	Mathematical Methods	MA100
3. (a)	Economics A	EC100
or (b)	Economics B	EC102
4.	Elements of Accounting and Finance	AC100
Year 2		
5&6.	Papers to the value of two units from:	
(a)	Probability, Distribution Theory and Inference	ST202
(b)	Projects in Applied Statistics	ST218
(c)	Further Mathematical Methods (Calculus) (half unit)	MA200
and	Further Mathematical Methods (Linear Algebra) (half unit)	MA201
(d)	Introduction to Pure Mathematics	MA103
(e)	Operational Research Methods	OR202
(f)	Actuarial Life and other Contingencies: I (half unit)	ST222
(g)	Actuarial Investigations- Financial (half unit)	ST226
7&8.	Courses to the value of two units from:	
(a)	Courses to the value of one unit not previously taken under papers 5&6	
(b)	Principles of Econometrics	EC221
(c)	Microeconomic Principles II	EC202
(d)	Macroeconomic Principles	EC210
(e)	Advanced Information Technology for the Social Scientist	IS240
(f)	Introduction to Individual and Social Psychology	PS100
(g)	Industrial Enterprise in Comparative Perspective	SO105
(h)	Principles of Finance	AC212
Year 3		
9, 10	Courses to the value of three units from:	
& 11. (a)	Time Series and Forecasting (half unit)	ST304
(b)	Regression Analysis and Analysis of Variance (half unit)	ST300
(c)	Stochastic Processes (half unit)	ST302
(d)	Sample Survey Theory and Methods (half unit)	ST316
(e)	Multivariate Methods and Contingency Table (half unit)	ST318
(f)	Marketing and Market Research	ST327
(g)	Decision Analysis	OR304
(h)	Real Analysis (half unit)	MA203
(i)	Discrete Mathematics (half unit)	MA205
(j)	Theory of Graphs (half unit)	MA308
(k)	Game Theory I (half unit)	MA301
(l)	Chaos in Dynamical Systems (half unit)	MA303
(m)	Topology (half unit) (not available 1998-99)	MA302
(n)	Control Theory and Calculus of Variations (half unit)	MA305
(o)	Mathematics of Finance and Valuation (half unit)	MA310
(p)	Combinatorial Optimisation (half unit)	OR303
(q)	Model Building in Operational Research	OR301
(r)	Actuarial Applied Statistics	ST324
(s)	Simulation Modelling and Analysis (half unit) (may not be taken if OR301 Model Building in OR is also taken)	ST325
(t)	Actuarial Investigations: Statistical	ST326
and	Actuarial Life and other Contingencies: II	ST322
(u)	Information Systems in Business	IS340
(v)	Advanced Information Technology for the Social Scientist (if not already taken under 7&8)	IS240
(w)	(i) Mathematical and Statistical Demography (not available 1998-99)	SA255
or	(ii) Demographic Description and Analysis	SA250
(x)	An approved paper taught outside the department (includes courses listed under 12 below)	
12.	One from:	
(a)	A paper from 9,10&11 above not previously taken	
(b)	Industrial Economics	EC313
(c)	Monetary Economics	EC321
(d)	(i) Principles of Finance (if not already taken under 7&8)	AC212
or	(ii) Corporate Finance and Financial Markets	AC320
(e)	Managerial Accounting	AC211
(f)	Organization Theory and Behaviour	ID200
(g)	The Social Psychology of Economic Life	PS315
(h)	Social Psychology of the Media	PS311
(i)	Elements of Labour Law	LL226
(j)	Commercial Law	LL209
(k)	The Process of Management	MN200

B.Sc. Economic History

Paper Number	Paper Title	Course Guide Number
Year 1		
1.	The Internationalisation of Economic Growth, 1870 to the Present Day	EH101
2. (a)	Economics A	EC100
or (b)	Economics B	EC102
3.	An approved paper from outside the department	
4.	An approved paper taught outside the department	
Year 2		
5.	Foundations of the Industrial Economy	EH245
6.	Comparative Economic Development: Late Industrialisation in Russia, India and Japan	EH220
7&8.	Two from:	
(a)	Latin America and the International Economy	EH225
(b)	The Integration of Europe's Economy, 1815-1990	EH236
(c)	Economic and Social History of Britain from 1830	EH210
(d)	British Business and Contemporary Economic Performance	EH240
(e)	Towns, Society and Economy in England and Europe, 1450-1750	EH205
(f)	The Internationalisation of Economic Growth, 1870 to the Present Day (if not taken in year 1)	EH101
(g)	A paper from the Selection List (pre-requisites allowing)	
Year 3		
9&10.	Two from:	
(a)	Africa and the World Economy	EH315
(b)	Financial Markets, Investment and Economic Development in Britain, Germany and the US after 1870	EH310
(c)	The World Economic Crisis, 1919-1945 (not available 1998-99)	EH320
(d)	The Origins of the World Economy, 1450-1750	EH301
(e)	Economy, Society and Politics in London, 1800-1939 (not available 1998-99)	EH305
(f)	Issues of Modern Japanese Economic Development (not available 1998-99)	EH325
10.	A further paper from (a) - (f) under 9. or (a) - (f) under 7&8	
11.	A further paper from (a) - (f) under 9 above, or (a) - (f) under 7&8 above	
12.	Long Essay in Social or Economic History	EH390

Selection List

The Witchcraze of the Early Modern World	HY205
The Demographic Transition and the Western World Today	SA251
Third World Demography	SA252
The Population of the Indian Sub-Continent	SA254
Women, The Family and Social Policy in 20th Century Britain (not available 1998-99)	SA212
Aspects of British Society (not available 1998-99)	SO103
Sociology of Development (not available 1998-99)	SO205
The Anthropology of Economic Institutions and their Social Transformations	AN227
The Politics of International Economic Relations	IR304
Literature and Society in Britain: 1900 to the Present Day	LN250
Legal and Social Change since 1750	LL259
Economics of Social Policy	EC200
European Economic Policy	EC230
The Population of Developed Societies	SA253
An approved language course	

B.Sc. Economics and Economic History

Paper Number	Paper Title	Course Guide Number
Year 1		
1.	Economics B	EC102
2.	The Internationalisation of Economic Growth, 1870 to the Present Day	EH101
3. (a)	(i) Quantitative Methods (Mathematics)	MA107
and (ii)	Quantitative Methods (Statistics for Economists)	ST105
or (b)	Basic Mathematics for Economists	EC110
4. (a)	Basic Statistics (if 3b taken)	ST100
or (b)	An approved paper taught outside the departments of Economics and Economic History	
Year 2		
5.	One from:	
(a)	Microeconomic Principles I	EC201
or	Microeconomic Principles II	EC202
or (b)	Macroeconomic Principles	EC210
6. (a)	Introduction to Econometrics	EC220
or (b)	Principles of Econometrics	EC221
7.	Foundations of the Industrial Economy	EH245
8.	One from:	
(a)	Comparative Economic Development: Late Industrialisation in Russia, India and Japan	EH220
(b)	Latin America and the International Economy	EH225
(c)	The Integration of Europe's Economy 1815-1990	EH236
(d)	Economic and Social History of Britain from 1830	EH210
(e)	British Business and Contemporary Economic Performance	EH240
(f)	Towns, Society and Economy in England and Europe, 1450-1750	EH205

B.Sc. Economics and Economic History (continued)

Paper Number	Paper Title	Course Guide Number
Year 3		
9.	Paper (a) or (b) from 5 above not already taken	
10. (a)	A paper from the Selection List	
or (b)	An approved paper taught outside the departments of Economic History and Economics	
11.	One from:	
(a)	Africa and the World Economy	EH315
(b)	The Origins of the World Economy, 1450-1750	EH301
(c)	Financial Markets, Investment and Economic Development in Britain, Germany and the US after 1870	EH310
(d)	The World Economic Crisis, 1919-1945 (not available 1998-99)	EH320
(e)	Economy, Society and Politics in London 1800-1939 (not available 1998-99)	EH305
(f)	Issues of Modern Japanese Economic Development (not available 1998-99)	EH325
12.	Long Essay in Social or Economic History	EH390
Selection List:		
Industrial Economics	EC313	
Comparative Economic Systems	EC305	
Problems of Applied Econometrics	EC333	
Advanced Economic Analysis	EC301	
Public Economics	EC325	
Monetary Economics	EC321	
International Economics	EC315	
Development Economics	EC307	
History of Economic Thought	EC311	
Economic Analysis of the European Union	EC303	
Labour Economics	EC317	

B.Sc. Economic History with Economics

Paper Number	Paper Title	Course Guide Number
Year 1		
1.	Economics B	EC102
2.	The Internationalisation of Economic Growth, 1870 to the Present Day	EH101
3. (a)	Basic Mathematics for Economists	EC110
or (b)	(i) Quantitative Methods (Mathematics)	MA107
and (ii)	Quantitative Methods (Statistics for Economists)	ST105
4.	An approved paper taught outside the departments of Economics and Economic History	
Year 2		
5.	One from:	
(a)	Microeconomic Principles I	EC201
or	Microeconomic Principles II	EC202
or (b)	Macroeconomic Principles	EC210
6.	Foundations of the Industrial Economy	EH245
7.	One from:	
(a)	Comparative Economic Development: Late Industrialisation in Russia, India and Japan	EH220
(b)	Latin America and the International Economy	EH225
(c)	The Integration of Europe's Economy 1815-1990	EH236
(d)	Economic and Social History of Britain from 1830	EH210
(e)	British Business and Contemporary Economic Performance	EH240
(f)	Towns, Society and Economy in England and Europe, 1450-1750	EH205
8.	An approved paper taught outside the departments of Economic History and Economics	
Year 3		
9.	Paper (a) or (b) from 5 above not already taken	
10.	One from:	
(a)	Africa and the World Economy	EH315
(b)	Financial Markets, Investment and Economic Development in Britain, Germany and the US after 1870	EH310
(c)	The World Economic Crisis, 1919-1945 (not available 1998-99)	EH320
(d)	The Origins of the World Economy, 1450-1750	EH301
(e)	Economy, Society and Politics in London, 1800-1939 (not available 1998-99)	EH305
(f)	Issues in Modern Japanese Economic Development (not available 1998-99)	EH325
11. (a)	A further paper from (a)-(f) under 7 above	
or (b)	A further paper from 10 above	
12.	Long Essay in Social or Economic History	EH390

B.Sc. Economic History with Population Studies

Paper Number	Paper Title	Course Guide Number
Year 1		
1.	The Internationalisation of Economic Growth, 1870 to the Present Day	EH101
2.	Population, Economy and Society	SA103
3.	(a) Statistical Methods for Social Research	ST103
or (b)	An approved paper from outside Economic History and Population Studies	
4.	An approved paper taught outside the department	
Year 2		
5.	Demographic Description and Analysis	SA250
6.	Foundations of the Industrial Economy	EH245
7.	One from:	
(a)	The Demographic Transition and the Western World Today	SA251
(b)	Third World Demography	SA252
(c)	The Population of Developed Societies	SA253
(d)	The Population of the Indian Sub-Continent	SA254
8.	One from:	
(a)	Comparative Economic Development: Late Industrialisation in Russia, India and Japan	EH220
(b)	Latin America and the International	EH225
(c)	The Integration of Europe's Economy, 1815-1990	EH236
(d)	Economic and Social History of Britain from 1830	EH210
(e)	British Business and Contemporary Economic Performance	EH240
(f)	Towns, Society and Economy in England and Europe, 1450-1750	EH205
(g)	Women, The Family and Social Policy in 20th Century Britain (not available 1998-99)	SA212
(h)	The Witchcraze of the Early Modern World	HY205
Year 3		
9.	One from:	
(a)	Africa and the World Economy	EH315
(b)	The Origins of the World Economy, 1450-1750	EH301
(c)	Economy, Society and Politics of London, 1800-1914 (not available 1998-99)	EH305
(d)	Issues in Modern Japanese Economic Development (not available 1998-99)	EH325
10.	(a) A further paper from 9 above	
or (b)	A further paper from (a) - (f) under 8 above	
11.	A further paper from 7 above	
12.	(a) A Long Essay in Social or Economic History	EH390
or (b)	A Special Essay in Population Studies	SA399

B.Sc. Economics

Paper Number	Paper Title	Course Guide Number
Year 1		
1.	Economics B	EC102
2.	(a) Basic Mathematics for Economists	EC110
or (b)	Mathematical Methods	MA100
or (c)	(i) Quantitative Methods (Mathematics)	MA107
and (ii)	Quantitative Methods (Statistics for Economists)	ST105
3.	(a) Basic Statistics (if 2(a) taken)	ST100
or (b)	Elementary Statistical Theory (if 2(b) taken)	ST102
or (c)	An approved paper taught outside the department (if 2(c) taken)	
4.	An approved paper taught outside the department	
Year 2		
5.	(a) Microeconomic Principles I	EC201
or (b)	Microeconomic Principles II	EC202
6.	Macroeconomic Principles	EC210
7.	(a) Introduction to Econometrics	EC220
or (b)	Principles of Econometrics	EC221
8.	An approved paper taught outside the department	
Year 3		
9, 10, & 11.	Three from the Selection List below	
12.	One from:	
(a)	A further paper from the Selection List	
(b)	Commercial Law	LL209
(c)	Managerial Accounting	AC211
(d)	(i) Operational Research for Management	OR201
or (ii)	Operational Research Methods	OR202
(e)	Game Theory	MA300
(f)	Mathematical Methods	MA100
(g)	Further Mathematical Methods (Calculus)	MA200
and (h)	Further Mathematical Methods (Linear Algebra)	MA201
(i)	Philosophy of Economics	PH211
(j)	Africa and the World Economy	EH315
(k)	British Business and Contemporary Economic Performance	EH240

B.Sc. Economics (continued)

Paper Number	Paper Title	Course Guide Number
(k)	Comparative Economic Development: Late Industrialisation in Russia, India and Japan	EH220
(l)	Economic and Social History of Britain from 1830	EH210
(m)	Financial Markets, Investment and Economic Development in Britain, Germany and the US after 1870	EH310
(n)	Latin America and the International Economy	EH225
(o)	The Integration of Europe's Economy 1815-1990	EH236
(p)	The Politics of International Economic Relations I	IR304
(q)	Locational Change and Business Activity	GY201
(r)	Europe and the Global Economy	GY300
(s)	Demographic Description and Analysis	SA250
(t)	Mathematical and Statistical Demography (not available 1998-99)	SA255

Selection List

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

Any other paper approved by the Economics Department In exceptional circumstances a student may be permitted to 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 an outside paper should first be obtained from the *Departmental Tutor* who must countersign the Confirmation of Examination Entry and Selection of Papers for Next Session form. Any subsequent revision to the student's choice of papers must also be countersigned by the Departmental Tutor.

B.Sc. Economics with Economic History

Paper Number	Paper Title	Course Guide Number
Year 1		
1.	Economics B	EC102
2.	The Internationalisation of Economic Growth, 1870 to the Present Day	EH101
3.	(a) Quantitative Methods (Mathematics)	MA107
and (b)	Quantitative Methods (Statistics for Economists)	ST105
or (b)	Basic Mathematics for Economists	EC110
4.	An approved paper taught outside the department	
Year 2		
5.	(a) Microeconomic Principles I	EC201
or (b)	Microeconomic Principles II	EC202
6.	Macroeconomic Principles	EC210
7.	Foundations of the Industrial Economy	EH245
8.	One from:	
(a)	Comparative Economic Development: Late Industrialisation in Russia, India and Japan	EH220
(b)	Latin America and the International Economy	EH225
(c)	The Integration of Europe's Economy 1815-1990	EH236
(d)	Economic and Social History of Britain from 1830	EH210
(e)	British Business and Contemporary Economic Performance	EH240
(f)	Towns, Society and Economy in England and Europe, 1450-1750	EH205
Year 3		
9,10.	Two from:	
(a)	Industrial Economics	EC313
(b)	Comparative Economic Systems	EC305
(c)	Advanced Economic Analysis	EC301
(d)	Public Economics	EC325
(e)	Monetary Economics	EC321
(f)	International Economics	EC315
(g)	Development Economics	EC307
(h)	History of Economic Thought	EC311
(i)	Economic Analysis of the European Union	EC303
(j)	Labour Economics	EC317
(k)	(i) Introduction to Econometrics	EC220
or (ii)	Principles of Econometrics	EC221
11.	One from:	
(a)	Africa and the World Economy	EH315
(b)	Financial Markets, Investment and Economic Development in Britain, Germany and the US after 1870	EH310
(c)	The World Economic Crisis, 1919-1945 (not available 1998-99)	EH320

B.Sc. Economics with Economic History (continued)

Paper Number	Paper Title	Course Guide Number
(d)	The Origins of the World Economy, 1450-1750	EH301
(e)	Economy, Society and Politics in London, 1800-1939 (<i>not available 1998-99</i>)	EH305
(f)	Issues of Modern Japanese Economic Development (<i>not available 1998-99</i>)	EH325
12.	An approved paper taught outside the departments of Economics and Economic History	

B.Sc. Econometrics and Mathematical Economics

Paper Number	Paper Title	Course Guide Number
Year 1		
1.	Economics B	EC102
2.	Mathematical Methods	MA100
3.	Elementary Statistical Theory	ST102
4.	An approved paper taught outside the department	
Year 2		
5.	(a) Microeconomic Principles I	EC201
or	(b) Microeconomic Principles II	EC202
6.	Principles of Econometrics	EC221
7.	One from:	
(a)	(i) Further Mathematical Methods (Calculus)	MA200
and	(ii) Further Mathematical Methods (Linear Algebra)	MA201
(b)	Macroeconomic Principles	EC210
(c)	Elements of Accounting and Finance	AC100
(d)	Operational Research for Management	OR201
(e)	Game Theory	MA300
(f)	Philosophy of Economics	PH211
8.	(a) Probability, Distribution Theory and Inference	ST202
or	(b) An approved paper taught outside the department	
Year 3		
9.	One from:	
(a)	Problems of Applied Econometrics	EC333
(b)	Econometric Theory	EC309
(c)	Mathematical Economics	EC319
10.	One from the Selection list below:	
11.	(a) A further paper from 9 above	
or	(b) An approved paper from the Selection list below	
12.	Project in Quantitative Economics	EC331

Selection list

Advanced Economic Analysis	EC301
Comparative Economic Systems	EC305
Development Economics	EC307
Economic Analysis of the European Union	EC303
History of Economic Thought	EC311
Industrial Economics	EC313
International Economics	EC315
Labour Economics	EC317
Monetary Economics	EC321
Principles of Finance	AC212
Corporate Finance and Financial Markets (<i>only if AC212 Principles of Finance taken in the second year</i>)	AC320
Public Economics	EC325
Macroeconomic Principles (<i>if not taken under 7(b) above</i>)	EC210
Elements of Accounting and Finance (<i>if not taken under 7(c) above</i>)	AC100
Operational Research for Management (<i>if not taken under 7(d) above</i>)	OR201
Game Theory (<i>if not taken under 7(e) above</i>)	MA300
Philosophy of Economics (<i>if not taken under 7(f) above</i>)	PH211

B.Sc. Environmental Geography

Paper Number	Paper Title	Course Guide Number
Year 1		
1.	Environment, Economy and Society	GY100
2.	The Natural Environment	GY120
3.	Methods in Spatial and Social Analysis	GY140
4.	An approved paper taught outside the department	
Year 2		
5.	Research Techniques (Spatial, Social and Environmental)	GY240
6,7&8	Two or three units from List A	

B.Sc. Environmental Geography (continued)

Paper Number	Paper Title	Course Guide Number
List A		
	Contemporary Environmental Debates	GY220
	Environmental Assessment and Management	GY221
	* Geomorphology I	GY230
Up to <i>one</i> unit from List B		
List B		
	Space, Society and Culture	GY200
	Location and Spatial Analysis	GY201
	* Biogeography and Soils	GY231
	* Global Environmental Change	GY233
	Contemporary Europe (<i>can only be taken in Year 2</i>)	GY103
	The Third World: A Study of Social and Economic Development	GY202
	An approved outside option taught at LSE	
	An approved Inter-collegiate Course	
Year 3		
9.	Independent Geographical Essay	GY350
10,11	Three units from below of which at least two must be	
& 12.	taken from List C and up to one from List D	
List C		
	The Environmental Policy Process: National and Local Level	GY321
	Environmental Risk Management	GY320
	Transport, Environment and Planning	GY322
List D		
	Political Geography	GY301
	Urban Planning	GY302
	Latin America (<i>not available 1998-99 and 1999-2000</i>)	GY304
	Latin America and the International Economy (<i>available for 1998-99 session only</i>)	EH225
	Europe and the Global Economy	GY300
	Geographical Information Systems (<i>not available 1998-99</i>)	GY340
	or the Birkbeck College course, Principles of Geographical Information Systems	
	The Geography of Gender: Global Perspectives	GY303
	One unit from 6-8 (<i>excluding Contemporary Europe and an outside option taught at LSE</i>)	
* Courses taught at King's College London		

B.Sc. Environmental Policy with Economics

Paper Number	Paper Title	Course Guide Number
Year 1		
1.	Environment, Economy and Society	GY100
2.	The Natural Environment	GY120
3.	Economics B	EC102
4.	(a) Basic Mathematics for Economics	EC110
or	(b) Quantitative Methods in Economics	EC120
Year 2		
5.	Environment and Economy	GY222
6.	Environmental Assessment and Management	GY221
7.	Contemporary Environmental Debates	GY220
8.	(a) Microeconomic Principles I	EC201
or	(b) Microeconomic Principles II	EC202
Year 3		
9.	The Environmental Policy Process	GY321
10.	One from:	
(a)	Macroeconomic Principles	EC210
(b)	Development Economics	EC307
(c)	Industrial Economics	EC313
(d)	International Economics	EC315
(e)	Public Economics	EC325
11&12.	Two from:	
(a)	Environmental Risk Management	GY320
(b)	Applied Location and Spatial Analysis	GY322
(c)	Geographical Information Systems (<i>not available 1998-99</i>)	GY340
(d)	Urban Planning	GY302

B.Sc. Environmental Management and Policy

Paper Number	Paper Title	Course Guide Number
Year 1		
1.	Environment, Economy and Society	GY100
2.	The Natural Environment	GY120
3.	Methods in Spatial and Social Analysis	GY140
4.	An approved paper taught outside the Department	
Year 2		
5.	Environment and Economy	GY222
6.	Environmental Assessment and Management	GY221
7.	Contemporary Environmental Debates	GY220
8.	Research Techniques (Spatial, Social and Environmental)	GY240
Year 3		
9.	Independent Environmental Project	GY350
10.	The Environmental Policy Process	GY321
11&12.	Two from:	
(a)	Environmental Risk Management	GY320
(b)	Applied Location and Spatial Analysis	GY322
(c)	Geographical Information Systems (<i>not available 1998-99</i>)	GY340
(d)	Urban Planning	GY302
(e)	An approved paper taught in the Geography Department or another Department in the School	
Fourth Year		
ON EUROPE		
9.	Government, Politics and Public Policy in the European Union	GV244
10.	One from Society and Economy in Europe since 1914	
	European Social Policy	SA213
	Europe and the Global Economy	GY300
	Spatial Economic Policy (half unit)	
	Urban Restructuring in Europe (half unit)	
and		
ON FRANCE		
11.	Government, Politics and Public Policy in France	GV240
12.	Both French Language	
<i>and</i>	either Developments in the French Novel II	
<i>or</i>	Use of French: Le Patrimoine Culturel Français	
OR GERMANY		
11.	Government, Politics and Public Policy in Germany	GV241
12.	Both German Language Core Course III	
	<i>and one of following:</i>	
(a)	Extensive Writing in German on Current Affairs	
(b)	German for Special Purposes	
(c)	History into Literature	
(d)	Third Reich in the Post-war Novel	

B.A. Geography

Paper Number	Paper Title	Course Guide Number
Year 1		
1.	Environment, Economy and Society	GY100
2.	Methods in Spatial and Social Analysis	GY140
3.	(a) The Natural Environment	GY120
<i>or</i>	(b) Contemporary Europe	GY103
4.	An approved paper taught outside the department	
Year 2		
5.	Research Techniques (Spatial, Social and Environmental)	GY240
6,7&8.	Two or three units from List A	
List A		
	Contemporary Environmental Debates	GY220
	Space, Society and Culture	GY200
	Location and Spatial Analysis	GY201
Up to one unit from List B		
List B		
	Environmental Assessment and Management	GY221
	*Global Environmental Change	GY233
	Contemporary Europe (<i>if not taken in Year 1</i>)	GY103
	The Third World: A Study of Social and Economic Development	GY202
	An approved outside option taught at LSE	
Year 3		
9.	Independent Geographical Project	GY350

B.A. Geography (continued)

Paper Number	Paper Title	Course Guide Number
10,11.		
12.	Three units from:	
	Political Geography	GY301
	Urban Planning	GY302
	Latin America (<i>not available 1998-99 and 1999-2000</i>)	GY304
	Latin America and the International Economy (<i>available for 1998-99 session only</i>)	EH225
	Europe and the Global Economy	GY300
	The Environmental Policy Process: National and Local Level	GY321
	Geographical Information Systems (<i>not available 1998-99</i>)	GY340
	or the Birkbeck College course, Principles of Geographical Information Systems	
	Environmental Risk Management	GY320
	Applied Location and Spatial Analysis	GY322
	The Geography of Gender: Global Perspectives	GY303
	One unit from 6-8 (<i>excluding Contemporary Europe and an LSE taught Outside Option</i>)	
	* Course taught at King's College London	

B.Sc. Geography and Population Studies

Paper Number	Paper Title	Course Guide Number
Year 1		
1.	Environment, Economy and Society	GY100
2.	Population, Economy and Society	SA103
3.	Methods in Spatial and Social Analysis	GY140
4.	One from the following:	
	Introduction to Social Anthropology	AN100
	Economics A	EC100
	Economics B	EC102
	The Structure of International Society	IR100
	Basic Statistics	ST100
	Elementary Statistical Theory	ST102
	Introduction to Social Policy	SA100
	Introduction to Individual and Social Psychology	PS100
Year 2		
5.	Research Techniques (Spatial, Social and Environmental)	GY240
6.	One from the following:	
	Contemporary Environmental Debates	GY220
	Environmental Assessment and Management	GY221
	Space, Society and Culture	GY200
	Location and Spatial Analysis	GY201
	Contemporary Europe	GY103
	The Third World: A Study of Social and Economic Development	GY202
	Demographic Description and Analysis	SA250
7.	One from the following:	
	The Demographic Transition and the Western World Today	SA251
	Third World Demography	SA252
	The Population of Developed Societies	SA253
	Another approved Population Studies course	
Year 3		
9.	One from the following:	
	The Geography of Gender: Global Perspectives	GY303
	Latin America (<i>not available 1998-99 and 1999-2000</i>)	GY304
	Latin America and the International Economy (<i>available for 1998-99 session only</i>)	EH225
	Geographical Information Systems (<i>not available 1998-99</i>)	GY340
	or the Birkbeck taught course, Principles of Geographical Information Systems	
	Environmental Risk Management	GY320
	The Environmental Policy Process: National and Local Level	GY321
	Europe and the Global Economy	GY300
	Political Geography	GY301
	Applied Location and Spatial Analysis	GY322
10.	One from the following:	
	The Population of the Indian Sub-continent	SA254
	Mathematical and Statistical Demography (<i>not available 1998-99</i>)	SA255
	One from 8 if not taken in Year 2	
11.	One from the following:	
	An approved Geography course (<i>but not GY103</i>)	
	An approved Population Studies course	
	An approved paper taught outside the department	
12.	Independent Project	SA399

B.Sc. Geography with Economics

Paper Number	Paper Title	Course Guide Number
Year 1		
1.	Economics B	EC102
2.	(a) Basic Mathematics	EC110
or	(b) (i) Quantitative Methods (Mathematics)	MA107
and	(ii) Quantitative Methods (Statistics for Economists)	ST105
3.	Environment, Economy and Society	GY100
4.	(a) Methods in Spatial and Social Analysis	GY140
or	(b) Contemporary Europe	GY103
Year 2		
5.	Microeconomic Principles I	EC201
Either	Microeconomic Principles II	EC202
or	Location and Spatial Analysis	GY201
6.	Two from the following:	
7&8.	Contemporary Environmental Debates	GY220
	Environmental Assessment and Management	GY221
	Space, Society and Culture	GY200
	The Third World: A Study of Social and Economic Development	GY202
	Contemporary Europe (if not taken in Year 1)	GY103
	Research Techniques (Spatial, Social and Environmental Analysis)	GY240
	(if candidate is going to undertake GY350 under papers 11 & 12 below)	
	Europe and the Global Economy	GY300
Year 3		
9.	Macroeconomic Principles	EC210
10.	Europe and the Global Economy (if not taken in year 2 1998-99 only)	GY300
or	Applied Location and Spatial Analysis	GY322
11&12.	Two from the following:	
	Independent Geographical Project	GY350
	Urban Planning	GY302
	The Geography of Gender: Global Perspectives	GY303
	Latin America (not available 1998-99 and 1999-2000)	GY304
	Latin America and the International Economy (available for 1998-99 session only)	EH225
	Geographical Information Systems (not available 1998-99)	GY340
	or the Birkbeck College course, Principles of Geographical Information Systems	
	Environmental Risk Management	GY320
	Political Geography	GY301
	The Environmental Policy Process: National and Local Level	GY321
	Applied Location and Spatial Analysis (if not taken under paper 10)	GY322
	One other Geography course not taken under 7&8 in Year 2 (but not GY103)	
	An approved Economics course	

B.Sc. Government

Paper Number	Paper Title	Course Guide Number
Year 1		
1.	Introduction to the Study of Politics I	GV101
2.	Introduction to Political Theory I	GV100
3.	An approved paper taught outside the department	
4.	An approved paper taught outside the department	
Years 2 and 3		
NB: Options in Government may require GV100/200 or GV101/201 to have been completed; Course Guides should be checked accordingly		
5.	(a) Russia/The CIS: Institutions and Policies	GV217
	(b) Government, Politics and Public Policy in France	GV240
	(c) Government, Politics and Public Policy in Germany	GV241
	(d) Government, Politics and Public Policy in Latin America	GV242
	(e) Government, Politics and Public Policy in the USA	GV243
	(f) Government, Politics and Public Policy in the European Union	GV244
	(g) Government and Politics in Eastern Europe	GV246
6.	One from:	
	(a) Ancient and Early Christian Political Thought (not available 1998-99)	GV218
	(b) Medieval and Renaissance Political Thought (not available 1998-1999)	GV219
	(c) Modern Political Thought	GV220
	(d) Individual, State and Community	GV221
	(e) Gender in Political Thought (not available 1998-99)	GV222
	(f) Radical Political Philosophy	GV237

B.Sc. Government (continued)

Paper Number	Paper Title	Course Guide Number
Year 1		
7.	One from:	
	(a) Democracy and Democratisation	GV223
	(b) Voters, Parties and Elections (not available 1998-99)	GV224
	(c) Public Choice and Politics	GV225
	(d) Executive Government and its Modernization in Selected OECD Countries	GV226
	(e) The Politics of Economic Policy (not available 1998-99)	GV227
8.	An approved paper taught outside the department	
9-12.	Four from:	
	(a) Introduction to Political Thought II (must be taken and examined at the end of the second year of the degree if GV100 not taken in Year 1)	GV200
	(b) Law and Government (third year) (for 1998-99 only)	GV228
	(c) Politics and Society (not available 1998-99)	GV229
	(d) Political Change in Modern Britain	GV230
	(e) British Political Ideas (not available 1999-2000)	GV231
	(f) A further paper from 5 above	
	(g) A further paper from 5 above	
	(h) Ancient and Early Christian Political Thought (not available 1998-99)	GV218
	(i) Medieval and Renaissance Political Thought (not available 1998-99)	GV219
	(j) Modern Political Thought	GV220
	(k) Individual, State and Community	GV221
	(l) Gender in Political Thought (not available 1998-99)	GV222
	(m) Radical Political Philosophy	GV237
	(n) Democracy and Democratisation	GV223
	(o) Voters, Parties and Elections (not available 1998-99)	GV224
	(p) Public Choice and Politics	GV225
	(q) Executive Government and its Modernization in Selected OECD Countries	GV226
	(r) The Politics of Economic Policy (not available 1998-99)	GV227
	(s) Game Theory for Politics (not available 1998-99)	GV239
	(t) An approved paper taught outside the department	

B.Sc. Government and Economics

Paper Number	Paper Title	Course Guide Number
Year 1		
1.	Economics B	EC102
2.	(a) Basic Mathematics for Economists	EC110
or	(b) (i) Quantitative Methods (Mathematics)	MA107
and	(ii) Quantitative Methods (Statistics for Economists)	ST105
3&4.	Two from:	
	(a) Introduction to the Study of Politics I	GV101
	(b) Introduction to Political Theory I	GV100
	(c) An approved paper taught outside the departments of Government and Economics	
Years 2 and 3		
NB: Options in Government may require GV100/200 or GV101/201 to have been completed; Course Guides should be checked accordingly		
5.	Microeconomic Principles I	EC201
6.	Macroeconomic Principles	EC210
7.	One from:	
	(a) Introduction to the Study of Politics II (should normally be taken and examined at the end of the second year if GV101 not taken in Year 1)	GV201
	(b) Introduction to Political Theory II (should normally be taken and examined at the end of the second year if GV100 not taken in Year 1)	GV200
	(c) An approved paper from the Government Selection List (if both (a) and (b) taken under 3&4 above)	
8.	(a) Russia/The CIS: Institutions and Policies	GV217
	(b) Government, Politics and Public Policy in France	GV240
	(c) Government, Politics and Public Policy in Germany	GV241
	(d) Government, Politics and Public Policy in Latin America	GV242
	(e) Government, Politics and Public Policy in the USA	GV243
	(f) Government, Politics and Public Policy in the European Union	GV244
	(g) Government and Politics in Eastern Europe	GV246
9.	Public Choice and Politics	GV225
10.	An approved paper from the Economics Selection List	
11.	An approved paper from the Government Selection List	
12.	One from:	
	(a) Introduction to Econometrics	EC220
	(b) An approved paper from the Economics Selection List	
	(c) An approved paper from the Government Selection List	
	(d) An approved paper taught outside the departments of Economics and Government	

B.Sc. Government and Economics (continued)**Government Selection List**

Ancient and Early Christian Political Thought (not available 1998-99)	GV218
Medieval and Renaissance Political Thought (not available 1998-99)	GV219
Modern Political Thought	GV220
Individual, State and Community	GV221
Gender in Political Thought (not available 1998-99)	GV222
Radical Political Philosophy	GV237
Democracy and Democratisation	GV223
Voters, Parties and Elections (not available 1998-99)	GV224
Executive Government and its Modernization in Selected OECD Countries	GV226
The Politics of Economic Policy (not available 1998-99)	GV227
Law and Government (for 1998-99 only)	GV228
Politics and Society (not available 1998-99)	GV229
Political Change in Modern Britain	GV230
British Political Ideas (not available 1999-2000)	GV231
Game Theory for Politics (not available 1998-99)	GV239

Economics Selection List

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

B.Sc. Government and History

Paper Number	Paper Title	Course Guide Number
Year 1		
1. (a)	Introduction to the Study of Politics I	GV101
or (b)	Introduction to Political Theory I	GV100
2.	One from:	
(a)	War and Society from the Renaissance to the Napoleonic Era c. 1500-1815	HY114
(b)	The Making of England (not available 1998-99)	HY111
(c)	The European Civil War, 1890-1990	HY101
(d)	The U.S. and the Non-European World: Cold War and Revolution since 1917	HY113
(e)	The History of European Ideas Since 1700	HY100
(f)	Race, Sex and Slavery: The Western Experience	HY112
3. (a)	The paper not taken under 1	
or (b)	A further paper from 2	
4.	An approved paper taught outside the departments of Government and International History	

Years 2 and 3

NB: Options in Government may require GV100/200 or GV101/201 to have been completed; Course Guides should be checked accordingly

5.	One from:	
(a)	Introduction to the Study of Politics II (must be taken and examined at the end of the second year if GV101 not taken in Year 1)	GV201
(b)	Introduction to Political Theory II (must be taken and examined at the end of the second year if GV100 not taken in Year 1)	GV200
(c)	An approved paper from the Government Selection List (if both (a) and (b) taken under 1 above)	
6. (a)	Russia/ The CIS: Institutions and Policies	GV217
(b)	Government, Politics and Public Policy in France	GV240
(c)	Government, Politics and Public Policy in Germany	GV241
(d)	Government, Politics and Public Policy in Latin America	GV242
(e)	Government, Politics and Public Policy in the USA	GV243
(f)	Government, Politics and Public Policy in the European Union	GV244
(g)	Government and Politics in Eastern Europe	GV246
7.	An approved paper from the Government Selection List	
8.	An approved paper from the History Selection List A below	
9.	An approved paper from the History Selection List B below	
10.	An approved paper not already taken from the History Selection List A below (normally to be taken in Year 3)	
11.	One from:	
(a)	An approved paper not already taken from the Government Selection List	
(b)	An approved paper from the History Selection Lists A, B or C	
(c)	An essay on an approved historical topic	HY300
12.	One from:	
(a)	An approved paper not already chosen from the Government Selection List	
(b)	An approved paper not already chosen from the History Selection Lists A, B or C	
(c)	An approved paper taught outside the departments of Government and International History	

B.Sc. Government and History (continued)**Government Selection List**

Ancient and Early Christian Political Thought (not available 1998-99)	GV218
Medieval and Renaissance Political Thought (not available 1998-99)	GV219
Modern Political Thought	GV220
Individual, State and Community	GV221
Gender in Political Thought (not available 1998-99)	GV222
Radical Political Philosophy	GV237
Democracy and Democratisation	GV223
Voters, Parties and Elections (not available 1998-99)	GV224
Executive Government and its Modernization in Selected OECD Countries	GV226
The Politics of Economic Policy (not available 1998-99)	GV227
Law and Government (for 1998-99 only)	GV228
Politics and Society (not available 1998-99)	GV229
Political Change in Modern Britain	GV230
British Political Ideas (not available 1999-2000)	GV231
Game Theory for Politics (not available 1998-99)	GV239

History Selection List

A:	England and the Celtic Realms c. 1050-1415 (not available 1998-99)	HY212
	The Crises of the British Monarchies, 1399-1660 (not available 1998-99)	HY204
	The Witchcraze of the Early Modern World	HY205
	The Spanish Civil War: its Causes, Course and Consequences	HY209
	The History of Russia, 1682-1917	HY221
	British History, 1760-1914	HY201
	The History of the United States since 1783	HY208
	The History of France since 1870 (not available 1998-99)	HY210
	Japan in the Twentieth Century	HY211
	The European Enlightenment, 1680-1830	HY213
	From Reich to Nation: The Contest for Hegemony in Germany, 1648-1866	HY223
	Germany, 1866-1945: Empire, Republic and Dictatorship	HY225
	The Rise and Fall of the Spanish Monarchy and Empire (not available 1998-99)	HY224
B:	Leadership or Detachment?: British Policy Towards Western Europe, 1947-1973	HY228
	The Norman Conquest	HY301
	Anglo-Spanish Relations in the Age of Elizabeth I and Philip II	HY302
	The Russian Revolutions and Europe, 1917-1921	HY303
	Germany's New Order in Europe, 1939-45	HY304
	The Reshaping of Europe, 1943-1957	HY305
	Henry Kissinger and the Crisis of American Foreign Policy, 1969-76	HY306
	The United States and the Vietnam Wars, 1945-75: An International History (cannot be taken with HY220) (available from 1999-2000)	HY311
C:	Britain, the United States and Arab Nationalism, 1955-61	HY312
	International History Since 1914	HY202
	The Middle East in the Twentieth Century	HY214
	The Cold War in East Asia, 1917-1979	HY220
	France in International Affairs, 1940-1981: Forty Years of Colonial, East-West and European Conflict (not available 1998-99)	HY222
	The Great War 1914-18	HY226
	Adam Smith to Globalization: the International History of Free Trade Since 1776	HY227

B.Sc. Government and Law

For students first registered in and before October 1997

Paper Number	Paper Title	Course Guide Number
Year 1		
1. (a)	Introduction to the Study of Politics I	GV101
or (b)	Introduction to Political Theory I	GV100
2.	English Legal Institutions	LL101
3.	One from:	
(a)	The paper not taken under 1 above	
(b)	Public International Law	LL278
(c)	An approved paper taught outside the departments of Government and Law	
4.	An approved paper taught outside the departments of Government and Law	

Years 2 and 3

NB: Options in Government may require GV100/200 or GV101/201 to have been completed; Course Guides should be checked accordingly

5.	Law and Government (third year for 1998-99 only)	GV228
6. (a)	Introduction to the Study of Politics II (must be taken and examined at the end of the second year of the degree if GV101 not taken in Year 1)	GV201
or (b)	An approved paper from the Government Selection List (if both (a) and (b) taken under 1 above)	
7. (a)	Introduction to Political Theory II (must be taken and examined at the end of the second year of the degree if GV101 not taken in Year 1)	GV200
or (b)	An approved paper from the Government Selection List (if both (a) and (b) taken under 1 above)	
8. (a)	Russia/ The CIS: Institutions and Policies	GV217
(b)	Government, Politics and Public Policy in France	GV240
(c)	Government, Politics and Public Policy in Germany	GV241
(d)	Government, Politics and Public Policy in Latin America	GV242

B.Sc. Government and Law (continued)

Paper Number	Paper Title	Course Guide Number
(e)	Government, Politics and Public Policy in the USA	GV243
(f)	Government, Politics and Public Policy in the European Union	GV244
(g)	Government and Politics in Eastern Europe	GV246
9.	(a) Administrative Law (<i>must be taken and examined at the end of the second year</i>)	LL201
or	(b) Public Law: Elements of Government (<i>must be taken and examined at the end of the second year</i>)	LL106
10.	One from:	
(a)	Public International Law	LL278
(b)	Law and the Environment	LL250
(c)	Legal and Social Change since 1750	LL259
(d)	Legislation (Essay)	LL265
(e)	Social Security Law I and Social Security Law II	LL287
(f)	Elements of Labour Law	LL288
(g)	The Law Relating to Civil Liberties in England and Wales (<i>not available 1998-99</i>)	LL226
(h)	International Protection of Human Rights (<i>may only be taken if LL278 has been taken, and only after consultation with the teacher in charge of the course</i>)	LL207
(i)	Political and Legal Anthropology	LL242
(j)	Outlines of Modern Criminology and Sentencing and Treatment of Offenders	AN226
(k)	Property II (<i>may only be taken if Property I has already been taken</i>)	LL272
(l)	Jurisprudence	LL284
11.	One from:	
(a)	A further paper from 10 above	LL275
(b)	Obligations I	LL305
(c)	Property I	LL108
and	Introduction to Law and Institutions of the European Union (<i>not available 1998-99</i>)	LL105
(d)	Criminal Law	LL107
12.	One from:	
(a)	Law of Obligations (<i>may only be taken if LL104 has already been taken</i>)	LL215
(b)	An approved paper from 10 above	LL256
(c)	An approved paper from the Government Selection List	
(d)	An approved paper taught outside the departments of Government and Law	
Government Selection List		
	Ancient and Early Christian Political Thought (<i>not available 1998-99</i>)	GV218
	Medieval and Renaissance Political Thought (<i>not available 1998-99</i>)	GV219
	Modern Political Thought	GV220
	Individual, State and Community	GV221
	Gender in Political Thought (<i>not available 1998-99</i>)	GV222
	Radical Political Philosophy	GV237
	Democracy and Democratisation	GV223
	Voters, Parties and Elections (<i>not available 1998-99</i>)	GV224
	Public Choice and Politics	GV225
	Executive Government and its Modernization in Selected OECD Countries	GV226
	The Politics of Economic Policy (<i>not available 1998-99</i>)	GV227
	Politics and Society (<i>not available 1998-99</i>)	GV229
	Political Change in Modern Britain	GV230
	British Political Ideas (<i>not available 1999-2000</i>)	GV231
	Game Theory for Politics (<i>not available 1998-99</i>)	GV239

B.A. History

Paper Number	Paper Title	Course Guide Number
1&2.	Two from:	
(a)	War and Society from the Renaissance to the Napoleonic Era c. 1500-1815	HY114
(b)	The Making of England (<i>not available 1998-99</i>)	HY111
(c)	The U.S. and the Non-European World: Cold War and Revolution since 1917	HY113
(d)	The European Civil War, 1890-1990	HY101
(e)	The History of European Ideas since 1700	HY100
(f)	Race, Sex and Slavery: The Western Experience	HY112
3.	An approved paper taught outside the department	
4.	(a) An approved paper taught outside the department	
or	(b) A further paper from 1&2 above	
Year 2		
5.	One of:	
	The Crises of the British Monarchies, 1399-1660 (<i>not available 1998-99</i>)	HY204
	Towns, Society and Economy in England and Europe 1450-1750	EH205
	From Reich to Nation: The Contest for Hegemony in Germany, 1648-1866	HY223
	The European Enlightenment 1680-1830	HY213
	Anglo-Spanish Relations in the Age of Elizabeth I and Philip II	HY302

B.A. History (continued)

Paper Number	Paper Title	Course Guide Number
	History of Russian, 1682-1917 (<i>exceptionally, for 1998-99 only</i>)	HY221
	The Norman Conquest (<i>exceptionally, for 1998-99 only</i>)	HY301
	An approved intercollegiate course (<i>one Group 1 or Group 2 paper listed in the University White Pamphlet</i>) (<i>exceptionally, for 1998-99 only</i>)	
6&7.	Two papers from the Selection List (below)	
8.	(a) An approved intercollegiate course (<i>one Group 2 (D) paper listed in the University White Pamphlet</i>)	
or	(b) An approved paper taught outside the department	
Year 3		
9.	One from:	
(a)	One from Selection List C for the B.Sc. International History	HY301
(b)	The Norman Conquest	HY312
or	(i) Britain, the United States and Arab Nationalism, 1955-1961	
(c)	An approved intercollegiate course (<i>one Group 3 (E) paper in the University White Pamphlet</i>)	
10.	(a) A document-based paper (<i>if required for paper 9(c) above</i>)	
or	(b) A further paper from the Selection List, not taken previously (<i>below</i>)	
11.	A further paper from the Selection List, not taken previously (<i>below</i>)	HY300
12.	Essay (<i>this may be linked directly to the choice of an (E) paper</i>)	
Selection List		
	History of France Since 1870 (<i>not available 1998-99</i>)	HY210
	Japan in the 20th Century	HY211
	From Reich to Nation: The Contest for Hegemony in Germany, 1648-1866	HY223
	Germany, 1866-1945: Empire, Republic and Dictatorship	HY225
	British History 1760-1914	HY201
	Political Change in 20th Century Britain	GV230
	The History of the United States Since 1783	HY208
	The Spanish Civil War: its causes, Course and Consequences	HY209
	International History Since 1914	HY202
	The Great War 1914-1918	HY226
	Cold War in East Asia 1917-1979	HY220
	The Rise and Fall of the Spanish Monarchy and Empire (<i>not available 1998-99</i>)	HY224
	France in International Affairs 1940-1981: Forty Years of Colonial, East-West and European Conflict (<i>not available 1998-99</i>)	HY222
	The Middle East in the Twentieth Century	HY214
	Leadership or Detachment? British Policy Towards Western Europe, 1943-1973	HY228
	Adam Smith to Globalization: the International History of Free Trade since 1776	HY227
	British Business and Contemporary Economic Performance	EH240
	Comparative Economic Development: Late Industrialisation in Russia, India and Japan	EH220
	Latin America and the International Economy	EH225

B.Sc. Industrial Relations and Human Resource Management

For students registered in and before October 1997

Paper Number	Paper Title	Course Guide Number
Year 1		
1.	Industrial Relations	ID100
2,3&4.	Three from:	
(a)	(i) Economics A	EC100
or	(ii) Economics B	EC102
(b)	(i) Statistical Methods for Social Research	ST103
or	(ii) Quantitative Methods (Mathematics)	MA107
and	Quantitative Methods (Statistics)	ST107
(c)	Principles of Sociology	SO100
(d)	(i) Introduction to the Study of Politics I	GV101
or	(ii) Introduction to Political Theory I	GV100
(e)	Introduction to Individual and Social Psychology	PS100
(f)	Industrial Enterprise in Comparative Perspectives	SO105
(g)	Introduction to Information Systems	IS140
(h)	(i) French	LN130
or	(ii) German	LN110
(i)	An approved paper taught outside the department	
Year 2		
5.	Human Resource Management	ID290
6-8.	Three from Groups A and B below	
Year 3		
9.	Selected Topics in Industrial Relations and Human Resource Management	ID300
10-12.	Three from Groups A and B below	
Group A		
<i>(at least two and up to a maximum of four units to be taken in years 2 and 3)</i>		
	Elements of Labour Law	LL226
	Either Labour Economics	EC317
or	Economics of the Labour Market	ID201

B.Sc. Industrial Relations and Human Resource Management in and before October 1997 (continued)

Paper Number	Paper Title	Course Guide Number
	Organisational Theory and Behaviour	ID200
	Sociology of Work, Management and Employment	SO212
	Industrial Psychology (3rd year only)	ID310
	Strategic Human Resource Management (3rd year only)	ID311
Group B (at least two and up to a maximum of four units to be taken in years 2 and 3)		
	Elements of Accounting and Finance	AC100
	British Business and Contemporary Economic Performance	EH240
	Women in Society	SO208
	Organisational Social Psychology	PS304
	Economics for Management	MN201
	Commercial Law	LL209
	Game Theory for Politics (not available 1998-99)	GV239
	Information Systems in Business	IS340
	Managerial Accounting	AC211
	Operational Research for Management	OR201
	Economic and Social History of Britain from 1830	EH210
	An essay of up to 10,000 words	ID399
	Two approved papers taught outside the department	

B.Sc. Industrial Relations and Human Resource Management For students registered in and after October 1998

Paper Number	Paper Title	Course Guide Number
Year 1		
1.	Industrial Relations	ID100
2,3&4.	Three from:	
(a)	(i) Economics A	EC100
or	(ii) Economics B	EC102
(b)	(i) Statistical Methods for Social Research	ST103
or	(ii) Quantitative Methods (Mathematics)	MA107
and	Quantitative Methods (Statistics)	ST107
(c)	Principles of Sociology	SO100
(d)	(i) Introduction to the Study of Politics I	GV101
or	(ii) Introduction to Political Theory I	GV100
(e)	Introduction to Individual and Social Psychology	PS100
(f)	Industrial Enterprise in Comparative Perspectives	SO105
(g)	Introduction to Information Systems	IS140
(h)	(i) French	LN130
or	(ii) German	LN110
(i)	An approved paper taught outside the department	
Year 2		
5.	Human Resource Management	ID290
6-8.	Three from Groups A and B below	
Year 3		
9.	Selected Topics in Industrial Relations and Human Resource Management	ID300
10-12.	Three from Groups A and B below	
Group A (at least three and up to a maximum of six units including at least one of the 3rd year only options)		
	Elements of Labour Law	LL226
	Either Labour Economics	EC317
or	Economics of the Labour Market	ID201
	Organisational Theory and Behaviour	ID200
	Sociology of Work, Management and Employment	SO212
	Industrial Psychology (3rd year only)	ID310
	Strategic Human Resource Management (3rd year only)	ID311
	An essay of up to 10,000 words (3rd year only)	ID399
Group B (up to three units)		
	Elements of Accounting and Finance	AC100
	British Business and Contemporary Economic Performance	EH240
	Women in Society	SO208
	Organisational Social Psychology	PS304
	Economics for Management	MN201
	Commercial Law	LL209
	Game Theory for Politics (not available 1998-99)	GV239
	Information Systems in Business	IS340
	Managerial Accounting	AC211
	Operational Research for Management	OR201
	Economic and Social History of Britain from 1830	EH210
	Two approved papers taught outside the department	

B.Sc. International History

Paper Number	Paper Title	Course Guide Number
Year 1		
1&2.	Two from:	
(a)	War and Society from the Renaissance to the Napoleonic Era c. 1500-1815 (NB: this course is recommended for students intending to follow this degree)	HY114
(b)	The Making of England (not available 1998-99)	HY111
(c)	The U.S. and the Non-European World: Cold War and Revolution since 1917	HY113
(d)	The European Civil War 1890-1990	HY101
(e)	The History of European Ideas since 1700	HY100
(f)	Race, Sex and Slavery: The Western Experience	HY112
3.	An approved paper taught outside the department	
4.	(a) An approved paper taught outside the department	
or	(b) A further paper from 1&2 above	
Year 2		
5.	One from:	
(a)	(i) The History of Russia, 1682-1917 (exceptionally, for 1998-99 only)	HY221
or	(ii) An approved intercollegiate course (one Group 1 or Group 2 paper listed in the University white Pamphlet) (exceptionally, for 1998-99 only)	
(b)	The Crises of the British Monarchies, 1399-1660 (not available 1998-99)	HY204
(c)	The Witchcraze of the Early Modern World	HY205
(d)	The European Enlightenment, 1680-1830	HY213
(e)	Towns, Society and Economy in England and Europe 1450-1750	EH205
(f)	From Reich to Nation: The Contest for Hegemony in Germany, 1648-1866	HY223
(g)	Anglo-Spanish Relations in the Age of Elizabeth I and Philip II	HY302
(h)	Henry Kissinger and the Crisis of American Foreign Policy, 1969-1976 (exceptionally, for 1998-99 only)	HY306
(i)	The Norman Conquest (exceptionally, for 1998-99 only)	HY301
6.	One from Selection List A, not taken previously (below)	
7.	One from Selection Lists B or C (below)	
8.	An approved paper taught outside the department	
Year 3		
9.	One from Selection List B	
10.	One from Selection List C	
11.	One from Selection list A, B or C, or from 5 above, not taken previously	
12.	History Essay	HY300
Selection List A		
	British History, 1760-1914	HY201
	From Reich to Nation: The Contest for Hegemony in Germany, 1648-1866	HY223
	The History of the United States since 1783	HY208
	The Spanish Civil War: its Causes, Course and Consequences	HY209
	The History of France since 1870 (not available 1998-99)	HY210
	Japan in the Twentieth Century	HY211
	Germany, 1866-1945: Empire, Republic and Dictatorship	HY225
Selection List B		
	International History Since 1914	HY202
	The Great War 1914-1918	HY226
	The Cold War in East Asia, 1917-1979	HY220
	France in International Affairs, 1940-1981: Forty Years of Colonial, East-West and European Conflict (not available 1998-99)	HY222
	The Middle East in the Twentieth Century	HY214
	The Rise and Fall of the Spanish Monarchy and Empire (not available 1998-99)	HY224
	Adam Smith to Globalization: the International History of Free Trade Since 1776	HY227
Selection List C		
	Leadership or Detachment? British Policy Towards Western Europe, 1947-1973	HY228
	The Norman Conquest	HY301
	Anglo-Spanish Relations in the Age of Elizabeth I and Philip II	HY302
	The Russian Revolutions and Europe, 1917-1921	HY303
	Germany's New Order in Europe, 1939-45	HY304
	The Reshaping of Europe, 1943-1957	HY305
	Henry Kissinger and the Crisis of American Foreign Policy, 1969-1976	HY306
	The United States and the Vietnam Wars, 1945-75: An International History Paper (cannot be taken with HY220) (available from 1999-2000)	HY311
	Britain, the United States and Arab Nationalism, 1955-1961	HY312

B.Sc. International Relations

Paper Number	Paper Title	Course Guide Number
Year 1		
1.	The Structure of International Society	IR100
2.	One from:	
(a)	The Internationalisation of Economic Growth, 1870 to the Present Day	EH101
(b)	The European Civil War, 1890-1990	HY101
(c)	The U.S. and the Non-European World: Cold War and Revolution since 1917	HY113
(d)	War and Society from the Renaissance to the Napoleonic Era c. 1500-1815	HY114
3.	One from:	
(a)	The History of European Ideas since 1700	HY100
(b)	Introduction to Political Theory I	GV100
(c)	Problems of Philosophy and Methodology	PH100
(d)	Social Philosophy	PH102
(e)	Principles of Sociology	SO100
4.	An approved paper taught outside the department	
Year 2		
5.	International Political Theory (examined at the end of year 3)	IR200
6.	International History Since 1914	HY202
7.	One from:	
(a)	Public International Law	LL278
(b)	Ethics of War	IR302
(c)	Strategic Aspects of International Relations I	IR305
(d)	Theories and Problems of Nationalism	EU201
(e)	A paper relevant to the study of International Relations approved by the candidate's teachers; see the Selection List	
8.	An approved paper taught outside the department	
Year 3		
9.	Foreign Policy Analysis I	IR300
10.	International Institutions I	IR301
11.	Politics of International Economic Relations I	IR304
12.	One from:	
(a)	Strategic Aspects of International Relations I	IR305
(b)	The Ethics of War	IR302
(c)	European Institutions I	IR303
(d)	Theories and Problems of Nationalism	EU201
(e)	International Protection of Human Rights	LL242
(f)	Essay option	IR399
(g)	A paper relevant to the study of International Relations approved by the candidate's teachers; see the Selection List	

Selection List of Papers Approved by the Department as Relevant to the Study of International Relations, under 7(b) and 12(g)

European Economic Policy	EC230
Comparative Economic Development:	EH220
Late Industrialisation in Russia, India and Japan	
Latin America and the International Economy	EH225
Contemporary Environmental Debates	GY220
Political Geography	GY301
Introduction to Political Theory II	GV200
Russia/The CIS: Institutions and Policies	GV217
Modern Political Thought	GV220
Individual, State and Community	GV221
Gender in Political Thought (not available 1998-99)	GV222
Democracy and Democratisation	GV223
Executive Government and its Modernization in Selected OECD Countries	GV226
The Politics of Economic Policy (not available 1998-99)	GV227
Politics and Society (not available 1998-99)	GV229
Political Change in Modern Britain	GV230
Radical Political Philosophy	GV237
Government, Politics and Public Policy in France	GV240
Government, Politics and Public Policy in Germany	GV241
Government, Politics and Public Policy in Latin America	GV242
Government, Politics and Public Policy in the USA	GV243
Government, Politics and Public Policy in the European Union	GV244
Government and Politics in Eastern Europe	GV246
The Spanish Civil War: its Causes, Course and Consequences	HY209
The Middle East in the Twentieth Century	HY214
The Cold War in East Asia, 1917-1979	HY220
France in International Affairs, 1940-1981: Forty Years of Colonial, and East-West European Conflict (not available 1998-99)	HY222
The Great War, 1914-1918	HY226
Germany's New Order in Europe, 1939-1945	HY304
The Reshaping of Europe, 1943-1957	HY305
Henry Kissinger and the Crisis of American Foreign Policy, 1969-1976 (for 1998-99 only)	HY306
The International Protection of Human Rights	LL242
Law and the Environment	LL250
Russian	LN200
German	LN210
Spanish	LN220
French	LN230
Philosophy of the Social Sciences	PH203
European Social Policy	SA213
Sociological Theory	SO201
The Social Analysis of Russia and the CIS	SO202
Political Processes and Social Change	SO204
Sociology of Development (not available 1998-99)	SO205
Theories and Problems of Nationalism	EU201
Any other paper, not on the exclusion lists, approved by the Departmental Tutor of the Department of International Relations.	

B.Sc. International Relations and History

Paper Number	Paper Title	Course Guide Number
Year 1		
1.	The Structure of International Society	IR100
2.	One from:	
(a)	War and Society from the Renaissance to the Napoleonic Era c. 1500-1815	HY114
(b)	The European Civil War 1890-1990	HY101
(c)	The U.S. and the Non-European World: Cold War and Revolution since 1917	HY113
(d)	The History of European Ideas since 1700	HY100
3&4.	Two from:	
(a)	The Internationalisation of Economic Growth, 1870 to the Present Day	EH101
(b)	Public International Law	LL278
(c)	An approved language course	
(d)	An approved paper taught outside the department	
Year 2		
5.	International Political Theory (normally examined at the end of year 3)	IR200
6.	International History since 1914	HY202
7.	(a) Foreign Policy Analysis I	IR300
or	(b) International Institutions I	IR301
8.	One of the following:	
(a)	The Cold War in East Asia 1917-1979	HY220
(b)	France in International Affairs 1940-1981: Forty Years of Colonial, East-West and European Conflict (not available 1998-1999)	HY222
(c)	The Spanish Civil War: its Causes, Course and Consequences	HY209
(d)	From Reich to Nation: The Contest for Hegemony in Germany, 1648-1866	HY223
(e)	Germany, 1866-1945: Empire, Republic and Dictatorship	HY225
(f)	The Rise and Fall of the Spanish Monarchy and Empire (not available 1998-99)	HY224
(g)	The History of Russia 1862-1917	HY221
(h)	The Middle East in the Twentieth Century	HY214
(i)	The Great War 1914-1918	HY226
(j)	Adam Smith to Globalization: The International History of Free Trade since 1776	HY227
Year 3		
9.	The paper not taken under 7 above	
10.	One from:	
(a)	The Ethics of War	IR302
(b)	The Politics of International Economic Relations I	IR304
(c)	Strategic Aspects of International Relations I	IR305
(d)	European Institutions I	IR303
(e)	Theories and Problems of Nationalism	EU201
11.	One from:	
(a)	The Norman Conquest	HY301
(b)	Anglo-Spanish Relations in the Age of Elizabeth I and Philip II	HY302
(c)	The Russian Revolutions and Europe, 1917-21	HY303
(d)	Germany's New Order in Europe, 1939-45	HY304
(e)	The Reshaping of Europe, 1943-1957	HY305
(f)	Henry Kissinger and the Crisis of American Foreign Policy, 1969-76 (1998-99 only)	HY306
(g)	The United States and the Vietnam Wars, 1945-75: An International History (not to be taken with HY220) (available from 1999-2000)	HY311
(h)	Britain, the United States and Arab Nationalism, 1955-1961	HY312
(i)	Leadership or Detachment? British Policy Towards Western Europe 1947-1973	HY228
12.	One from:	
(a)	A further paper from 10,11 above	
(b)	History Essay	HY300
(c)	An approved paper taught outside the Department of International Relations and International History	

B.Sc. Management

Paper Number	Paper Title	Course Guide Number
Year 1		
1.	(a) Economics A	EC100
	(b) Economics B	EC102
2.	(a) (i) Introductory Quantitative Methods (Mathematics)	MA106
and	(ii) Introductory Quantitative Methods (Statistics)	ST106
or	(b) (i) Quantitative Methods (Mathematics)	MA107
and	(ii) Quantitative Methods (Statistics)	ST107
3.	Industrial Enterprise in Comparative Perspective	SO105
4.	An approved paper taught outside the department	
Year 2		
5.	The Process of Management	MN200
6.	Elements of Accounting and Finance	AC100
7.	One from:	
(a)	Economics for Management	MN201
(b)	Macroeconomic Principles	EC210
(c)	Economics of Social Policy	EC200
8.	One from Groups A-F	

B.Sc. Management (continued)

Paper Number	Paper Title	Course Guide Number
Year 3		
9.	Management in the International System	MN301
10.	International Marketing and Market Research	MN302
11,12.	Two from groups A-F	
Group A, Accounting and Finance:		
	Principles of Finance	AC212
	Corporate Finance and Financial Markets	AC320
	Auditing and Accountability	AC340
	Financial Accounting	AC330
	Managerial Accounting	AC211
Group B, Economics:		
	Economics for Management	MN201
or	Macroeconomic Principles	EC210
	Industrial Economics	EC313
	Labour Economics (<i>may not be combined with ID201 Economics of the Labour Market</i>)	EC317
	Economics of the Labour Market (<i>may not be combined with EC317 Labour Economics</i>)	ID201
	European Economic Policy (<i>may not be combined with MN201 Economics for Management</i>)	EC230
Group C, Management Science:		
	Operational Research for Management (<i>may not be combined with OR202 Operational Research Methods</i>)	OR201
	Elementary Statistical Theory	ST102
	Operational Research Methods (<i>may not be combined with OR201 Operational Research for Management</i>)	OR202
	Decision Analysis	OR304
	Model Building in Operational Research	OR301
	Advanced Information Technology for the Social Scientist	IS240
	Information Systems in Business	IS340
	Statistical Techniques for Management Sciences	ST254
or	Further Quantitative Methods (Maths)	MA207
and	Further Quantitative Methods (Statistics)	ST204
or	Further Quantitative Methods (Maths)	MA207
and	Game Theory I	MA301
Group D, The International Context of Management:		
	European Institutions I	IR303
	International Institutions I	IR301
	The Politics of International Economic Relations I	IR304
	Sociology of Development (<i>not available 1998-99</i>)	SO205
	Europe and the Global Economy	GY300
	The Social Analysis of Russia and the CIS	SO202
Group E, Public and Voluntary Sector Management:		
	Finance and Organisation of Human Services	SA203
	Health Policy and Administration (<i>not available 1998-99</i>)	SA207
	Public Choice and Politics	GV225
Group F, Human and Organisational Aspects of Management:		
	The Social Psychology of Economic Life	PS315
	The Psychoanalytic Study of Society	SO214
	Commercial Law	LL209
or	Law and Institutions of European Union	LL232
	Organisational Social Psychology	PS304
	Sociology of Work, Management and Employment	SO212
	Human Resource Management	ID290
	British Business and Contemporary Economic Performance	EH240

B.Sc. Management Sciences

Paper Number	Paper Title	Course Guide Number
Year 1		
1.	(i) Quantitative Methods (Mathematics)	MA107
and	(ii) Quantitative Methods (Statistics)	ST107
2.	(a) Economics A	EC100
or	(b) Economics B	EC102
3.	Elements of Accounting and Finance	AC100
4.	(a) Introduction to Information Systems	IS140
or	(b) Advanced Information Technology for the Social Scientist	IS240
Years 2 and 3		
5.	Operational Research Methods	OR202
6.	Statistical Methods for Management Sciences	ST254
7&8.	Two from:	

B.Sc. Management Sciences (continued)

Paper Number	Paper Title	Course Guide Number
(a)	Model Building in Operational Research	OR301
(b)	Decision Analysis	OR304
(c)	Marketing and Market Research (<i>third year only</i>)	ST327
9.	Papers to the value of one unit from:	
(a)	The paper not taken under 7&8 above	
(b)	Applied Management Sciences	OR302
(c)	Combinatorial Optimisation (half unit)	OR303
(d)	Advanced Information Technology for the Social Scientist	IS240
(e)	Information Systems in Business	IS340
(f)	Actuarial Investigations- Financial (half unit)	ST226
(g)	Demographic Description and Analysis	SA250
(h)	Further Quantitative Methods (Maths) (half unit)	MA207
(i)	Game Theory I (half unit)	MA301
10.	Papers to the value of one unit from:	
(a)	One from:	
(i)	Microeconomic Principles I	EC201
(ii)	Microeconomic Principles II	EC202
(iii)	Economics for Management	MN201
(b)	Macroeconomic Principles	EC210
(c)	Industrial Economics	EC313
(d)	Principles of Finance	AC212
(e)	Managerial Accounting	AC211
(f)	Corporate Finance and Financial Markets (<i>only if AC212 Principles of Finance taken in second year</i>)	AC320
(g)	Organization Theory and Behaviour	ID200
(h)	(i) Elements of Labour Law	LL226
or	(ii) Commercial Law	LL209
11.	Papers to the value of one unit from 9 or 10 above	
12.	Papers to the value of one unit from 9 or 10 above or (subject to approval by the Course Tutor) any other paper which is normally available only to second or third-year students taught within the School or at other colleges of the University where practicable	

B.Sc. Management Sciences with French

For students first registered in and before October 1997

All candidates are normally required to follow the first year of an approved course of instruction in French at the School. The first year course is not examined but a certificate must be obtained. Year 3 will be spent at a university in France. Students will be required to take a programme of courses approved by the tutor in charge of the degree, totalling approximately 12 hours per week in management and management sciences. Any candidate who does not take or fails either the certificate in the first year, the language examination in the second year, or the year abroad, will not be allowed to continue the course but may be permitted to transfer to the B.Sc. Management Sciences.

Paper Number	Paper Title	Course Guide Number
Year 1		
1.	(a) Quantitative Methods (Mathematics)	MA107
and	(b) Quantitative Methods (Statistics)	ST107
2.	(a) Economics A	EC100
or	(b) Economics B	EC102
3.	Elements of Accounting and Finance	AC100
4.	(a) Introduction to Information Systems	IS140
or	(b) Advanced Information Technology for the Social Scientist	IS240
Years 2 and 3		
5.	French (<i>must be taken in Year 2</i>)	LN130
6.	Operational Research Methods	OR202
7.	Statistical Techniques for Management Sciences	ST254
8&9.	Two from:	
(a)	Model Building in Operational Research	OR301
(b)	Decision Analysis	OR304
(c)	Marketing and Market Research (<i>fourth year only</i>)	ST327
10.	Papers to the value of one unit from:	
(a)	The paper not taken under 8&9 above	
(b)	Applied Management Sciences	OR302
(c)	Combinatorial Optimisation (half unit)	OR303
(d)	Advanced Information Technology for the Social Scientist	IS240
(e)	Information Systems in Business	IS340
(f)	Actuarial Investigations- Financial (half unit)	ST226
(g)	Demographic Description and Analysis	SA250
(h)	Further Quantitative Methods (Maths) (half unit)	MA207
(i)	Game Theory I (half unit)	MA301
11.	Papers to the value of one unit from:	
(a)	One from:	
(i)	Microeconomic Principles I	EC201
(ii)	Microeconomic Principles II	EC202
(iii)	Economics for Management	MN201
(b)	Macroeconomic Principles	EC210
(c)	Industrial Economics	EC313
(d)	Principles of Finance	AC212

B.Sc. Management Sciences with French (continued)

Paper Number	Paper Title	Course Guide Number
(e)	Managerial Accounting	AC211
(f)	Corporate Finance and Financial Markets (only if AC212 Principles of Finance taken in second year)	AC320
(g)	Organization Theory and Behaviour	ID200
(h)	(i) Elements of Labour Law	LL226
	(ii) Commercial Law	LL209
12.	Papers to the value of one unit from:	
(a)	A further paper from 10 or 11 above	
(b)	Subject to the approval by the Course Tutor a paper taught within School or at other colleges of the University where practicable.	

B.Sc. Mathematics and Economics

Paper Number	Paper Title	Course Guide Number
Year 1		
1.	Mathematical Methods	MA100
2.	Economics B	EC102
3&4.	Two from:	
(a)	Introduction to Pure Mathematics	MA103
(b)	Elementary Statistical Theory	ST102
(c)	Any other paper approved by the Course Tutor	
Years 2 and 3		
5.	Microeconomic Principles II	EC202
6.	Real Analysis	MA203
and	Convexity and Fixed Point Theorems	MA202
7.	Further Mathematical Methods (Calculus)	MA200
and	Further Mathematical Methods (Linear Algebra)	MA201
8.	(a) Principles of Econometrics	EC221
or	(b) Introduction to Econometrics	EC220
9.	Mathematical Economics	EC319
10.	Two from the following half unit courses:	
(a)	Game Theory I (not to be taken with Game Theory MA300 under 11 below)	MA301
(b)	Chaos in Dynamical Systems	MA303
(c)	Topology (not available 1998-99)	MA302
(d)	Discrete Mathematics	MA205
(e)	Control Theory and Calculus of Variations	MA305
(f)	Measure and Integration (not available 1998-99)	MA307
(g)	Theory of Graphs	MA308
(h)	Mathematics of Finance and Valuation	MA310
(i)	Stochastic Processes	ST302
(j)	Time Series and Forecasting	ST304
11.	One from:	
(a)	Macroeconomic Principles	EC210
(b)	Game Theory (not to be taken with Game Theory I under 10 above)	MA300
(c)	Econometric Theory	EC309
(d)	Advanced Economic Analysis	EC301
(e)	Another approved paper in Economics	
12.	One from:	
(a)	Further papers to the value of one unit from papers 10 and 11	
(b)	Elements of Accounting and Finance	AC100
(c)	Probability, Distribution Theory and Inference	ST202
(d)	Introduction to Pure Mathematics	MA103
(e)	Elementary Statistical Theory	ST102

B.A./B.Sc. Philosophy

Paper Number	Paper Title	Course Guide Number
Year 1		
1.	Problems of Philosophy and Methodology	PH100
2&3.	Two from:	
(a)	Social Philosophy	PH102
(b)	Logic	PH101
(c)	An approved paper taught outside the department	
4.	An approved paper taught outside the department	
Year 2		
5.	(a) Philosophical Logic and Metaphysics	PH209
or	(b) History of Modern Philosophy*	PH208
6.	(a) Scientific Method	PH201
or	(b) (i) Philosophy of the Social Sciences	PH203
	(ii) Philosophy of Economics	PH211

B.A./B.Sc. Philosophy (continued)

Paper Number	Paper Title	Course Guide Number
7&8.	Two (Logic and Social Philosophy must be taken if not already taken under 2 and 3 above) from:	
(a)	Logic	PH101
(b)	Social Philosophy	PH102
(c)	Advanced Social Philosophy	PH205
(d)	Scientific Revolutions: Philosophical and Historical Issues*	PH213
(e)	(i) Nineteenth Century Continental Philosophy* (not available 1998-99)	PH206
	(ii) Phenomenology*	PH207
or	(f) Further Logic	PH200
(g)	Frege, Russell* (not available 1998-99)	PH212
(h)	The paper not taken under 6 above	
(i)	An approved paper taught outside the department	

Year 3

9.	The paper not taken under 5 above	
10, 11 & 12.	Three from:	
(a)	Essay on an approved subject in Philosophy	PH299
(b)	Philosophy of Mathematics	PH210
(c)	Greek Philosophy (taught during years 2 and 3, and examined at the end of year 3)	PH204
(d)	Advanced Social Philosophy (if not taken under 7 and 8 above)	PH205
(e)	Scientific Revolutions: Philosophical and Historical Issues* (if not taken under 7 and 8 above)	PH213
(f)	(i) Nineteenth Century Continental Philosophy* (if not taken under 7 and 8 above) (not available 1998-99)	PH206
	(ii) Phenomenology* (if not taken under 7 and 8 above)	PH207
or	(g) Further Logic (if not taken under 7 and 8 above)	PH200
(h)	Frege, Russell (not available 1998-99) (if not taken under 7 and 8 above)	PH212
(i)	The paper not taken under 6 above	
(j)	An approved paper taught outside the department (if not already taken under 7 and 8 above)	

B.Sc. Philosophy and Economics

Paper Number	Paper Title	Course Guide Number
Year 1		
1.	Economics B	EC102
2.	(a) Quantitative Methods (Mathematics)	MA107
and	(ii) Quantitative Methods (Statistics for Economists) (if Mathematics taken at A-level)	ST105
or	(b) Basic Mathematics for Economists (if Mathematics not taken at A-level)	EC110
3.	(a) Logic	PH101
or	(b) Social Philosophy	PH102
4.	Problems of Philosophy and Methodology	PH100
Year 2		
5.	Courses marked with an asterisk are given in alternate years	
One from:		
(a)	History of Modern Philosophy*	PH208
(b)	Philosophical Logic and Metaphysics	PH209
(c)	Scientific Method	PH201
6.	The paper not taken under 3 above	
7&8.	Two from:	
(a)	(i) Microeconomic Principles I	EC201
	(ii) Microeconomic Principles II	EC202
or	(b) Macroeconomic Principles	EC210
(c)	An approved paper taught outside the departments of Philosophy and Economics	
Year 3		
9.	Scientific Method	PH201
or	(if (a) already taken) one from:	
(b)	a further paper from 5 above	
(c)	Scientific Revolutions: Philosophical and Historical Issues*	PH213
(d)	Further Logic	PH200
(e)	Advanced Social Philosophy	PH205
(f)	(i) Nineteenth Century Continental Philosophy* (not available 1998-99)	PH206
	(ii) Phenomenology*	PH207
or	(g) Greek Philosophy (taught during years 2 and 3, and examined at the end of year 3)	PH204
(h)	Philosophy of Mathematics	PH210
(i)	Frege, Russell (not available 1998-99)	PH212
(j)	Essay on an approved subject in Philosophy	PH299
10.	One from	
(a)	(i) Microeconomic Principles I	EC201
	(ii) Microeconomic Principles II	EC202
or	(b) Macroeconomic Principles	EC210
(c)	An approved paper taught outside the departments of Philosophy and Economics (if not already taken under 7&8 above)	
(d)	An approved paper from the Selection List below	
11.	An approved paper from the Selection List below	
12.	Philosophy of Economics	PH211

B.Sc. Philosophy and Economics (continued)

Paper Number	Paper Title	Course Guide Number
Selection List		
	Advanced Economic Analysis	EC301
	Comparative Economic Systems	EC305
	Development Economics	EC307
	Economic Analysis of the European Community	EC303
	History of Economic Thought	EC311
	Industrial Economics	EC313
	Introduction to Econometrics	EC220
	Principles of Econometrics	EC221
	International Economics	EC315
	Labour Economics	EC317
	Mathematical Economics	EC319
	Monetary Economics	EC321
	Principles of Finance	AC212
	Public Economics	EC325

B.Sc. Philosophy and Mathematics

Paper Number	Paper Title	Course Guide Number
Year 1		
1.	Problems of Philosophy and Methodology	PH100
2.	Mathematical Methods	MA100
3.	Introduction to Pure Mathematics	MA103
4.	Logic	PH101
Year 2		
5.	Further Logic	PH200
6.	An approved paper from the Philosophy Selection List below	
7&8.	Papers to the value of two units from:	
	Real Analysis (half unit)	MA203
	Convexity and Fixed Point Theorems (half unit)	MA202
	Discrete Mathematics (half unit)	MA205
	Further Mathematical Methods (Calculus) (half unit)	MA200
	Further Mathematical Methods (Linear Algebra) (half unit)	MA201
	Chaos in Dynamical Systems (half unit)	MA303
	Elementary Statistical Theory	ST102
Year 3		
9.	Philosophy of Mathematics	PH210
10.	An approved paper from the Philosophy Selection List below	
11.	Set Theory (half unit)	MA304
and	Complexity Theory (half unit)	MA309
12.	Papers to the value of one unit from the Mathematics Selection List below	
Philosophy Selection List		
	Social Philosophy	PH102
	Advanced Social Philosophy	PH205
	Scientific Method	PH201
	Scientific Revolutions: Philosophical and Historical Issues*	PH213
	Philosophical Logic and Metaphysics	PH209
	History of Modern Philosophy	PH208
	Philosophy of Economics	PH211
	Philosophy of the Social Sciences	PH203
	Nineteenth Century Continental Philosophy (not available 1998-99)	PH206
	Phenomenology	PH207
	Greek Philosophy (taught during years 2 and 3, and examined at the end of year 3)	PH204
	Frege, Russell (not available 1998-99)	PH212
Mathematics Selection List		
	Game Theory I (half unit)	MA301
	Topology (half unit) (not available 1998-99)	MA302
	Control Theory and Calculus of Variations (half unit)	MA305
	Measure and Integration (half unit) (not available 1998-99)	MA307
	Theory of Graphs (half unit)	MA308
	Combinatorial Optimization (half unit)	OR303
	Probability, Distribution Theory and Inference	ST202
	Any papers from 7&8 above not already taken	

B.Sc. Population Studies

Paper Number	Paper Title	Course Guide Number
Year 1		
1.	Population, Economy and Society	SA103
2.	One from:	
	(a) Statistical Methods for Social Research	ST103
	(b) Elementary Statistical Theory	ST102
	(c) (i) Introductory Quantitative Methods (Mathematics)	MA106
	(ii) Introductory Quantitative Methods (Statistics)	ST106
and		
3.	An approved paper taught outside the department	
4.	An approved paper taught outside the department	
Year 2		
5.	Demographic Description and Analysis	SA250
6.	An approved paper in Population Studies	
7&8.	Two (subject to pre-requisites for courses marked*) from:	
	(a) Economics of Social Policy	EC200
	(b) Microeconomic Principles I*	EC201
	(c) Microeconomic Principles II*	EC202
	(d) Principles of Social Policy	SA305
	(e) Gender, the Family and Society (not available 1998-99)	SA212
	(f) Kinship, Sex and Gender	AN100
	(g) Advanced Information Technology for the Social Scientist	IS240
	(h) (i) Basic Mathematics for Economists	EC110
	(ii) Quantitative Methods (Mathematics)	MA107
or		
and	Quantitative Methods (Statistics for Economists)	ST105
or	(iii) Mathematical Methods	MA100
	(i) Sociology of Development (not available 1998-99)	SO205
	(j) Aspects of British Society (not available 1998-99)	SO103
	(k) Social Psychology	PS200
	(l) Economic and Social History of Britain from 1830	EH210
	(m) Marketing and Market Research	ST327
	(n) Operational Research Methods	OR202
	(o) Comparative Economic Development: Late Industrialisation in Russia, India and Japan	EH220
	(p) Latin America and the International Economy	EH225
Year 3		
9, 10		
&11.	Three from:	
	(a) The Demographic Transition and the Western World Today	SA251
	(b) The Population of Developed Societies	SA253
	(c) Third World Demography	SA252
	(d) The Population of the Indian Sub-continent	SA254
	(e) Mathematical and Statistical Demography (not available 1998-99)	SA255
	(f) Essay	SA399
	(g) Comparative Economic Development: Late Industrialisation in Russia, India and Japan	EH220
	(h) Latin America and the International Economy	EH225
12.	An approved paper taught outside the department	

B.Sc. Psychology and Philosophy

For students first registered in and before October 1996

Paper Number	Paper Title	Course Guide Number
Year 1		
1.	Introduction to Individual and Social Psychology	PS100
2.	(a) Logic	PH101
or	(b) Social Philosophy	PH102
3.	Problems of Philosophy and Methodology	PH100
4.	An approved paper taught outside the departments of Psychology and Philosophy	
Year 2		
Courses marked with an asterisk are given in alternate years		
5.	Social Psychology	PS200
6.	Cognitive Psychology	PS201
7.	The paper not taken under 2 above	
8.	One from:	
	(a) (i) Philosophy of the Social Sciences	PH203
or	(ii) Philosophy of Economics	PH211
	(b) Scientific Method	PH201
	(c) Scientific Revolutions: Philosophical and Historical Issues*	PH213
	(d) Further Logic	PH200
	(e) Philosophical Logic and Metaphysics*	PH209
	(f) History of Modern Philosophy*	PH208
	(g) Advanced Social Philosophy	PH205
	(h) (i) Nineteenth Century Continental Philosophy* (not available 1998-99)	PH206
or	(ii) Phenomenology*	PH207
	(j) Frege, Russell (not available 1998-99)	PH212
	(k) An approved paper taught outside the departments of Psychology and Philosophy	

B.Sc. Psychology and Philosophy (continued)
For students first registered in and before October 1996

Paper Number	Paper Title	Course Guide Number
Year 3		
9.	Two half units, six of which will be offered in any one year	
	Social Psychology of Health	PS318
	Social Representations	PS310
	The History of Social Psychology	PS326
	Philosophical Psychology	PS316
	Social Psychology of the Media	PS311
	The Social Psychology of Economic Life	PS315
	Psychology of Gender	PS313
	The Audience in Mass Communications	PS312
	Cognitive Science and Natural Language	PS320
10.	Either	
	one full unit, three of which will be offered in any one year from:	
	(a) Organisational Social Psychology	PS304
	(b) Thought and Language	PS301
	(c) Social Psychology and Society	PS303
	(d) Cognition and Social Behaviour (not available 1998-99)	PS302
	(e) Evolutionary Psychology	PS321
or	Two further half units from 9 above	
or	One full unit from another Department in the School (subject to approval)	
11,12	Two from:	
	Philosophy Essay	PH299
	Social Psychology Essay	PS399
	Greek Philosophy (taught during years 2 and 3, and examined at the end of year 3)	PS204
	Philosophy of Mathematics	PH210
	Another approved paper from 8 above	

B.Sc. Psychology and Philosophy
For students first registered in and after October 1997

Paper Number	Paper Title	Course Guide Number
Year 1		
1.	Introduction to Individual and Social Psychology	PS100
2.	(a) Logic	PH101
or	(b) Social Philosophy	PH102
3.	Problems of Philosophy and Methodology	PH100
4.	An approved paper taught outside the departments of Psychology and Philosophy	
Year 2		
Courses marked with an asterisk are given in alternate years		
5.	Social Psychology	PS200
6.	Cognitive Psychology	PS201
7.	The paper not taken under 2 above	
8.	One from:	
	(a) (i) Philosophy of the Social Sciences	PH203
or	(ii) Philosophy of Economics	PH211
	(b) Scientific Method	PH201
	(c) Scientific Revolutions: Philosophical and Historical Issues*	PH213
	(d) Further Logic	PH200
	(e) Philosophical Logic and Metaphysics*	PH209
	(f) History of Modern Philosophy*	PH208
	(g) Advanced Social Philosophy	PH205
	(h) (i) Nineteenth Century Continental Philosophy* (not available 1998-99)	PH206
or	(ii) Phenomenology*	PH207
	(i) Frege, Russell (not available 1998-99)	PH212
	(j) An approved paper taught outside the departments of Psychology and Philosophy	
Year 3		
9.	One full unit, from:	
	(a) Organisational Social Psychology	PS304
	(b) Thought and Language	PS301
	(c) Social Psychology and Society	PS303
	(d) Cognition and Social Behaviour (not available 1998-99)	PS302
	(e) Evolutionary Psychology	PS321
10.	(a) A further unit from 9 above	
or	(b) One full unit from another department in the School	
11,12	Two from:	
	Philosophy Essay	PH299
	Social Psychology Essay	PS399
	Greek Philosophy (taught during years 2 and 3, and examined at the end of year 3)	PH204
	Philosophy of Mathematics	PH210
	Another approved paper from 8 above	

B.Sc. Russian Joint Studies
For Students registered in and before October 1997

Paper Number	Paper Title	Course Guide Number
Year 1		
1.	Russian Language I	LN100
2.	The European Civil War, 1890-1990	HY101
3&4.	Two from:	
	(a) (i) Introduction to the Study of Politics I	GV101
or	(ii) Introduction to Political Theory I	GV100
	(b) (i) The History of European Ideas Since 1700	HY100
	(ii) The European Civil War	HY101
	(c) Principles of Sociology	SO100
	(d) The Structure of International Society	IR100
	(e) An approved first-year paper	
Year 2		
5, 6, 7 & 8. Four from two of the subject groups A, B, C and D below:		
Group A Government		
	(a) (i) Introduction to Political Theory II (if GV100 not taken in Year 1)	GV200
or	(ii) Introduction to the Study of Politics II (if GV101 not taken in Year 1)	GV201
	(b) An approved paper in Government	
Group B History		
	(c) International History Since 1914	HY202
	(d) The History of Russia 1682-1917	HY221
	(e) Any other approved paper in History	
Group C International Relations		
	(f) (i) International Political Theory	IR200
or	(ii) International Institutions I	IR301
	(g) Foreign Policy Analysis I	IR300
Group D Sociology		
	(h) (i) Theories and Problems of Nationalism	EU201
or	(ii) Political Sociology	SO203
	(i) Political Processes and Social Change	SO204
Exceptionally, an approved outside option may be substituted for one of the papers (b), (e), (f) or (h) above.		
Year 3		
Papers marked with a * are taught during years 2 and 3 and examined in year 3.		
9.	Russian Language II*	LN200
10.	Aspects of Russian Literature and Society*	LN201
11&12.	Two from:	
	(a) Russia/The CIS: Institutions and Policies	GV217
	(b) The Russian Revolutions and Europe 1917-1921	HY303
	(c) The Social Analysis of Russia and the CIS	SO202
	(d) A Report on an Approved Topic in the Field of Russian Studies	LN300

B.Sc. Russian Joint Studies
For Students registered in and after October 1998

Paper Number	Paper Title	Course Guide Number
Year 1		
1.	Russian Language I	LN100
2.	The European Civil War, 1890-1990	HY101
3&4.	Two from:	
	(a) (i) Introduction to the Study of Politics I	GV101
or	(ii) Introduction to Political Theory I	GV100
	(b) The History of European Ideas Since 1700	HY100
	(c) Principles of Sociology	SO100
	(d) The Structure of International Society	IR100
	(e) An approved first-year paper	
Year 2		
5, 6, 7 & 8. Four from two of the subject groups A, B, C and D below:		
Group A Government		
	(a) (i) Introduction to Political Theory II (if GV100 not taken in Year 1)	GV200
or	(ii) Introduction to the Study of Politics II (if GV101 not taken in Year 1)	GV201
	(b) An approved paper in Government	
Group B History		
	(c) International History Since 1914	HY202
	(d) The History of Russia 1682-1917	HY221
	(e) Any other approved paper in History	
Group C International Relations		
	(f) (i) International Political Theory	IR200
or	(ii) International Institutions I	IR301
	(g) Foreign Policy Analysis I	IR300
Group D Sociology		
	(h) (i) Theories and Problems of Nationalism	EU201

B.Sc. Russian Joint Studies (continued)
For Students registered in and after October 1998

Paper Number	Paper Title	Course Guide Number
or (ii)	Political Sociology	SO203
(i)	Political Processes and Social Change	SO204

Exceptionally, an approved outside option may be substituted for one of the papers (b), (e), (f) or (h) above.

Year 3

Papers marked with a * are taught during years 2 and 3 and examined in year 3. Papers 10 11 and 12 are subject to availability

9.	Russian Language II*	LN200
10.	Aspects of Russian Literature and Society*	LN201
11&12.	Two from:	
(a)	Russia/The CIS: Institutions and Policies	GV217
(b)	The Russian Revolutions and Europe 1917-1921	HY303
(c)	The Social Analysis of Russia and the CIS	SO202
(d)	A Report on an Approved Topic in the Field of Russian Studies	LN300

B.Sc. Social Policy and Administration

Paper Number	Paper Title	Course Guide Number
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Year 1

1.	Introduction to Social Policy	SA100
2.	Sociology and Social Policy	SA101
3.	Social Economics	SA102
4.	An approved paper taught outside the department	

Year 2

5.	Finance and Organisation of Human Services	SA203
6.	Methods of Social Investigation	SA201
7.	One from the Selection List (below)	
8.	An approved paper taught outside the department	

Year 3

9.	Principles of Social Policy	SA305
10.	A Long Essay on an approved topic	SA349
11.	One from the Selection List (below)	
12.	(a) One from the Selection List (below)	
or (b)	An approved paper taught outside the department	

Selection List

	Population, Economy and Society	SA103
	The Government and Politics of Social Policy (not available 1998-99 and 1999-2000)	SA208
	Social and Political Theory	SA301
	Educational Policy and Administration	SA204
	Social Care, Policy and Planning	SA205
	Housing and Urban Structure (not available 1998-99 and 1999-2000)	SA206
	Health Policy and Administration (not available 1998-99)	SA207
	Sociology of Deviance and Control (not available 1999-2000)	SA308
	Psychology and Social Policy	SA209
	Race Relations and Ethnic Minority Groups (not available 1998-99)	SA210
	Gender, the Family and Society (not available 1998-99)	SA212
	European Social Policy	SA213
	Ageing and Social Policy (half unit) (not available 1998-99)	SA215
and	Issues in Social Policy (half unit) (not available 1998-99)	SA216
	Criminal Justice Policy (not available 1998-99)	SA309

B.Sc. Social Policy and Government

Paper Number	Paper Title	Course Guide Number
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Year 1

1.	(a) Introduction to the Study of Politics I	GV101
or (b)	Introduction to Political Theory I	GV100
2.	Introduction to Social Policy	SA100
3.	One from:	
(a)	The paper not taken under 1	
(b)	Social Economics	SA102
(c)	An approved paper taught outside the departments of Government and Social Policy and Administration	
4.	An approved paper taught outside the departments of Government and Social Policy and Administration	

B.Sc. Social Policy and Government (continued)

Paper Number	Paper Title	Course Guide Number
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Years 2 and 3

NB: Options in Government may require GV100/200 or GV101/201 to have been completed; Course Guides should be checked accordingly

5.	One from:	
(a)	Introduction to the Study of Politics II (must be taken and examined at the end of the second year of the degree if GV101 not taken in Year 1)	GV201
(b)	Introduction to Political Theory II (must be taken and examined at the end of the second year of the degree if GV101 not taken in Year 1)	GV200
(c)	An approved paper from the Government Selection List (if both (a) and (b) taken under 1 above)	
6.	(a) Russia/ The CIS: Institutions and Policies	GV217
(b)	Government, Politics and Public Policy in France	GV240
(c)	Government, Politics and Public Policy in Germany	GV241
(d)	Government, Politics and Public Policy in Latin America	GV242
(e)	Government, Politics and Public Policy in the USA	GV243
(f)	Government, Politics and Public Policy in the European Union	GV244
(g)	Government and Politics of Eastern Europe	GV246
7.	One from the Government Selection List below	
8.	Finance and Organisation of Human Services	SA203
9.	Methods of Social Investigation	SA201
10.	Principles of Social Policy	SA305
11.	One from the Government or Social Policy Selection Lists below	
12.	(a) One from the Government or Social Policy Selection Lists below	
or (b)	An approved paper taught outside the departments of Government and Social Policy and Administration	

Government Selection List

	Ancient and Early Christian Political Thought (not available 1998-99)	GV218
	Medieval and Renaissance Political Thought (not available 1998-99)	GV219
	Modern Political Thought	GV220
	Individual, State and Community	GV221
	Gender in Political Thought (not available 1998-99)	GV222
	Democracy and Democratisation	GV223
	Voters, Parties and Elections (not available 1998-99)	GV224
	Public Choice and Politics	GV225
	Executive Government and its Modernization in Selected OECD Countries	GV226
	The Politics of Economic Policy (not available 1998-99)	GV227
	Law and Government (third year, for 1998-99 only)	GV228
	Politics and Society (not available 1998-99)	GV229
	Political Change in Modern Britain	GV230
	British Political Ideas (not available 1999-2000)	GV231
	Radical Political Philosophy	GV237
	Game Theory for Politics (not available 1998-99)	GV239

Social Policy Selection List

	Sociology and Social Policy	SA101
	Population, Economy and Society	SA103
	A Long Essay on an Approved Topic	SA349
	The Government and Politics of Social Policy (not available 1998-99 and 1999-2000)	SA208
	Social and Political Theory	SA301
	Principles of Social Policy	SA305
	Educational Policy and Administration	SA204
	Social Care Policy and Planning	SA205
	Housing and Urban Structure (not available 1998-99 and 1999-2000)	SA206
	Health Policy and Administration (not available 1998-99)	SA207
	Sociology of Deviance and Control (not available 1999-2000)	SA308
	Psychology and Social Policy	SA209
	Race Relations and Ethnic Minority Groups (not available 1998-99)	SA210
	Gender, the Family and Society (not available 1998-99)	SA212
	European Social Policy	SA213
	Ageing and Social Policy (half unit) (not available 1998-99)	SA215
and	Issues in Social Policy (half unit) (not available 1998-99)	SA216
	Criminal Justice Policy (not available 1998-99)	SA309

B.Sc. Social Policy and Population Studies

Paper Number	Paper Title	Course Guide Number
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Year 1

1.	Introduction to Social Policy	SA100
2.	Social Economics	SA102
3.	Population, Economy and Society	SA103
4.	An approved paper taught outside the department	

Year 2

5.	Finance and Organisation of Human Services	SA203
6.	Methods of Social Investigation	SA201
7.	Demographic Description and Analysis	SA250
8.	One from:	

B.Sc. Social Policy and Population Studies (continued)

Paper Number	Paper Title	Course Guide Number
(a)	The Demographic Transition and the Western World Today	SA251
(b)	Third World Demography	SA252
(c)	The Population of Developed Societies	SA253
(d)	The Population of the Indian Sub-Continent	SA254

Year 3

9.	Principles of Social Policy	SA305
10.	One from the Selection List below	
11.	A further paper from 8	
12.	A further paper from 10 and 11	
(a)	An approved paper taught outside the department	
(b)		

Selection List

	The Government and Politics of Social Policy (not available 1998-99 and 1999-2000)	SA208
	Social and Political Theory	SA301
	Educational Policy and Administration	SA204
	Social Care Policy and Planning	SA205
	Housing and Urban Structure (not available 1998-99 and 1999-2000)	SA206
	Health Policy and Administration (not available 1998-99)	SA207
	Sociology of Deviance and Control (not available 1999-2000)	SA308
	Psychology and Social Policy	SA209
	Race Relations and Ethnic Minority Groups (not available 1988-99)	SA210
	Gender, the Family and Society (not available 1998-99)	SA212
	European Social Policy	SA213
	Sociology and Social Policy	SA101
	Criminal Justice Policy (not available 1998-99)	SA309

B.Sc. Social Policy with Social Psychology

Paper Number	Paper Title	Course Guide Number
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Year 1

1.	Introduction to Individual and Social Psychology	PS100
2.	Introduction to Social Policy	SA100
3.	(a) Introduction to Information Systems	IS140
or	(b) An approved paper taught outside the departments of Social Psychology and Social Policy and Administration	
4.	An approved paper taught outside the departments of Social Psychology and Social Policy and Administration	

Year 2

5.	Finance and Organisation of Human Services	SA203
6.	Methods of Social Investigation	SA201
7.	Sociology and Social Policy	SA101
8.	(a) Social Psychology	PS200
or	(b) Cognitive Psychology	PS201

Year 3

9&10.	Two from the Social Policy Selection List	
11.	Papers to the value of one unit from Social Psychology Selection List	
12.	One from:	
(a)	One from the Social Policy Selection List	
(b)	Papers to the value of one unit from Social Psychology Selection List	
(c)	An approved paper taught outside the departments of Social Psychology and Social Policy and Administration	

Social Policy Selection List

	Population, Economy and Society	SA103
	The Government and Politics of Social Policy (not available 1998-99 and 1999-2000)	SA208
	Social and Political Theory	SA301
	Educational Policy and Administration	SA204
	Social Care Policy and Planning	SA205
	Housing and Urban Structure (not available 1998-99 and 1999-2000)	SA206
	Health Policy and Administration (not available 1998-99)	SA207
	Sociology of Deviance and Control (not available 1999-2000)	SA308
	Psychology and Social Policy	SA209
	Race Relations and Ethnic Minority Groups (not available 1988-99)	SA210
	Gender, the Family and Society (not available 1998-99)	SA212
	European Social Policy	SA213
	Principles of Social Policy	SA305
	Ageing and Social Policy (half unit) (not available 1998-99)	SA215
and	Issues in Social Policy (half unit) (not available 1998-99)	SA216
	Criminal Justice Policy (not available 1998-99)	SA309
	A Long Essay on an Approved Topic	SA349

Social Psychology Selection List

For students first registered in and before October 1996

	Social Psychology and Society	PS303
	Cognition and Social Behaviour (not available 1998-99)	PS302
	Evolutionary Psychology	PS321

B.Sc. Social Policy with Social Psychology (continued)

Paper Number	Paper Title	Course Guide Number
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Six of the following half units will be offered each year

	Social Psychology of Health	PS318
	Social Representations	PS310
	The History of Social Psychology	PS326
	Philosophical Psychology	PS316
	Social Psychology of the Media	PS311
	The Social Psychology of Economic Life	PS315
	Psychology of Gender	PS313
	The Audience in Mass Communications	PS312
	Thought and Language	PS301
	Cognitive Science and Natural Language	PS320

Social Psychology Selection List

For students first registered in and after October 1997

	Social Psychology and Society	PS303
	Cognition and Social Behaviour (not available 1998-99)	PS302
	Evolutionary Psychology	PS321

B.Sc. Social Policy and Sociology

Paper Number	Paper Title	Course Guide Number
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Year 1

1.	Principles of Sociology	SO100
2.	Introduction to Social Policy	SA100
3.	Social Economics	SA102
4.	Statistical Methods for Social Research	ST103

Year 2

5.	Sociological Theory	SO201
6.	Issues and Methods of Social Research	SO101
7.	Finance and Organisation of Human Services	SA203
8.	(a) An approved paper in Social Policy and Administration	
or	(b) An approved paper in Sociology	

Year 3

9.	Principles of Social Policy	SA305
10.	An approved paper in Sociology	
11.	An approved paper in Social Policy and Administration	
12.	An approved paper taught outside the departments of Sociology and Social Policy and Administration	

B.Sc. Social Psychology

For students first registered in and before October 1995 only

Paper Number	Paper Title	Course Guide Number
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Year 1

1.	Introduction to Individual and Social Psychology	PS100
2.	Psychological Processes and Methods	PS101
3.	Statistical Methods for Social Research	ST103
4.	(a) Introduction to Information Systems	IS140
or	(b) An approved paper taught outside the department	

Year 2

5.	Social Psychology	PS200
6.	Cognitive Psychology	PS201
7.	Methods of Psychological Research II	PS202
8.	One from:	
(a)	Advanced Information Technology for the Social Scientist	IS240
(b)	Information Systems in Business	IS340
(c)	An approved paper taught outside the department	

Year 3

9.	Methods of Psychological Research III	PS300
10.	One full unit, three of which will be offered in any one year	
	Thought and Language	PS301
	Social Psychology and Society	PS303
	Cognition and Social Behaviour (not available 1998-99)	PS302
	Evolutionary Psychology	PS321
11.	Two half units, six of which will be offered in any one year	
	Social Psychology of Health	PS318
	Social Representations	PS310

B.Sc. Social Psychology (continued)

Paper Number	Paper Title	Course Guide Number
	History of Social Psychology	PS326
	Philosophical Psychology	PS316
	Social Psychology of the Media	PS311
	The Social Psychology of Economic Life	PS315
	Psychology of Gender	PS313
	The Audience in Mass Communications (<i>not available 1998-99</i>)	PS312
	Cognitive Science and Natural Language	PS320
12.	Either one further full unit from 10 above	
or	Two further half units from 11 above	
or	One unit from another Department in the School (<i>subject to approval</i>)	

B.Sc. Social Psychology with Social Policy
For students first registered in and before October 1996 only

Paper Number	Paper Title	Course Guide Number
Year 1		
1.	Introduction to Individual and Social Psychology	PS100
2.	Introduction to Social Policy	SA100
3.	Statistical Methods for Social Research	ST103
or (a)	An approved paper taught outside the departments of Social Psychology and Social Policy and Administration	
or (b)	An approved paper taught outside the departments of Social Psychology and Social Policy and Administration	
4.	(a) Introduction to Information Systems	IS140
or (b)	An approved paper taught outside the departments of Social Psychology and Social Policy and Administration	
Year 2		
5.	The Government and Politics of Social Policy (<i>not available 1998-99</i>)	SA208
6.	Social Psychology	PS200
7.	Methods of Psychological Research II	PS202
8.	One from:	
(a)	Social and Political Theory	SA301
(b)	Personal Social Services	SA205
(c)	Educational Policy and Administration	SA204
(d)	Housing and Urban Structure (<i>not available 1998-99</i>)	SA206
(e)	Psychology and Social Policy	SA209
(f)	European Social Policy	SA213
(g)	Women, The Family and Social Policy in 20th Century Britain (<i>not available 1998-99</i>)	SA212
(h)	Health Policy and Administration (<i>not available 1998-99</i>)	SA207
(i)	Race Relations and Social Policy (<i>not available 1998-99</i>)	SA210
(j)	Sociology of Deviance and Control (<i>not available 1999-2000</i>)	SA308
Year 3		
9.	Methods of Psychological Research III	PS300
10.	Either two half units, six of which will be offered in any one year	
(a)	Social Psychology of Health	PS318
(b)	Social Representations	PS310
(c)	History of Social Psychology	PS326
(d)	Philosophical Psychology	PS316
(e)	Social Psychology of the Media	PS311
(f)	The Social Psychology of Economic Life	PS315
(g)	Psychology of Gender	PS313
(h)	The Audience in Mass Communications (<i>not available 1998-99</i>)	PS312
(i)	Cognitive Science and Natural Language	PS320
or	One full unit, from the list below	
(a)	Thought and Language	PS301
(b)	Social Psychology and Society	PS303
(c)	Cognition and Social Behaviour (<i>not available 1998-99</i>)	PS302
11.	Two additional half units from 10 above	
or	If a single full unit (i.e., not two half units) was chosen in 10 above, 1 full unit from another department in the School (<i>subject to approval</i>)	
12.	Principles of Social Policy	SA305

B.Sc. Sociology

Paper Number	Paper Title	Course Guide Number
Year 1		
1.	Principles of Sociology	SO100
2.	Statistical Methods for Social Research	ST103
3.	An approved paper from the Sociology Selection List below	
4.	An approved paper taught outside the Department	
Years 2		
5.	Sociological Theory	SO201
6.	Issues and Methods of Social Research	SO101
7.	An approved paper from the Sociology Selection List below	
8.	(a) An approved paper from the Sociology Selection List below	
or (b)	An approved paper taught outside the Department	
Year 3		
9.	Sociological Project	SO302
10.	An approved paper from the Sociology Selection List below	
11.	An approved paper from the Sociology Selection List below	
12.	(a) An approved paper taught outside the department	
or (b)	An approved paper from the Sociology Selection List below	

Sociology Selection List

N.B. All candidates must take at least one course in comparative sociology, to be chosen from the starred options indicated below:

1,2,3	Social and Moral Philosophy (<i>not available 1998-99</i>)	SO104
1,2,3	Aspects of British Society (<i>not available 1998-99</i>)	SO103
1,2,3	Industrial Enterprise in Comparative Perspective*	SO105
1,2,3	Sociology of Religion* (<i>not available 1999-2000</i>)	SO106
1,2,3	Society and Literature	SO213
1,2,3	Psychoanalytic Study of Society	SO214
1,2,3	Evolution and Social Behaviour	SO215
1,2,3	Cults, Sects and New Religions (<i>not available 1999-2000</i>)	SO216
2,3	The Social Analysis of Russia and the CIS*	SO202
2,3	Political Sociology (<i>not available 1998-99</i>)	SO203
2,3	Political Processes and Social Change*	SO204
2,3	Sociology of Work, Management and Employment*	SO212
2,3	Sociology of Development* (<i>not available 1998-99</i>)	SO205
2,3	Crime, Deviance and Control	SO210
2,3	Gender and Society	SO208
2,3	Theories and Problems of Nationalism	EU201
2,3	Sociology of Medicine	SO211
2,3	Ethnicity, Nationalism and Racism	EU204
3	Basic Issues in Comparative Sociology* (<i>not available 1998-99</i>)	SO301

Regulations for LLB and LLB with French Law Degrees

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

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

The attention of LLB students is drawn to the section on Advantages and Concessions in Professional Training.

LLB

INTERMEDIATE EXAMINATION

Written papers in three full subjects and two half-subjects as follows:

Paper Title	Course Guide Number
Introduction to the Legal System (half-subject)	LL109
Public Law	LL106
Obligations I	LL104
Property I (half-subject)	LL105
Criminal Law	LL108

PART I EXAMINATION

Written papers as follows:

Paper Title	Course Guide Number
Obligations II together with at least one subject from List 1 below, and not more than four half-subjects from List 2 below	LL256

List 1

Administrative Law	LL201
Law of Business Associations	LL203
*The Law Relating to Civil Liberties in England and Wales	LL207
*Computers, Information and the Law	LL210
Conflict of Laws	LL212
Law of Domestic Relations	LL221
*Economic Analysis of Law	LL223
The Substantive Law of the European Union	LL231
Law of Evidence	LL233
*Housing Law	LL235
Introduction to Civil Law	LL241
International Protection of Human Rights	LL242
*Land Development and Planning Law	LL247
Law and the Environment	LL250
Intellectual Property Law	LL251
Law of Corporate Insolvency	LL253
Labour Law	LL257
Legal and Social Change since 1750	LL259
Legislation (Essay)	LL265
Civil Litigation – Processes and Functions	LL269
*Mercantile Law	LL270
Property II	LL275
Public International Law	LL278
*Law of Restitution	LL282
Taxation	LL293
Law, Theory and Policy of Consumer Markets	LL294
*Women and the Law	LL297

List 2

Outlines of Modern Criminology	LL272
Sentencing and Treatment of Offenders	LL284
Social Security Law I	LL287
Social Security Law II (may only be taken in combination with Social Security Law I)	LL288

Note: A candidate who selects courses to the value of three and a half full units will be required to make up the remaining half-subject by writing an essay of between 6,000 and 8,000 words on an approved legal topic. It is not possible to submit both a full unit essay and a half unit essay in the same year.

PART II EXAMINATION

Paper Title	Course Guide Number
Jurisprudence together with at least one full subject from List 1 above and not more than four half-subjects from List 2 above	LL305

Note:

A candidate who has taken a course taught outside the Law Department in Part I is not permitted to choose such a course in Part II. A candidate who selects courses to the value of three and a half full units will be required to make up the remaining half-subject by writing an essay of between 6,000 and 8,000 words on an approved legal topic. It is not possible to submit both a full unit essay and a half unit essay in the same year.

* Not available 1998/99

LLB with French Law

INTERMEDIATE EXAMINATION

Candidates will take the written papers required for the Intermediate Examination in the LLB.

PART I EXAMINATION

Paper Title	Course Guide Number
Obligations II	LL256
Introduction to Civil Law (by special exemption a candidate may be permitted to take instead papers to the value of one full subject from Lists 1 and 2 for Part I of the LLB) together with:	LL241
Papers to the value of two full subjects from Lists 1 and 2 for Part I of the LLB (may also include an approved subject in French Government and History)	

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.

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.

PART II EXAMINATIONS

Candidates will take the examinations required for Part II in the LLB. A candidate who has taken Droit Institutionnel Communautaire may not take Substantive Law of the European Union in Part II.

Classification Scheme

This classification scheme must be read in conjunction with the Regulations for the LLB and LLF degrees, the relevant course guides and the Code of Practice on Teaching and Learning for Undergraduates.

1. Award of Marks

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

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

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 LLF DEGREES**PART I****A. A PASS**

- (1) A candidate shall pass if she/he passed in three subjects and in the fourth attained a mark of at least 35, provided she/he has 1 mark over an aggregate of 160 for every mark by which her/his mark in the fourth subject falls short of 40;
(2) A candidate shall pass, though she/he failed in two subjects, provided she/he attained not less than 38 in each of these subjects, and provided also that she/he has 3 marks over an aggregate of 160 for every mark by which each fail mark falls short of 40.

B. A REFERENCE

- (3) A candidate who fails to pass in one subject may be referred in that subject provided that she/he has at least 30 marks in that subject and at least the pass mark in the other subjects, and provided that her/his total marks exceed an aggregate of 160 by at least the amount of her/his deficiency in the subject in which she/he has failed;
(4) A candidate who fails to pass in two subjects may be referred in one of them provided that she/he has at least 30 marks in that subject, at least 38 in the other failed subject, and that her/his total marks exceed an aggregate of 160 by at least twice the amount of her/his deficiency in the subjects in which she/he has failed.

PART II

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

SCHEME FOR THE LLB AND LLF INTERMEDIATE EXAMINATION

This scheme the Regulations for the LLB and LLF degrees, the relevant Course Guides and the Code of Practice on Teaching and Learning for Undergraduates.

1. Award of Marks

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

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

2. Eligibility for Passing the First Year

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

3. Treatment of Borderline Marks

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

4. A Reference

- 4.1 A candidate who fails to pass in one subject may be referred in that subject provided that she/he has at least 30 marks in that subject and passed all the other subjects.
4.2 A candidate who fails in two subjects (at least one subject being either Property I or Introduction to Legal System) may be referred in those two subjects provided that she/he has at least 30 marks in both subjects.

5. A Fail

- 5.1 A candidate who fails in two subjects (neither being Property I or Introduction to Legal System) fails the Intermediate Examination.
5.2 A candidate who fails in more than two subjects fails the Intermediate Examination.

6. The September (re-sit) Intermediate Examination

- 6.1 Candidates who are referred are entitled to re-sit the Intermediate Examination in September.
6.2 Candidates who fail are entitled to re-sit the Intermediate Examination in the September (re-sit) Intermediate Examination.

7. The number of attempts at the Intermediate Examination

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

8. General Proviso

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

B.A. European Studies

Joint degree with King's College: where no Course Guide number is shown, the course is taught at King's

Paper Number	Paper Title	Course Guide Number
First Year		
ON EUROPE		
1.	Contemporary Europe	GY103
2.	(a) Economics A	EC100
or	(b) The European Civil War, 1890-1990	HY101
ON FRANCE		
3.	French Political Thought	
and	Right and Left in the 3rd Republic up to 1934	
4.	French Language	
and	French Language of the Press	
OR GERMANY		
3.	German and Austrian History	
4.	German Language Core Course I	
	and one of:	
	Aspects of Contemporary German Culture	
	German Literature of Protest and Revolution	
Second Year		
ON EUROPE		
5.	European Institutions I	IR303
6.	One of the following:	
	(a) European Economic Policy	EC230
	(b) The Reshaping of Europe, 1943-1957	HY305
	(c) Economic Development of Europe	
	(d) War in Modern History	
	(e) European Security	
ON FRANCE		
7.	Either French Committed Writers, 1890-1940	
or	The Civil War in France: 1934-1970	
or	Vichy France & France in Europe	
8.	Both French Language	
and	La France à travers son Cinéma	
OR GERMANY		
7.	War, Economy and Society in Germany	
8.	Both German Core Course II	
	and one of the following:	
	(a) German Language Extension Course II	
	(b) Structure and Usage of Contemporary German	
	(c) Aspects of Contemporary German Culture	
Third Year		

ON EUROPE

1. Contemporary Europe
2. (a) Economics A
or (b) The European Civil War, 1890-1990

ON FRANCE

3. French Political Thought
and Right and Left in the 3rd Republic up to 1934
4. French Language
and French Language of the Press

OR GERMANY

3. German and Austrian History
4. German Language Core Course I
and one of:
Aspects of Contemporary German Culture
German Literature of Protest and Revolution

Second Year**ON EUROPE**

5. European Institutions I IR303
6. One of the following:
(a) European Economic Policy EC230
(b) The Reshaping of Europe, 1943-1957 HY305
(c) Economic Development of Europe
(d) War in Modern History
(e) European Security

ON FRANCE

7. Either French Committed Writers, 1890-1940
or The Civil War in France: 1934-1970
or Vichy France & France in Europe
8. Both French Language
and La France à travers son Cinéma

OR GERMANY

7. War, Economy and Society in Germany
8. Both German Core Course II
and one of the following:
(a) German Language Extension Course II
(b) Structure and Usage of Contemporary German
(c) Aspects of Contemporary German Culture

Third Year

Students spend the year taking the normal second year course at either the Institut d'Etudes Politiques, Paris, or at the Humboldt University, Berlin.

General Course and Occasional Students

The General Course (The Study Year for Visiting Undergraduates)

The General Course offers an opportunity for students, from overseas universities, to spend a fully-integrated year of undergraduate study at LSE. In 1997/8 we welcomed some 340 students from more than 130 universities and 30 different countries. Applicants should normally have completed two years of university-level study by the time of their enrolment at the School. Those admitted are attached to one of the School's academic departments, to reflect their main academic interest. They then enrol in four, year-long, undergraduate courses chosen from some 330 courses in the undergraduate curriculum, with the support of a personal tutor for the full academic year. In addition, students may attend any LSE lecture course and have full use of the Library and all student social, health and welfare facilities.

General Course students are graded on all of their work over the year in their four courses and are required to take at least three of the four end-of-year undergraduate examinations. A full transcript of results is sent to the student and to their home university.

Full details of the General Course arrangement, including details of the courses offered, can be found in the booklet *The General Course* and the *Undergraduate Course Guides* available, together with application forms, from the Admissions Officer (Undergraduate). The closing date for applications is 30 April in the year in which admission is sought. [Graduate students who wish to pursue further undergraduate level work in the social sciences may also apply. Otherwise, graduates who wish to follow a range of courses without preparing for a degree, should apply for Visiting Research Student registration as outlined in *The Graduate School Prospectus*].

The Senior Tutor to General Course Students (Mike Reddin) has overall academic responsibility for the operation of this programme (phone: 44-171-955 7290, fax: 44-171-955 7556, e-mail: m.reddin@lse.ac.uk). The General Course Handbook and Application Form is on the LSE home page - <http://www.lse.ac.uk/educate/general/>

Occasional Students

1. The School may allow a limited number of people who are in full-time employment in London to register as occasional students. Occasional students may attend up to three courses of lectures per term, subject to limitations on teaching space and the permission of the teacher(s) concerned. The fee for most courses is £10 per hour. Registration for single lectures is not possible. Classes, seminars, tutorial assistance and assessment are not open to occasional students.
2. Exceptionally, certain postgraduate courses taught wholly or mainly by seminars may be available to occasional students, but for these the fee will be at least £600 in 1998/9.
3. Occasional students may use the Main Library, but not the Teaching Collection.
4. Occasional student status may not be suitable for External students of the University of London, as lectures at LSE may well not relate directly to the syllabuses on which External students will be examined.
5. Applications for occasional student status should be made through the Undergraduate Admissions Office at least four weeks before the start of the term concerned. Applicants will be asked to state their qualifications and the purpose for which they wish to attend. On payment of the fees, the School will issue a registration card showing the courses for which an occasional student is accepted. This card should be produced on demand. Refunds are not available once the fees have been paid.
6. At the end of the period for which an occasional student has been registered, the School will issue on request a certificate listing the courses for which they were registered. This certificate will not include a detailed record of attendance.

Course Guides

This part of the Calendar presents detailed information about the undergraduate teaching provided in the School. Each teaching department has its own section. Each departmental section contains Course Guides for the courses taught in that department. Introductory courses of general interest are described before the departmental sections. Students (other than Occasional Students) may attend any course of lectures, except where the Course Guide indicates otherwise.

Course Guides mostly relate to examinable courses identified in the regulations for degrees and/or diplomas, and they set out all the information required to help students prepare for the examination: the Core Syllabus, which defines the broad parameters and objectives of each course, the Course Content, which gives details of the teaching to be given in the current session within the boundaries of the Core Syllabus, the preliminary reading list, the relevant lectures, seminars and classes (as listed both here and in the Sessional Timetable) and the details of the examination arrangements and methods of assessment.

Some Course Guides are published for courses of interest to broad groups of students, but which are not designed as preparation for any specific examination. Students should carefully consider these courses and attend any which they feel will give them valuable background, even if they do not focus on elements of the syllabus for a specific examination.

Degree and Diploma students should first read the Regulations for their particular degree in the preceding pages; these govern the choice of examination subjects. Only those subjects or combinations of subjects explicitly permitted by the regulations for each Degree or Diploma may be offered for examination. Where special permission is required for a particular subject or combination of subjects, the student concerned must apply for permission, in writing, to the Academic Registrar at the start of the session. Otherwise, they may have to change at a later date to subjects which are permitted by the regulations.

The Course Guides are in numeric sequence, with a departmental prefix (e.g. AC for Accounting; EC for Economics). The numbers indicate the level at which the course is taught (1nn = first-year undergraduate, 2nn = second-year undergraduate, 3nn = third-year undergraduate, 4nn = postgraduate, 5nn = for research students).

The lectures and seminars for each course will have a number related to the course for which they are primarily taught; some series of lectures and seminars may be offered for several different courses. Information on the teaching timetable is published separately.

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

Department	Prefix	Page
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Economic History	EH	120
European Institute	EU	125
Geography and Environment	GY	126
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Philosophy	PH	182
Social Policy and Administration	SA	186
Psychology (Social)	PS	194
Sociology	SO	199
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INTRODUCTORY COURSES

GC551

Study Skills in the Social Sciences

Teacher Responsible: Mr. R. Alford

Course Recommended for all new undergraduate students, plus any students on M.Sc. or Diploma courses who are new to the UK's educational system.

Teaching Arrangements: Two sessions Michaelmas Term, weeks 1 and 2.

Course Content: The course provides an introduction to study skills useful for social science students at first degree level and above. It aims to get those attending to review their own study

patterns in the light of a menu of possible improvements.
Reading List: P. J. Dunleavy, *Studying for a Degree in the Humanities and Social Sciences*; D. Rowntree, *Learn how to Study* (1988 edition only).

GC552

Revising for Exams

Teacher Responsible: Mr. R. Alford

Course Recommended for any students taking exams.

Teaching Arrangements: Under review.

Course Content: The course provides advice notes which are distributed at each session.

Reading List: P. J. Dunleavy, *Studying for a Degree in the Humanities and Social Sciences*.

ACCOUNTING AND FINANCE

Course Guides

AC100

Elements of Accounting and Finance

Teachers Responsible: Ms. J. F. S. Day, Room A312 and Professor P. B. Miller, Room E311

Availability and Restrictions: This course is available as an outside option.

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

Course Content: Balance sheets, cash flow statements, income accounts and other accounting statements relating to past events and planned activities: their construction, use and interpretation. Accounting conventions: their nature, purposes and limitations. Standard accounting practices. Legal and economic considerations, including elements of taxation. Accounting for inflation and changing price levels. Introduction to managerial accounting. Costing, budgeting, long-term decisions, and the contexts of managerial accounting. International comparisons and management accounting in advanced manufacturing environments. Techniques of financial mathematics and their use in investment and financing decisions.

Teaching Arrangements: 40 lectures (AC100). There will be two lectures each week during Michaelmas and Lent Terms given by Ms. J. Day and Professor P. Miller.

Classes: A total of 22 weekly classes commencing in the third week of Michaelmas Term. AC100.A for B.Sc. Accounting and Finance students, (their personal tutor will normally act as a class teacher), AC100.B for non-specialists and AC100.C for Diploma in Business Studies students. For non-specialists, class teachers may be members of the School's full-time teaching staff or be part-time teachers.

Written Work: Class exercise sets prepared by the lecturers will be distributed during the course. These sets include both numerical and discussion questions. Students will be expected to prepare answers to all exercises and these will be discussed in class and may be collected by class teachers for scrutiny at the end of the class concerned. Detailed solution notes for each exercise will be given out by class teachers.

Reading List: The main reading for the course is currently contained in: M. W. E. Glautier & B. Underdown, *Accounting Theory and Practice* (6th edn., Pitman, 1997). An alternative text for the managerial accounting material is: C. T. Horngren, G. Foster & S. Datar, *Cost Accounting: A Managerial Emphasis* (8th edn., Prentice Hall, 1994). Any subsequent changes will be announced in the first lecture.

Supplementary Reading: This will be specified in the detailed Course Programmes and Reading Lists which will be distributed during the course.

Assessment Methods: There is a three and a quarter hour written examination in the Summer Term.

AC211

Managerial Accounting

Teachers Responsible: Dr. A. Bhimani, Room A307 and others

Availability and Restrictions: This course is available for Bachelor's degrees and for Diplomas where listed in the regulations and as an outside option, for Bachelor's degrees. Students must have completed AC100 Elements of Accounting and Finance.

Core Syllabus: The aim of the course is to provide a grounding in accounting for decision making and control within the enterprise. The course not only gives an insight into the technical aspects of modern management accounting systems, but also emphasizes their micro-economic and organizational underpinnings.

Cost Information and Decision Models: The historical development of management accounting and its organizational roles; cost-volume-profit relationships; relevant costs for decision making; cost information and optimization models; accounting for managerial decisions under uncertainty; strategic cost analysis.

Cost Management Techniques: Traditional versus modern cost management; activity-based costing; costing problems in non-manufacturing environments; strategic and market-based costing.

Management Control and Related Issues: Planning and budgeting; responsibility accounting and organization structures;

transfer pricing; performance measurement in world class enterprises; the contingency theory of management accounting; comparative management accounting practices.

Accounting Information Systems: Computer based accounting systems and accounting software; spreadsheets; database management systems; introduction to systems analysis and internal control; information technology and control issues.

Teaching Arrangements: 22 lectures (AC211) of 2 hours and 20 classes of 1 hour (AC211.A for B.Sc. Accounting and Finance students, AC211.B for non-specialists and AC211.C for Diploma in Accounting and Finance students), plus computer workshops, in the Michaelmas and Lent Terms.

Written Work: Students will be expected to produce written work for classes and to make presentations of their work. They will also be expected to contribute to class discussion. In addition students will also undertake computer exercises.

Reading List: A detailed reading list will be given out at the start of the course. Illustrative texts include: C. Horngren, G. Foster & S. Datar, *Cost Accounting: A Managerial Emphasis* (Prentice Hall, 1997); M. Bromwich & A. Bhimani, *Management Accounting: Pathways to Progress* (CIMA, 1994).

Assessment Methods: A three hour unseen examination will take place in the Summer Term.

AC212

Principles of Finance

Teacher Responsible: Dr. J. L. G. Board, Room E309

Availability and Restrictions: This course is required for BSc Accounting and Finance students in their second year and is available to other students as permitted by the regulations for their degree. Students must have completed **Introduction to Quantitative Methods** or **Quantitative Methods for Accounting and Finance and Economics (B)**, or their equivalents.

Core Syllabus: The aim of this course is to introduce the theory of financial decision making by firms and examine the behaviour of the capital markets in which these decisions are taken. The topics covered are the theory of capital budgeting under certainty in perfect and imperfect capital markets, portfolio theory, equity bond markets, the capital asset pricing model, efficient markets, sources of funds, basic theory of capital structure and the cost of capital, company dividend decisions and financial markets and institutions.

Teaching Arrangements: 30 lectures (AC212) of 1 hour Michaelmas and Lent Terms and 20 classes (AC212.A for B.Sc. Accounting and Finance students, AC212.B for non-specialists and AC212.C for Diploma in Accounting and Finance students) of 1 hour Michaelmas and Lent Terms.

Written Work: Students will be expected to produce written work for classes and to make positive contributions to class discussion.

Reading Lists: Detailed course programmes and reading lists will be distributed at start of the course. Illustrative texts include: Brealey & Myers, *Principles of Corporate Finance* (McGraw-Hill); Elton & Gruber, *Portfolio Theory and Security Analysis* (Wiley).

Assessment Methods: A three hour unseen examination will take place in the Summer Term.

AC310

Advanced Managerial Accounting

Teachers Responsible: Dr. A. Bhimani, Room A307 and others

Availability and Restrictions: This course is available for Bachelor's degrees where listed in the regulations and, with special permission of the teacher responsible for the course, for other Bachelor's degrees and for Diplomas. Students must have completed AC211 **Managerial Accounting**.

Core Syllabus: The aim of this course is to examine advanced topics in management accounting and control. The emphasis will be on contemporary issues in the research and practice of management accounting. An interdisciplinary perspective will be applied throughout the course, tracing out linkages with micro-economics, organization theory and strategic management. Case studies will be used extensively in some areas.

Course Content: The actual composition of the course will vary from year to year, but will generally comprise the following topics: Strategy and Management Control: Business Strategy and competitive positioning; the value chain and product characteristics; cost structures and competitor analysis; strategic cost analysis; control systems and organization design; the contingency perspective; generic strategies and control systems

design; management control in multinational organizations; control systems and organizational change.

Modern Issues in Management Accounting: Advanced manufacturing technology and accounting concerns; activity-based costing; throughput accounting; target costing; European and Japanese approaches to cost management; strategic investment appraisal; quality costings; benchmarking; life cycle costing; the balanced scorecard and new performance measures.

The Design of Managerial Incentive Systems: Managerial agency, information economics and management accounting; moral hazard and adverse selection; optimal incentive intensity and monitoring; applications of agency theory to responsibility accounting, and to Japanese sub-contracting practices.

The Changing Roles of Management Accounting: Calculative practices, organizational action and expertise, educational training issues, and historical influences on the roles of management accounting.

Teaching Arrangements: 20 Lectures (AC310) of 2 hours and 20 classes (AC310.A) of one hour given in the Michaelmas and Lent Terms.

Written Work: Students will be expected to produce written work for classes. Some of this work may be done in groups for presentations. All students will be expected to contribute to class discussion.

Reading List: Detailed reading lists will be given out at the start of each part of the course. Illustrative references include: H. T. Johnson & R. S. Kaplan, *Relevance Lost* (1987); J. Shank & V. Govindarajan, *Strategic Cost Analysis: The Evolution from Managerial to Strategic Accounting* (Irwin, 1989); M. Bromwich & A. Bhimani, *Management Accounting: Pathways to Progress* (CIMA, 1994); R. Cooper & R. S. Kaplan, *The Design of Cost Management Systems* (Prentice Hall, 1991); N. Macintosh, *The Social Software of Accounting and Information Systems* (Wiley, 1985); R. S. Kaplan & A. A. Atkinson, *Advanced Management Accounting* (2nd edn., Prentice Hall, 1992); C. Drury (Ed.), *Handbook of Management Accounting* (Butterworth-Heinemann, 1992); D. Ashton, T. Hopper & R. Scapens (Eds.), *Issues in Management Accounting* (1995).

Assessment Methods: A three hour unseen examination will take place in the Summer Term.

AC320

Corporate Finance and Financial Markets

Teacher Responsible: Professor D. Webb, Room A263

Availability and Restrictions: This course is available for Bachelor's degrees where listed in the regulations and, with special permission of the teacher responsible for the course, for other Bachelor's degrees and for Diplomas. Students must have completed **Principles of Finance**, **Microeconomic Principles I** or **Microeconomic Principles II**, together with an introductory course or courses in mathematics and statistics, such as **Introduction to Quantitative Methods**, **Quantitative Methods for Accounting and Finance**, or their equivalents. Students who have not taken Principles of Finance must have permission from the teacher of the course.

Core Syllabus: The aim of this course is to examine a range of topics and issues in the theory of corporate finance and the workings of stock, bond and derivative asset markets.

Course Content: The course builds on Principles of Finance to cover further issues in corporate finance and financial markets. The topics to be discussed include patterns of finance, types of securities, capital structure, dividend policy and mergers; futures and options; hedging and volatility; term structure of interests rates; asset pricing models; market microstructure, international finance and additional special topics in finance.

Teaching Arrangements: 30 lectures (AC320) of 1 hour and 20 classes (AC320.A) of 1 hour over the Michaelmas and Lent Terms.

Written Work: Students will be expected to produce written work for classes and to make positive contributions to class discussion.

Reading Lists: Detailed course programmes and reading lists will be distributed at the first lecture of each section of the course. Illustrative texts include: Brealey & Myers, *Principles of Corporate Finance* (5th edn., McGraw Hill, 1992); Copeland & Weston, *Financial Theory and Corporate Policy* (3rd edn., Addison Wesley, 1990); Elton & Gruber, *Modern Portfolio Theory and Investment Analysis* (4th edn., Wiley); Hull, *Options Futures and Other Derivative Securities* (3rd edn., Prentice Hall). Much of the course will be based on journal articles.

Assessment Methods: A three hour unseen examination will take place in the Summer Term.

AC330

Financial Accounting

Teacher Responsible: Mr. C. Noke, Room A311

Availability and Restrictions: This course is available for Bachelor's degrees and for Diplomas where listed in the regulations. It is not available as an outside option. Students must have a background in accounting equivalent to **Elements of Accounting and Finance**.

Core Syllabus: The purpose of the course is to study the theory and practice of financial reporting. Accounting practices are examined in the light of their historical development, legal and other regulatory requirements, economic theories of income, value and capital, and other approaches to accounting theory.

Course Content: Financial accounting with particular reference to company accounts. Alternative approaches to accounting theory. Regulation of financial reporting. Standardisation. The measurement of income, costs and depreciation. The valuation of assets. Cash flow reporting. Current issues in financial accounting. Further details will be given at the start of the course.

Teaching Arrangements: 30 one hour lectures (AC330): two lectures weekly in the Michaelmas Term, one lecture weekly in the Lent Term. 20 weekly classes (AC330.A for undergraduates, AC330.B for Diploma in Accounting and Finance students) MLS.

Written Work: Students will be expected to produce written work for each class. Students will be required to make presentations of their work and to contribute to class discussion.

Reading List: No one book covers the entire course. Books recommended include: G. Whittington, *Inflation Accounting: an introduction to the debate* (C.U.P., 1983); M. Bromwich, *Financial Reporting, Information and Capital Markets* (Pitman, 1992); R. Lewis & D. Pendrill, *Advanced Financial Accounting* (Pitman, 5th edn., 1996). Detailed references to books and journal articles will be specified on the Course Programme and Reading List at the beginning of each term. Books which students may wish to purchase will also be recommended then.

Assessment Methods: A formal examination of three and a quarter hours (the first fifteen minutes of which will be reading time) will take place in the Summer Term. Normally candidates are required to answer four questions.

AC340

Auditing and Accountability

Teacher Responsible: Professor M. Power, Room A384

Availability and Restrictions: This course is available for Bachelor's degrees and Diplomas where listed in the regulations. Students must have a background in accounting equivalent to **Elements of Accounting and Finance**.

Core Syllabus: The aim of the course is to provide an introduction to the theory and practice of modern auditing.

Course Content: The course provides a critical analysis of the audit function in its many forms. Auditing is understood in a broad sense to exist wherever a need to monitor relations of accountability arises. As private and public sector organizations become increasingly complex this monitoring function is both more important and more difficult. The course addresses the theoretical basis of auditing, its practical methodologies and its legal, professional and social environment. While the primary focus is upon the U.K., international comparisons, particularly with Europe, will be made. In addition to the consideration of the statutory audit of companies, forms of the audit function in management, public sector and other contexts will be covered. Overall, the course is orientated towards the institutional setting of audit practice rather than the detailed elaboration of audit technique.

Lecture topics will include:

1. The History of Auditing.
2. Postulates of Auditing and Accountability
3. Economic Models of the Audit Process
4. Regulating the Auditor
5. The Auditor and Legal Liability
6. Quality Control and Audit Procedure
7. Audit Risk and Materiality
8. Internal control
9. Audit Evidence
10. Auditing and Information Technology
11. The 'True and Fair' View
12. Audit Reports and Qualifications

13. Independence and Professional Ethics
14. Small Company Audits
15. Auditing and Fraud
16. Auditing in the Financial Services Sector
17. Internal Auditing
18. Public Sector Auditing 1: Accountability
19. Public Sector Auditing 2: Value for Money
20. Environmental Auditing

Teaching Arrangements: 20 lectures (AC340) and 20 classes (AC340.A) given by Professor Power in the Michaelmas and Lent Terms.

Written Work: Students will be expected to produce written work

for each class. Some of this work may be given as presentation and 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); E. Woolf, *Auditing Today* (Prentice Hall, 1996); D. Flint, *Philosophy and Principles of Auditing* (Macmillan, 1986) (Prentice Hall, 1996). Detailed course programmes and reading lists will be distributed at the first lecture of the course.

Assessment Methods: A three hour formal examination will take place in the Summer Term.

ANTHROPOLOGY

Course Guides

AN100

Introduction to Social Anthropology

Teachers Responsible: Dr. J. Woodburn, Room A601 and Professor P. Loizos, Room A612

Availability and Restrictions: This course is compulsory for B.A./B.Sc. Social Anthropology and B.A. Anthropology and Law students. It is available to students on other degrees as permitted by the regulations.

Core Syllabus: The course provides a general introduction to Social Anthropology as the comparative study of traditional and changing Third World societies.

Course Content: The culture and social organization of pre-industrial societies: hunter-gatherers, pastoralists, agriculturalists. Gender, kinship and descent. Production and exchange. Property, power and ideology. Birth, childhood, initiation, personhood, sexuality, marriage, money, violence, death in cross-cultural perspective. The scope, theory and methods of Social Anthropology. Its focus on Third World societies.

Teaching Arrangements: Lectures (AN100) Twenty Sessional. Classes: Twenty (AN100A - specialists, AN100B - non-specialists).

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

Reading List: R. Keesing, *Cultural Anthropology*; *Kin Groups and Social Structure*; T. H. Eriksen, *Small Places, Large Issues: An Introduction to Social and Cultural Anthropology*; R. B. Lee, *The !Kung San: Men, Women and Work in a Foraging Society*; K. Gardner, *Songs at the River's Edge*; P. Caplan (Ed.), *The Cultural Construction of Sexuality*; M. Gluckman, *Politics, Law and Ritual*; M. Mauss, *The Gift (new translation by W. D. Halls)*; J. Goody, *Bridewealth and Dowry*; A. Talle, *Women at a Loss*; J. Woodburn, 'Egalitarian Societies', *Man*, 1982; C. MacCormack (Ed.), *Ethnography of Fertility and Birth* (Second Edition); M. Bloch & J. Parry (Eds.), *Money and the Morality of Exchange*; M. Carrithers, *Why Humans Have Cultures*. Additional reading will be suggested during the course. Ethnographic films which complement some of the teaching and reading will be shown in conjunction with the course as an optional extra.

Methods of Assessment: There is a three-hour examination in the Summer Term, with 10 or more questions, 4 of which are to be answered. 80% of the course assessment is based on this examination. The remaining 20% is based on classwork assessment, primarily the assessment essays mentioned above.

AN101

Ethnography and Theory: Selected Texts

Teachers Responsible: Professor C. Fuller, Room A505 and Dr. H. West, Room A615

Availability and Restrictions: This course is compulsory for B.A./B.Sc. Social Anthropology and B.A. 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.

Course 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 Arrangements: Lectures (AN101) 20 Michaelmas and Lent Terms. Classes (AN101A) 20 Michaelmas and Lent Terms. **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*. Additional reading will be suggested during the course.

Methods of Assessment: There is a three hour examination in the Summer Term, with 10 or more questions, 4 of which are to be answered. 80% of the course assessment is based on this examination. The remaining 20% is based on classwork assessment, primarily the assessment essays mentioned above.

AN102

Reading other Cultures: Anthropological Interpretation of Text and Film

Teachers Responsible: Dr. F. Cannell, Room A610 and Dr. D. James, Room A616

Availability and Restrictions: This course is compulsory for B.A./B.Sc. Social Anthropology. It is available to students from other degrees as permitted by the regulations.

Core Syllabus: This course aims to provide training in the reading and interpretation of visual and textual anthropology for first-year students, and to develop analytic skills. The course introduces students to detailed, holistic study of a culture in its context, and develops skills in bringing together the various elements of cultural and social life analysed by anthropologists. By the end of each term, successful students will both have a detailed knowledge of three important texts, and also have a rounded view of the three cultures studied. They will also have developed the capacity to think critically about ethnographic writing and film-making. Great emphasis will be placed in this course on student presentation and participation.

Course 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 Arrangements:** Michaelmas and Lent Terms. Three lectures per term; three films/visual material presentations per term/six discussion classes per term/three two-hour seminars per term.

Written Work: Students will be required to read the three set texts per term, approximately 1/3 text (2-4 chapters) each week, and it will be essential to do this in order to pass this course. Students will be asked to give informal and formal presentations in the classes and seminars, and to present an assessment essay after each term's work. Emphasis will be on developing students' abilities to read and analyse texts as a whole, and to relate them to the other material offered on the course. Supplementary readings may be provided during the term.

Reading List: Texts may be chosen from among the following and other works; Michael Stewart, *The Time of the Gypsies*; Jonathan Parry, *Death in Banaras*; Janice Boddy, *Wombs and Alien Spirits*; Charles Stafford, *The Roads of Chinese Childhood: Learning and Identification in Angang*; 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*. Additional details on reading will be provided during the course.

Method of Assessment: There is a three-hour examination in the Summer Term, with 10 or more questions, 4 of which are to be answered. 80% of the course assessment is based on this examination. The remaining 20% is based on classwork assessment, primarily the assessment essays mentioned above.

AN200

Kinship, Sex and Gender

Teachers Responsible: Dr. P. Gow, Room A613 and Dr. R. Astuti, Room A614

Availability and Restrictions: This course is compulsory for B.A./B.Sc. Social Anthropology. It is available to students on other degrees as permitted by the regulations. Undergraduates should have completed an introductory course in Social Anthropology unless granted exemption by the course teacher.

Core Syllabus: An examination of the cultural frameworks of kinship systems, of gender roles, and of human sexuality,

analysed through ethnographic examples taken from diverse cultures; an analysis of theoretical debates concerning such core concepts as 'kinship', 'marriage', 'male', 'female', and 'the person' and a critical discussion of such notions as 'human nature' and 'natural' in so far as they relate to gender roles.

Course Content: The analysis of the content of kinship relationships. Critique of the notion of 'kinship'. Non-biologically based idioms of kinship. Concepts of substance and the body. Kinship and morality. Kinship and locality. House-based societies. Descent theory. Lévi-Strauss and alliance theory. Gender roles. Recent perspectives on gender theory. Kinship, hierarchy and egalitarian societies. Kinship and the state. Kinship and economic organisation.

Teaching Arrangements: Lectures (AN200) 20 Michaelmas and Lent Terms. Classes (AN200A) 20 Michaelmas and Lent Terms.

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: C. Lévi-Strauss, *The Elementary Structures of Kinship*; T. Laquer, *Making Sex*; J. Boddy, *Wombs and Alien Spirits*; E. Leach, *The Political Systems of Highland Burma*; L. Kendall, *Getting Married in Korea*; J. Carsten, *The Heat of the Hearth*; D. Lan, *Guns and Rain*; L. Abu-Lughod, *Veiled Sentiments*. Further details will be provided on lecture lists.

Methods of Assessment: There is a three-hour examination in the Summer Term, with 10 or more questions, 3 of which are to be answered. 80% of the course assessment is based on this examination. The remaining 20% is based on classwork assessment, primarily the assessment essays mentioned above.

AN203

Advanced Ethnography: Latin America: Lowlands (Half unit course)

Teacher Responsible: Dr. P. Gow, Room A613

Availability and Restrictions: This course is optional for Bachelor's degrees in Anthropology, and for other degrees as permitted by the regulations. Undergraduates taking this course should have completed an introductory course in anthropology unless granted exemption by the course teacher.

Core Syllabus: The course covers selected indigenous societies of Lowland South America, focusing on the interrelationships between politico-economic systems, social structures, cosmologies and historical relations to colonial and national societies.

Course 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 Arrangements: Lectures (AN203) 10, Classes (AN203A) 10.

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

Reading List: E. Viveiros de Castro, *From the Enemy's Point of View*; C. Lévi-Strauss, *The Raw and the Cooked*; *The Story of the Lynx*; J. Overing Kaplan, *The 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*.

Methods of Assessment: There is a two hour examination in the Summer Term, with 7 or more questions, 2 of which are to be answered. 80% of the course assessment is based on this examination. The remaining 20% is based on classwork assessment, primarily the assessment essays mentioned above.

AN204

Advanced Ethnography: Australian Aborigines (Half unit course) (Not available 1998-99)

Teacher Responsible: To be arranged

Availability and Restrictions: This course is optional for Bachelor's degrees in Anthropology and for other degrees as permitted by the regulations. Undergraduates taking this course should have completed an introductory course in anthropology unless granted exemption by the course teacher.

Core Syllabus: This course examines the present day situation

of the Australian Aborigines and the social changes that have resulted from colonisation.

Course Content: The course is mainly concerned with the present day aspects of Aboriginal Australia and the problems that the Aborigines have had to contend with since colonisation. It includes such topics as the struggle for land rights, violence and alcohol, gambling, changes in gender relationships, housing, the homeland movement and urbanisation.

Teaching Arrangements: Lectures (AN204) 10 Michaelmas Term, Classes (AN204A) 10 Michaelmas Term.

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

Reading List: Marc Gumbert, *Neither Justice Nor Reason*; Fred L. Myers, *Pintupi Country, Pintupi Self*; Diane Bell, *Daughters of the Dreaming*; Carol Cooper (Ed.), *Aboriginal Australia*; Bruce Elder, *Blood on the Whistle*; Fay Gale, *We are Bosses Ourselves*; J. C. Altman, *Hunter-Gatherers Today*; N. Peterson & M. Langton (Eds.), *Aborigines, Land and Land Rights*; R. Berndt (Ed.), *Aborigines and Change*; B. Sansom, *The Camp at Wallaby Cross*; Helen Ross, *Just for Living*; Nancy Williams, *The Yolungu and their Land*.

Methods of Assessment: There is a two-hour examination in the Summer Term, with 7 or more questions, 2 of which are to be answered. 80% of the course assessment is based on this examination. The remaining 20% is based on classwork assessment, primarily the assessment essays mentioned above.

AN205

Advanced Ethnography of Melanesia (Half unit course) (Not available 1998-99)

Teacher Responsible: To be arranged

Availability and Restrictions: This course is optional for Bachelor's degrees in Anthropology and for other degrees as permitted by the regulations. Undergraduates taking this course should have completed an introductory course in anthropology unless granted exemption by the course teacher.

Core Syllabus: This course will focus on theoretical issues relating to Melanesian society. Students should possess or have access to a copy of *The Gender of the Gift* by M. Strathern which will be discussed in detail throughout the course.

Course Content: Melanesian societies. Gift exchange vs commodity exchange. The theory of the person in gift-exchange. Gender, work and exploitation in the Melanesian context. Critique of 'society' and 'individual' and the theory of relational personhood. Strathern's account of exchange and its gendered significance. Strathern's Melanesia in the context of postmodern thought. Alternative approaches and a consideration of the relation between theoretical synthesis and ethnographic sources.

Teaching Arrangements: Lectures (AN205) 10, Classes (AN205A) 10.

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

Reading List: A. Weiner, *Women of Value, Men of Renown*; E. Leach & J. Leach (Eds.), *The Kula*; A. Strathern, *The Rope of Moka*; M. Strathern, *Women in Between*; *The Gender of the Gift*; C. Gregory, *Gifts and Commodities*; L. Josephides, *The Production of Inequality*; G. Herdt (Ed.), *Rituals of Manhood*; R. Wagner, *Habu*.

Methods of Assessment: There is a two-hour examination in the Summer Term, with 7 or more questions, 2 of which are to be answered. 80% of the course assessment is based on this examination. The remaining 20% is based on classwork assessment, primarily the assessment essays mentioned above.

AN206

Advanced Ethnography: Mediterranean, with special reference to Greece and Cyprus (Half unit course)

Teacher Responsible: Professor P. Loizos, Room A612

Availability and Restrictions: This course is optional for Bachelor's degrees in Anthropology and for other degrees as permitted by the regulations. Undergraduates taking this course should have completed an introductory course in anthropology unless granted exemption by the course teacher.

Core Syllabus: Themes and theoretical debates appearing in the anthropological literature of Greece and Cyprus. Occasional reference will be made to ethnographies of other circum-

Mediterranean societies. Some attention will be paid to studies of refugees, and the incorporation of ethnic minorities into Greek State and society.

Course Content: Through a discussion of selected texts, issues of culture and social structure will be explored in a number of communities. Particular attention will be paid to the use of history, to capitalist transformation, to gender relations, with particular attention to the division of labour and of religious representation; to the notion of honour; to local violence and its relation to state formation. The management of death will be featured. The role of popular song in ethnography will be discussed. Appropriate ethnographic films will be shown, in addition to lectures and classes.

Teaching Arrangements: Lectures (AN206) 10, Classes (AN206A) 10.

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

Methods of Assessment: There is a two-hour examination in the Summer Term, with 7 or more questions, 2 of which must be answered. 80% of the course assessment is based on this examination. The remaining 20% is based on classwork assessment, primarily the assessment essays mentioned above.

AN207

Advanced Ethnography: Madagascar (Half unit course)

Teacher Responsible: Dr. R. Astuti, Room A614

Availability and Restrictions: This course is optional for Bachelor's degrees in Anthropology and for other degrees as permitted by the regulations. Undergraduates taking this course should have completed an introductory course in anthropology unless granted exemption by the course teacher.

Core Syllabus: A comparative study of a number of Malagasy peoples.

Course 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 Arrangements: Lectures (AN207) 10, Classes (AN207A) 10.

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*. Students will also be asked to read a number of recent, still unpublished PhD dissertations.

Methods of Assessment: There is a two hour examination in the Summer Term, with 7 questions, 2 of which are to be answered. 80% of the course assessment is based on this examination. The remaining 20% is based on classwork assessment, primarily the assessment essays mentioned above.

AN208

Anthropological Linguistics (Half unit course) (Not available 1998-99)

Teacher Responsible: Professor M. Bloch, Room A608

Availability and Restrictions: This course is optional for Bachelor's degrees in Anthropology. It is available to students on other degrees as permitted by the regulations. Undergraduates taking this course should have completed an introductory course in anthropology unless granted exemption by the course teacher.

Core Syllabus: The relation of social anthropology to the study of language. The Sapir Whorf hypothesis. Semantics and pragmatics. Politeness. Language and thought. Political and religious language. Oratory. The ethnography of speaking.

Teaching Arrangements: Lectures (AN208) 10, Classes (AN208A) 10.

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

Methods of Assessment: There is a two-hour examination in the Summer Term with seven questions, two of which must be answered. 80% of the course assessment is based on this examination. The remaining 20% is based on classwork assessment, primarily the assessment essays mentioned above.

AN209

Research Methods in Social Anthropology (Half unit course) (Not available 1998-99)

Teacher Responsible: Professor P. Loizos, Room A612

Availability and Restrictions: This course is optional for Bachelor's degrees in Anthropology and for other degrees as permitted by the regulations. Undergraduates taking this course should have completed an introductory course in anthropology unless granted exemption by the course teacher.

Core Syllabus: A review of diverse research methods employed by social anthropologists; consideration will be given to the selection of appropriate techniques for specific research problems and interests.

Course 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, history aspects of video, photography and sound recording as documentation media, aspects of authorship and the construction of ethnographic texts.

Teaching Arrangements: Lectures (AN209) 10, Classes (AN209A) 10.

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

Methods of Assessment: There is a two hour examination in the Summer Term with 7 or more questions, 2 of which must be answered. 80% of the course assessment is based on this examination. The remaining 20% is based on classwork assessment, primarily the assessment essays mentioned above. Alternatively assessment may optionally involve a small project, for which 50% of the total mark will be allocated.

AN210

Conflict, Violence and War (Half unit course) (Not available 1998-99)

Teacher Responsible: To be arranged

Availability and Restrictions: This course is optional for Bachelor's degrees in Anthropology and for other degrees as permitted by the regulations. Undergraduates taking this course should have completed an introductory course in anthropology unless granted exemption by the course teacher.

Core Syllabus: The aim of this course is to present an anthropological perspective on the socioeconomic and technological dimensions of conflict, violence and war in various types of societies selected from different parts of the world.

Course 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 Arrangements: Lectures (AN210) 10, Classes (AN210A) 10.

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*.

Methods of Assessment: There is a two-hour examination in the Summer Term, with 7 or more questions, 2 of which are to be answered. 80% of the course assessment is based on this examination. The remaining 20% is based on classwork assessment, primarily the assessment essays mentioned above.

AN211

The Anthropology of Death (Half unit course) (Not available 1998-99)

Teacher Responsible: Dr. R. Astuti, Room A614

Availability and Restrictions: This course is optional for Bachelor's degrees in Anthropology and for other degrees as permitted by the regulations. Undergraduates taking this course

should have completed an introductory course in anthropology unless granted exemption by the course teacher.

Core Syllabus: The course examines the relationship between practices and beliefs surrounding death and notions of the person and of the body in different parts of the world, including Euro-America. Special attention will be paid to the disposal of the dead, beliefs in the afterlife, tombs and funerary monuments, beliefs in pollution and in the regeneration of life through death.

Course 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 Arrangements: Lectures (AN211) 10, Classes (AN211A) 10.

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*; *Prey into Hunter*; M. Bloch & J. Parry (Eds.), *Death and the Regeneration of Life*; M. Catedra, *This World other Worlds*; 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*; L. M. Dantforth, *The Death Rituals of Rural Greece*; R. Dworkin, *Life's Dominion: An Argument about Abortion and Euthanasia*; R. Hertz, *Death and the Right Hand*; J. Hockey, *Experiences of Death*; J. M. Heotler & B. E. Kamoie, *Deathright: Culture, Medicine, Politics and the Right to die*; S. C. Humphreys & H. King (Eds.), *Mortality and Immortality*; M. Pabst Battin, *The Least Worst Death: Essays in Bioethics on the End of Life*; J. Parry, *Death in Banaras*; R. Rosaldo, *Culture and Truth*; N. Scheper-Hughes, *Death without Weeping*; J. Watson & E. S. Rawski (Eds.), *Death Ritual in Later Imperial and Modern China*; F. Zeitlin (Ed.), *Mortals and Immortals*.

Methods of Assessment: There is a two-hour examination in the Summer Term with 7 or more questions, 2 of which are to be answered. 80% of the course assessment is based on this examination. The remaining 20% is based on classwork assessment, primarily the assessment essays mentioned above.

AN212

The Anthropology of Art and Communication (Half unit course) (Not available 1998–99)

Teacher Responsible: To be arranged

Availability and Restrictions: This course is optional for Bachelor's degrees in Anthropology and for other degrees as permitted by the regulations. Undergraduates taking this course should have completed an introductory course in anthropology unless granted exemption by the course teacher.

Core Syllabus: The study of art and society with special reference to primitive art. Art as 'technology'. The relationship between art, power, and knowledge. Art as a means for marking social distinction in stratified and class societies.

Course Content: The production of works of art in their social context with particular reference to the significance of art for political and religious life. Aesthetics and the problem of cross-cultural evaluation of artistic production. The relationship between the visual arts and other media of communications. Art objects as items of exchange and commerce.

Teaching Arrangements: Lectures (AN212) 10, Classes (AN212A) 10.

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

Methods of Assessment: There is a two-hour examination in the Summer Term, with 7 or more questions, 2 of which are to be answered. 80% of the course assessment is based on this examination. The remaining 20% is based on classwork assessment, primarily the assessment essays mentioned above.

AN213

Anthropological Theories of Exchange (Half unit course) (Not available 1998–99)

Teacher Responsible: Professor J. Parry

Availability and Restrictions: This course is optional for Bachelor's degrees in Anthropology and for other degrees as permitted by the regulations. Undergraduates taking this course should have completed an introductory course in anthropology unless granted exemption by the course teacher.

Core Syllabus: Theories of the gift, reciprocity and exchange;

the relationship between exchange and power; exchange and social inequality, and exchange and concepts of the person. Transactional moralities in the context of wider belief systems.

Course 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 Arrangements: Lectures (AN213) 10, Classes (AN213A) 10.

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*; G. Raheja, *The Poison in the Gift*; M. Strathern, *The Gender of the Gift*; C. A. Bayly, *The Social Life of Things*; R. Titmuss, *The Gift Relationship: from Human Blood to Social Policy*; A. Gell, *Barter, Exchange and Value: an Anthropological Approach*.

Methods of Assessment: There is a two hour examination in the Summer Term with 7 or more questions, 2 of which are to be answered. 80% of the course assessment is based on this examination. The remaining 20% is based on classwork assessment, primarily the assessment essays mentioned above.

AN214

The Anthropology of Hinduism and Indian Society (Not available 1998–99)

Teachers Responsible: Professor C. Fuller, Room A505 and Dr. J. Harriss, Room T301c

Availability and Restrictions: This course is optional for Bachelor's degrees in Anthropology and for other degrees as permitted by the regulations. Undergraduates taking this course should have completed an introductory course in anthropology unless granted exemption by the course teacher.

Core Syllabus: The structure of Hinduism (pantheon of deities, rituals, pilgrimages, sects, religious specialists and institutions) in relation to the social structure of India.

Course Content: The course explores various aspects of Hinduism: the polytheistic pantheon; worship, festivals, pilgrimage and life-cycle rituals; devotionalism, cults and sects; priests, ascetics and other religious specialists. It considers the relation between these aspects and the social structure of India; in particular the hierarchical caste system, the role of the king, the urban-rural continuum, and family and kinship systems. It mainly focuses on popular practical Hinduism, but where appropriate refers to the classical Hindu traditions.

Teaching Arrangements: Lectures (AN214) 20 Michaelmas and Lent Terms, Classes (AN214A) 20 Michaelmas and Lent Terms.

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

Reading List: V. Das, *Structure and Cognition: Aspects of Hindu Caste and Ritual*; L. Dumont, *Homo Hierarchicus*; C. Fuller, *Servants of the Goddess; The Camphor Flame: Popular Hinduism and Indian Society*; A. Gold, *Fruitful Journeys*; J. Parry, *Death in Banaras; Caste and Kinship in Kangra*; M. Srinivas, *Religion and Society among the Coorgs*; R. Wade, *Village Republics: Economic Conditions for Collective Action in South India*. Additional reading will be suggested during the course.

Methods of Assessment: There is a three hour examination in the Summer Term with 10 or more questions, 3 of which are to be answered. 80% of the course assessment is based on this examination. The remaining 20% is based on classwork assessment, primarily the assessment essays mentioned above.

AN215

Advanced Ethnography: Hunters and Gatherers of Sub-Saharan Africa (Half unit course)

Teacher Responsible: Dr. J. Woodburn, Room A601

Availability and Restrictions: This course is optional for B.A./B.Sc. Social Anthropology and B.A. Anthropology and Law students and for other degrees as permitted by the regulations. Undergraduates taking this course should have completed an introductory course in anthropology unless granted exemption by the course teacher.

Core Syllabus: A comparative analysis of ethnographic source material on the culture and social organisation of Sub-Saharan African hunting and gathering societies.

Course Content: The course will examine a range of ethnographic data drawn from studies of such Sub-Saharan hunting and gathering societies as the !Kung, G/wi, Hadza, Mbuti, Aka, Twa and Okiek in a search for comparative generalisations about their cultural and social organisation. Possible explanatory frameworks intended to account for the similarities and differences in the culture and social organisation of these various societies will be considered.

Teaching Arrangements: 10 two-hour combined Lecture/Classes (AN215 and AN215A).

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. Ritches & 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*; G. B. Silberbauer, *Hunter and Habitat in the Central Kalahari Desert*; J. Tanaka, *The San Hunter-Gatherers of the Kalahari*; C. M. Turnbull, *Wayward Servants*; E. N. Wilmsen, *Land Filled with Flies: A Political Economy of the Kalahari*; J. C. Woodburn, *'Egalitarian Societies'*, *Man*, 1982. Details of additional reading will be provided during the course.

Methods of Assessment: There is a two-hour examination in the Summer Term with 7 or more questions, 2 of which are to be answered. 80% of the course assessment is based on this examination. The remaining 20% is based on classwork assessment, primarily the assessment essays mentioned above.

AN216

Selected Topics in Cognition and Anthropology (Half unit course) (Not available 1998–99)

Teacher Responsible: Professor M. Bloch, Room A608

Availability and Restrictions: This course is optional for Bachelor's degrees in Anthropology and for other degrees as permitted by the regulations. Undergraduates taking this course should have completed an introductory course in anthropology unless granted exemption by the course teacher.

Core Syllabus: The course will re-examine the topic of the relation between individual cognitive development and cultural constructs. It will pay particular attention to theories of semantics as they relate to child cognitive development and to the interface between cognitive science and theories of culture.

Course 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 Arrangements: Lectures (AN216) 10 Lent Term, Classes (AN216A) 10 Lent Term.

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*; J. Aitchison, *Words in the Mind*; P. Boyer, *The Naturalness of Religious Ideas*.

Methods of Assessment: There is a two hour examination in the Summer Term with 7 or more questions, 2 of which are to be answered. 80% of the course assessment is based on this examination. The remaining 20% is based on classwork assessment, primarily the assessment essays mentioned above.

AN217

Selected Topics in the Anthropology of East and Central Africa (Half unit course)

(Not available 1998–99)

Teacher Responsible: Professor H. L. Moore, Room A611

Availability and Restrictions: This course is optional for Bachelor's degrees in Anthropology and for other degrees as permitted by the regulations. Undergraduates taking this course should have completed an introductory course in anthropology unless granted exemption by the course teacher.

Core Syllabus: This course serves as an introduction to the ethnography of East and Central Africa. Topics to be considered include the impact of colonialism, labour migration, urbanisation, the changing nature of kinship and gender relations, capitalism and economic transformations, and political and religious change.

Course 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, Uganda, Tanzania, Zambia, Zaire, Zimbabwe, Botswana and Ruanda. 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, economic development and development policies, as well as such topics as ritual, systems of ideas, state formation and legal and political 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 Arrangements: Lectures (AN217) 10, Classes (AN217A) 10.

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*; C. Robertson & I. Berger (Eds.), *Women and Class in Africa*; 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*. Additional reading will be suggested during the course.

Methods of Assessment: There is a two-hour examination in the Summer Term, with 7 or more questions, 2 of which are to be answered. 80% of the course assessment is based on this examination. The remaining 20% is based on classwork assessment, primarily the assessment essays mentioned above.

AN218

Selected Developmental Problems of Sahelian Africa (Half unit course) (Not available 1998–99)

Teacher Responsible: Professor P. Loizos, Room A612

Availability and Restrictions: This course is optional for Bachelor's degrees in Anthropology and for other degrees as permitted by the regulations. Undergraduates taking this course should have completed an introductory course in anthropology unless granted exemption by the course teacher.

Core Syllabus: Anthropological approaches to current development issues in Sahelian Africa.

Course Content: Anthropological perspectives on development and change in the Third World, with particular reference to

Sahelian Africa, with explicit emphasis on issues of theory and research methods throughout; changes in rural production and consumption; problems of income generation; famine; indigenous responses and relief agency interventions.

Teaching Arrangements: Lectures (AN218) 10, Classes (AN218A) 10.

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

Reading List: A. F. Robertson, *People and the State*; D. P. Warwick, *Bitter Pills: Population Policies and their Implementation in Eight Developing Countries*; Dahl & Hjort, *Having Herds*; L. Timberlake, *Africa in Crisis: the Causes, Cures of Environmental Bankruptcy*; A. K. Sen, *Poverty and Famines: an Essay on Entitlement*; G. Shepherd, *Responding to the Contraceptive Needs of Rural People: a Report to OXFAM on Kenya in 1984*; Curtis, Hubbard & Shepherd, *Preventing Famine*; A. de Waal, *Famine that kills, Dartur, Sudan, 1984-85*; G. A. Harrison (Ed.), *Famine*. Further reading will be provided during the course.

Methods of Assessment: There is a two-hour examination in the Summer Term, with 7 or more questions, 2 of which are to be answered. 80% of the course assessment is based on this examination. The remaining 20% is based on classwork assessment, primarily the assessment essays mentioned above.

AN219

Agrarian Development and Social Change (Half unit course) (Not available 1998-99)

Teacher Responsible: Dr. J. Harriss, Room T301c

Availability and Restrictions: This course is optional for Bachelor's degrees in Anthropology and for other degrees as permitted by the regulations. Undergraduates taking this course should have completed an introductory course in anthropology unless granted exemption by the course teacher.

Core Syllabus: The course is about the economy and society of peasantries, and the changes they undergo during the process of economic development. It aims to compare structuralist and rational choice theories about agrarian change; to examine how rural producers respond to changes imposed from without and interpret them within their value systems; and to consider the relations of States and rural people.

Course 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 Arrangements: Lectures (AN219) 10, Classes (AN219A) 10.

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 Quiet 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); M. Watts, *Silent Violence: Food, Famine and Peasantry in Northern Nigeria* (University of California Press, 1983); E. Wolf, *Peasants*, 1966.

Methods of Assessment: There is a two-hour examination in the Summer, with 7 or more questions, 2 of which are to be answered. 80% of the course assessment is based on this examination. The remaining 20% is based on classwork assessment, primarily the assessment essays mentioned above.

AN220

Advanced Ethnography: Hunters and Gatherers of South and South-East Asia (Half unit course) (Not available 1998-99)

Teacher Responsible: Dr. J. Woodburn, Room A601

Availability and Restrictions: This course is optional for Bachelor's degrees in Anthropology. It is available to students on other degrees as permitted by the regulations. Undergraduates

taking this course should have completed an introductory course in anthropology unless granted exemption by the course teacher.

Core Syllabus: A comparative analysis of ethnographic source material on the culture and social organisation of hunting and gathering societies in South and South-East Asia.

Course Content: The course will examine a range of ethnographic data drawn from studies of such hunting and gathering societies as the Pandaram, Paliyan, Naiken, Chenchu, Birhor, Andamanese, Batek, Kubu, Agta and Batak in a search for comparative generalisations about their cultural and social organisation. Possible explanatory frameworks designed to account for the similarities and differences in the culture and social organisation of these various societies will be considered.

Teaching Arrangements: 10 two-hour combined Lecture/classes (AN220 and AN220A), Lent Term.

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

Reading List: T. Ingold, D. Riches & J. Woodburn (Eds.), *Hunters and Gatherers: Vol. I, History, Evolution and Social Change. Vol. II, Property, Power and Ideology*; B. Morris, *Forest Traders: A Socio-Economic Study of the Hill Pandaram*; C. von Fürer-Haimendorf, *The Chenchus*; S. C. Roy, *The Birhors*; E. H. Man, *On the Aboriginal Inhabitants of the Andaman Islands*; A. R. Radcliffe-Brown, *The Andaman Islanders*; K. Endicott, *Batek Negrito Religion*; S. Howell, *Society and Cosmos*; C. Hoffman, *The Punan*; P. B. Griffin & A. A. Estioko-Griffin (Eds.), *The Agta of Northeastern Luzon: Recent Studies*; J. F. Eder, *On the Road to Tribal Extinction*. Details of additional reading will be provided during the course.

Methods of Assessment: There is a two hour examination in the Summer Term with 7 or more questions, 2 of which are to be answered. 80% of the course assessment is based on this examination. The remaining 20% is based on classwork assessment, primarily the assessment essays mentioned above.

AN221

The Anthropology of Christianity

(Half unit course) (Not available 1998-99)

Teacher Responsible: Dr. F. Cannell, Room A610

Availability and Restrictions: This course is optional for Bachelor's degrees in Anthropology. It is available to students on other degrees as permitted by the regulations. Undergraduates taking this course should have completed an introductory course in anthropology unless granted exemption by the course teacher. **Core Syllabus:** The ethnography of the perception of Christianity in the light of differing cultural and social situations especially colonial conditions and their historical parallels.

Course Content: The course will examine a number of anthropological and historical studies of local forms of Christianity, including local forms of Catholicism, contemporary and historical Protestantisms including American Fundamentalist Protestantism and 'heretical' and other unorthodox Christianities. The course asks why anthropologists have shied away from analysing Christianity long after studies of other world religions, such as Islam, Hinduism and Buddhism, have become widely established. It looks at the relationship between Christianity and the history of anthropological thought, and locates the place of Christianity in the writings of Mauss, Durkheim, Foucault and others, in order to defamiliarise the religion which Europeans and Americans especially often take for granted. Issues examined will include the nature and experience of belief, the problems of writing about religion, Christianity and the state, the nature of religious confession, Christianity and women's religious and social experience (from Medieval women mystics to women priests), inquisitions and heretical beliefs, priests and alternative forms of mediation with divine power, miraculous saints, incorrupt bodies and 'non-eaters' and changing ideas about death, Heaven and Hell. Particular attention is paid to the nature of conversion, the history of missionaries and to Christianity in colonial and post-colonial situations in a variety of contexts including Madagascar, South America and South Africa, and to issues of resistance and the re-appropriation of Christian doctrines by local populations.

Teaching Arrangements: Lectures (AN221) 10, Classes (AN221A) 10.

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*. Further reading will be provided during the course.

Methods of Assessment: There is a two hour examination in the Summer Term, with 7 or more questions, 2 of which are to be answered. 80% of the course assessment is based on this examination. The remaining 20% is based on classwork assessment, primarily the assessment essays mentioned above.

AN222

The Anthropology of Eastern Europe

(Half unit course) (Not available 1998-99)

Teacher Responsible: To be arranged

Availability and Restrictions: This course is optional for Bachelor's degrees in Anthropology. It is available to students on other degrees as permitted by the regulations. Undergraduates taking this course should have completed an introductory course in anthropology unless granted exemption by the course teacher. **Core Syllabus:** The ethnography of rural Eastern Europe with special reference to the significance of the changing political situation.

Course Content: The course offers a view of the region from the perspective of peasants, shepherds, workers and marginal groups like the Gypsies. The course will establish the ethnographic characteristics of the region, paying particular attention to the economic and social organisation of rural society. Particular attention will be paid to anthropological understandings of the nature of the socialist state and economy. Questions to be raised include, did socialist modernisation (such as collective farms) fail and if so, why? How did socialism and its collapse transform local understandings of gender? Why did Gypsy identity and community thrive under state socialism despite attempts to suppress their way of life? Why have Gypsies now become the scapegoats of post-socialism? How can anthropologists contribute to an understanding of the power of nationalism in the region? Was the war in former Yugoslavia an eruption of ancient tribal hatreds? Students will be offered a chance to come to terms with some of the main issues debated currently in Eastern European studies but from a distinctively anthropological perspective.

Teaching Arrangements: Lectures (AN222) 10 Michaelmas Term, Classes (AN222A) 10 Michaelmas Term.

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

Reading List: S. Bridger, *No More Heroines*; E. Fel & T. Hofer, *Proper Peasants: Traditional Life in a Hungarian Village*; F. Pine & S. Bridger, *Surviving Post-socialism*; C. Hann, *The Skeleton at the Feast*; G. Kligman, *The Wedding of the Dead: Ritual, Poetics and Popular Culture in Transylvania*; M. Lampland, *The Object of Labour*; M. Stewart, *The Time of the Gypsies*; K. Verdery, *What was Socialism and What comes Next?*; R. Watson, *Memory, History and Opposition under State Socialism*.

Methods of Assessment: There is a two hour examination in the Summer Term, with 7 or more questions, 2 of which are to be answered. 80% of the course assessment is based on this examination. The remaining 20% is based on classwork assessment, primarily the assessment essays mentioned above.

AN223

Selected Topics in the Anthropology of South-East Asia (Half unit course)

(Not available 1998-99)

Teachers Responsible: Dr. F. Cannell, Room A610 and Dr. A. Schrauwers, Room A608

Availability and Restrictions: This course is optional for Bachelor's degrees in Anthropology. It is available to students on other degrees as permitted by the regulations. Undergraduates taking this course should have completed an introductory course in anthropology unless granted exemption by the course teacher. **Core Syllabus:** This course will examine the anthropology of

Southeast Asia from three perspectives. Firstly, it will look at some of the reasons for treating the countries of Southeast Asia as an ethnographic region. Secondly, it will explore a selection of particular topics in the ethnography of different Southeast Asian countries which also have a wider comparative significance within the region. Thirdly, it will consider some aspects of the interaction between Southeast Asian and 'Westernising' cultures.

Course 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 (e.g. by sea-borne trade, travel and piracy). It will also look at the broad similarities of ecology and cultural patterns throughout the region, especially the contrast between highland and lowland societies. The kinds of continuities which it is suggested apply to Southeast Asian cultures in general will be introduced.

The main ethnographic section of the course will relate a series of studies of specific, (and highly varied) societies within the Southeast Asian region to themes of power and identity. These will include a selection of topics such as some of the following; theatre, e.g. Javanese shadow puppet theatre; funerary rituals e.g. in Borneo; slavery, rank and hierarchy and courtly centres; spirit possession; some aspects of material culture e.g. 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 Arrangements: Lectures (AN223) 10 Michaelmas Term, Classes (AN223A) 10 Michaelmas Term.

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 Selvas*; Metcalf, *A Borneo Journey into Death*. Further readings will be provided during the course.

Methods of Assessment: There is a two hour examination in the Summer Term, with 7 questions, 2 of which are to be answered. 80% of the course assessment is based on this examination. The remaining 20% is based on classwork assessment, primarily the assessment essays mentioned above.

AN226

Political and Legal Anthropology

Teacher Responsible: Dr. M. Mundy, Room A507 and others

Availability and Restrictions: This course is compulsory for B.A./B.Sc. Social Anthropology and B.A. Anthropology and Law students. It is available to students on other degrees as permitted by the regulations. Undergraduates taking this course should have completed an introductory course in anthropology unless granted exemption by the course teacher.

Core Syllabus: The anthropological analysis of political and legal institutions as revealed in relevant theoretical debates and with reference to selected ethnography.

Course Content: The development of political and legal anthropology and their key concepts; centralised and non-centralised polities; chieftainship, kingship and other forms of authority; the bases for equality and inequality; freedom and democracy in non-Western polities; the legitimisation of power; political competition and conflict; indigenous responses to colonialism; agrarian rebellions; nationalism and ethnicity; theories of order and normative domain; law as command and law as rules; the legal dimensions of hierarchy and authority; dispute institutions and processes; reciprocity as an instrument of social control; legal pluralism, Indian, Islamic and other non-Western legal systems.

Teaching Arrangements: Lectures (AN226) 20 Michaelmas and Lent Terms, Classes (AN226A) at least 14 Michaelmas and Lent Terms.

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

Select Reading List: T. C. Llewellyn, *Political Anthropology* (1992); J. Gledhill, *Power and its Disguises* (1994); J. Vincent, *Anthropology and Politics* (1990); E. R. Leach, *Political Systems of Highland Burma* (1954); G. Balandier, *Political Anthropology* (1970); M. H. Fried, *The Evolution of Political Society* (1967); D. Riches (Ed.), *The Anthropology of Violence* (1986); S. Howell & R. Willis, *Societies at Peace* (1989); D. Lan, *Guns and Rain* (1985); P. Bohannan (Ed.), *Law and Warfare* (1967); P. Bohannan, *Justice and Judgement among the Tiv* (1957); B. Malinowski, *Crime and Custom in Savage Society* (1916); A. L. Epstein (Ed.), *Contention and Dispute* (1974); 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). Additional reading will be suggested during the course.

Method of Assessment: There is a three-hour examination in the Summer Term, with 10 or more questions, 3 of which are to be answered. 80% of the course assessment is based on this examination. The remaining 20% is based on classwork assessment, primarily the assessment essays mentioned above.

AN227

The Anthropology of Economic Institutions and their Social Transformations

Teachers Responsible: Dr. J. Harriss, Room T301c and Dr. A. Schrauwers, Room A608

Availability and Restrictions: This course is compulsory for B.A./B.Sc. Social Anthropology students. It is available to students on other degrees as permitted by the regulations. Undergraduates taking this course should have completed an introductory course in anthropology unless granted exemption by the course teacher.

Core Syllabus: The anthropological analysis of the economic institutions of pre-market societies, 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.

Course 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; slavery and other forms of unfree labour; the emergence of 'free' labour; work regimes in pre-market and market economies; monetization as an agent of social change; theories of consumption; local responses to the transition from peasant to proletarian; the social impact of state development initiatives; capitalist and state interventions affecting the environment and local reactions to them; the politicization of the peasantry in relation to threats to peasant subsistence; social responses to hunger and famine; social structure and economic organization.

Teaching Arrangements: Lectures (AN227) 20 Michaelmas and Lent Terms, Classes (AN227A) 20 Michaelmas and Lent Terms.

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); M. Taussig, *The Devil and Commodity Fetishism in South America* (1980); C. Gregory, *Gifts and Commodities* (1982); C. Humphrey & S. Hugh-Jones (Eds.), *Barter, Exchange and Value: an Anthropological Approach* (1992); J. Goody, *Production and Reproduction* (1976); J. L. Watson (Ed.), *Asian and African Systems of Slavery* (1980); S. Wallman (Ed.), *The Anthropology of Work* (1979); J. Parry & M. Bloch (Eds.), *Money and the Morality of Exchange* (1989); P. Bourdieu, *Distinction* (1984); D. Miller, *Material Culture and Mass Consumption* (1987); S. Berry, *No Condition is Permanent* (1993); M. Castells, *The Power of Identity* (1997); J. Ferguson *The 'Anti-Politics' Machine* (1990); M. Granovetter & R. Swedberg (Eds.), *The Sociology of Economic Life* (1992); M. Leach & R. Mearns (Eds.), *The Lie of the Land* (1996); M. Kearney, *Reconceptualizing the Peasantry: Anthropology in Global Perspective* (1996); J. C. Scott, *The Moral Economy of the Peasant: Rebellion and Subsistence in*

Southeast Asia (1976); J. C. Scott, *Weapons of the Weak* (1985); M. Bloch, *Marxism and Anthropology* (1983); A. Weiner, *Inalienable Possessions* (1992); A. Appadurai, *The Social Life of Things* (1986).

Methods of Assessment: There is a three-hour examination in the Summer Term, with 10 or more questions, 3 of which are to be answered. 80% of the course assessment is based on this examination. The remaining 20% is based on classwork assessment, primarily the assessment essays mentioned above.

AN228

Advanced Ethnography: Latin American Societies (Half unit course)

(Not available 1998–99)

Teacher Responsible: To be arranged

Availability and Restrictions: This course is optional for B.A./B.Sc. Anthropology students; B.A. Anthropology and Law students and for students taking other degrees as permitted by the regulations for those degrees. Undergraduates taking this course should have completed an introductory course in anthropology unless granted exemption by the course teacher.

Core Syllabus: The course covers key themes and theoretical issues in the ethnography of Latin America.

Course Content: Selected issues in the social anthropology of both indigenous and non-indigenous Latin Americans considered in relation to relevant theoretical debates and with reference to selected ethnographies. The central concern of the course will be to examine social and cultural processes surrounding ethnicity, race, class and gender. Historical and comparative perspectives will be covered, with particular emphasis on ethnographic data. The course will pay special attention to notions of the person, kinship, social groups and sociality, looking at topics such as exchange, warfare, nationalism and recent social movements. The construction of identities in terms of ethnic group, race, class and gender will be examined in the context of socio-economic and political processes and structures.

Teaching Arrangements: Lectures (AN228) 10. Classes (AN228A) 10.

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

Reading List: E. Viveiros de Castro, *The Enemies' Point-of-View*; P. Gow, *Of Mixed Blood*; N. Stepan, *The Hour of Eugenics: Race, Gender and Nation in Latin America*; G. Urban & J. Sherzer (Eds.), *Nation-states and Indians in Latin America*; Martinez-Allier, *Marriage, Class and Colour in 19th century Cuba*; T. Skidmore, *Black into White: Race and Nationality in Brazilian Thought*; P. Wade, *Blackness and Race Mixture*; N. Scheper-Hughes, *Death Without Weeping*. Additional reading will be provided during the course.

Methods of Assessment: There is a two-hour examination in the Summer Term, with at least seven questions, two of which are to be answered. 80% of the course assessment is based on this examination. The remaining 20% is based on classwork assessment, primarily the assessment essays mentioned above.

AN229

The Anthropology of Religious Nationalism and Fundamentalism (Half unit course)

Teacher Responsible: Professor C. Fuller, Room A505 and Dr. V. Benei, Room A506

Availability and Restrictions: This course is optional for Bachelor's degrees in Anthropology, and for other degrees as permitted by the regulations. Undergraduates taking this course should have completed an introductory course in anthropology unless granted exemption by the course teacher.

Core Syllabus: The comparative ethnography and anthropological analysis of religious nationalism and fundamentalism in the non-western world.

Course 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 Arrangements: Lectures (AN229) 10. Classes (AN229A) 10.

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

Reading List: L. Caplan (Ed.), *Studies in Religious Fundamentalism*; P. Chatterjee, *Nationalist Thought and the Colonial World*; E. Daniel, *Charred Lullabies*; V. Das, *Critical Events; Mirrors of Violence*; M. Davies, *Knowing One Another: Shaping an Islamic Anthropology*; S. Gopal (Ed.), *Anatomy of a Confrontation*; D. Ludden (Ed.), *Contesting the Nation*; T. Madan, *Modern Myths, Locked Minds*; M. E. Marty & R. S. Appleby (Eds.), *Accounting for Fundamentalisms: Fundamentalisms and Society; Fundamentalisms and the State; Fundamentalism Comprehended; Fundamentalisms Observed*; J. R. Spencer (Ed.), *Sri Lanka: History and the Roots of Conflict*; S. J. Tambiah, *Leveling Crowds; Sri Lanka: Ethnic Fratricide and the Dismantling of Democracy*; P. van der Veer, *Religious Nationalism: Hindus and Muslims in India*.

Methods of Assessment: There is a two-hour examination in the Summer Term, with seven or more questions, two of which are to be answered. 80% of the course assessment is based on this examination. The remaining 20% is based on classwork assessment, primarily the assessment essays mentioned above.

AN230

The Anthropology of Industrialisation and Industrial Life (Half unit course)

(Not available 1998–99)

Teacher Responsible: Professor J. Parry

Availability and Restrictions: This course is optional for B.A./B.Sc. Social Anthropology and B.A. Anthropology and Law students. It is available to students on other degrees as permitted by the regulations. Undergraduates taking this course should have completed an introductory course in anthropology unless granted exemption by the course teacher.

Core Syllabus: Anthropological perspectives on the industrialization process, on industrial life and industrial work, examined in relation to relevant theoretical debates and with reference to selected ethnographies.

Course 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 Arrangements: Lectures (AN230) 10, Classes (AN230A) 10.

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); C. Turner, *Japanese Workers in Protest: an Ethnography of Consciousness and Experience* (1995); D. Kondo, *Crafting Selves: Power, Gender and Discourses of Identity in a Japanese Workplace* (1990); M. Allen, *Undermining the Japanese Miracle: Work and Conflict in a Japanese Coalmining Community* (1994); F. A. Ramaswamy, *The Worker and his Union: a Study in South India* (1977).

Methods of Assessment: There is a two-hour examination in the Summer Term, with 7 or more questions, 2 of which are to be answered. 80% of the course assessment is based on this examination. The remaining 20% is based on classwork assessment, primarily the assessment essays mentioned above.

AN231

The Anthropology of China (Half unit course)

(Not available 1998–99)

Teacher responsible: Dr. C. Stafford, Room A609

Availability and Restrictions: This course is optional for B.A./B.Sc. Social Anthropology and B.A. Anthropology and Law students. It is available to students on other degrees as permitted by the regulations. Undergraduates taking this course should have completed an introductory course in anthropology unless granted exemption by the course teacher.

Core Syllabus: The ethnography of China, Taiwan, Hong Kong and Singapore; anthropological approaches to issues in Chinese kinship, religion, education and political-economy.

Course 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.

Teaching Arrangements: Lectures (AN231) 10 Michaelmas Term, Classes (AN231A) 10 Michaelmas Term.

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*.

Methods of Assessment: There is a two-hour examination in the Summer Term with 7 or more questions, two of which are to be answered. 80% of the course assessment is based on this examination. The remaining 20% is based on classwork assessment, primarily the assessment essays mentioned above.

AN232

Film and Photography in Anthropological Practice and Theory (Half unit course)

(Not available 1998–99)

Teacher responsible: Professor P. Loizos, Room A612

Availability and Restrictions: This course is optional for Bachelor's degrees in Anthropology and for other degrees as permitted by the regulations. Undergraduates taking this course should have completed an introductory course in anthropology unless granted exemption by the course teacher.

Core Syllabus: The object of the course is to familiarize students with film and the photographic image as sources of ethnographic information, as contributions to the social sciences in a descriptive, evocative and analytic role and as problematic cultural but intellectually provocative representations.

Course 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. 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 Arrangements: Lectures (AN232) 10 Lent Term, Classes (AN232A) 10 Lent Term.

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

Reading List: E. H. Gombrich, *Art and Illusion*; Crawford & Turton, *Film as Ethnography*; B. Nichols, *Representing Reality*; Gross, Katz & Ruby, *Image Ethics*; L. Taylor, *Visualizing Theory*; P. Loizos, *Innovation in Ethnographic Film*; E. Edwardes, *Photography & Anthropology*; D. MacDougall, *Explorations in Filmic Representations*; P. Hockings, *Principles of Visual Anthropology*; Asch, Asch & Connor, *Jero Tapakan: Balinese Healer*, 1996; Collier & Collier, *Visual Anthropology: Photography as a Research Method*; P. Bourdieu, *Photography*; C. Lévi-Strauss, *new book of Amazonia photographs*; P. Stoller, *The Cinematic Griot: the Ethnographic Films of Jean Rouch*; M. Renov, *Theorizing Documentary*.

Possible Films for Analysis: Flaherty, *Man of Aran*; Wright, *Song of Ceylon*; Woodburn & Hudson, *The Hadza: The Food Quest of an East African Hunting and Gathering Tribe*; Moser, *The Last of the Cuiva*; Moser, *The Meo*; MacDougall and MacDougall, *To Live with Herds*; Preloran, *Imaginerio*; Kildea and Leach, *Trobriand Cricket*; Kildea, *Valencia Diary*; Dunlop & Morphy, *Madarra Funeral at Gurka wuy*; McKenzie & Hiatt, *Waiting for Harry*; D. MacDougall, *Goodbye Old Man*; Boonzajer Flaes, *Polka: the Roots of Texas-Mexican Accordion Music in S. Texas and N. Mexico*.

Methods of Assessment: There is a two-hour examination in the Summer Term, with 7 or more questions, two of which are to be answered. 80% of the course assessment is based on this examination. The remaining 20% is based on classwork assessment, primarily the assessment essays mentioned above.

AN233

The Anthropology of South-West Asian and North African Societies (Half unit course) (Not available 1998–99)

Teacher responsible: Dr. M. Mundy, Room A507

Availability and Restrictions: This course is optional for B.A./B.Sc. Social Anthropology and B.A. Anthropology and Law students. It is available to students on other degrees as permitted by the regulations. Undergraduates taking this course should have completed an introductory course in anthropology unless granted exemption by the course teacher.

Core Syllabus: Anthropological perspectives on the societies of South-West Asia and North Africa, with particular emphasis on Arabic-speaking societies, examined in relation to relevant theoretical debates and with reference to selected ethnographies.

Course 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 Arrangements: Lectures (AN233) 10 Michaelmas Term, Classes (AN233A) 10 Michaelmas Term.

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 Méthode 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. Gilsenan, *Recognizing Islam*; A. Hourani, *A History of the Arab Peoples*; A. Hourani et al. (Eds.), *The Modern Middle East: a Reader*; I. Khaldun, *The Muqaddima*; E. Peters, *The Bedouin of Cyrenaica: Studies in Personal and Corporate Power*; (Eds.) J. Goody & E. Marx; L.

Rosen, *The Anthropology of Justice: Law as Culture in Islamic Society*; E. Said, *Orientalism*; G. Tillion, *The Republic of Cousins*. **Methods of Assessment:** There is a two-hour examination in the Summer Term with 7 or more questions, two of which are to be answered. 80% of the course assessment is based on this examination. The remaining 20% is based on classwork assessment, primarily the assessment essays mentioned above.

AN234

Linguistics and Anthropological Problems (Half unit course) (Not available 1998–99)

Teacher Responsible: To be arranged

Availability and Restrictions: This course is optional for Bachelor's degrees in Anthropology and for other degrees as permitted by the regulations. Undergraduates taking this course should have completed an introductory course in anthropology unless granted exemption by the course teacher.

Core Syllabus: The aim of the course is to examine the relation between language, thought and social action. Themes in linguistics and philosophy topical to the anthropological study of language and language use will be considered.

Course Content: Different approaches to the study of language and their relevance to anthropology will be explored. Key topics will be: Semiotics, and the structuralism of Saussure and Lévi-Strauss; Voloshinov's Marxist approach to language; the Sapir/Whorf hypothesis revisited; translation and approaches to metaphor in science and literature; discourse-centred approaches to culture; feminist linguistics; semantic and symbolic anthropology.

Teaching Arrangements: Lectures (AN234) 10, Classes (AN234A) 10.

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

Reading List: B. L. Whorf, *Language, Thought and Reality* (1956); W. Percy, *The Message in the Bottle* (1981); A. Ortony (Ed.), *Metaphor and Thought* (1979); D. Parkin (Ed.), *Semantic Anthropology* (1982); P. Sapir & J. C. Crocker (Eds.), *The Social Use of Metaphor*; E. Ardener (Ed.), *Social Anthropology and Language* (1971); J. Overing (Ed.), *Reason and Morality* (1985); J. Culler, *Saussure* (1976); T. Hawkes, *Structuralism and Semiotics* (1997); C. Lévi-Strauss, *Totemism* (1963); V. N. Voloshinov, *Marxism and the Philosophy of Language* (1986); C. Taylor, *Human Agency and Language: Philosophical Papers I* (1985); G. Witherspoon, *Language and Art in the Navaho Universe* (1977); J. V. Harari (Ed.), *Textual Strategies* (1979); D. Cameron *Feminism and Linguistic Theory* (1992); Nicholson (Ed.), *Feminism/Postmodernism* (1990); R. Barthes, *Mythologies* (1973); K. Burke, *Language as Symbolic Action* (1966); R. Wagner, *Lethal Speech* (1978).

Methods of Assessment: There is a two-hour examination in the Summer Term with 7 questions, 2 of which are to be answered. 80% of the course assessment is based on this examination. The remaining 20% is based on classwork assessment, primarily the assessment essays mentioned above.

AN235

Selected Topics in the Anthropology of Southern Africa

Teachers Responsible: Dr. D. James, Room A616

Availability and Restrictions: This course is optional for Bachelor's degrees in Anthropology and for other degrees as permitted by the regulations. Undergraduates taking this course should have completed an introductory course in anthropology unless granted exemption by the course teacher.

Core Syllabus: This course serves as an introduction to the ethnography of Southern Africa. Topics to be considered include labour migration, urbanisation, transformations in land tenure and land use, changing kinship and gender relations, ethnicity and identity, and the role of performance and expressive culture in managing social transformation. Throughout the course, the effects on local communities of apartheid and of its demise will be a central concern.

Course 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 Arrangements: Lectures (AN235) 10 Lent Term, Classes (AN235.A) 10 Lent Term.

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

Reading List: J. Comaroff, *Body of Power, Spirit of Resistance*; J. L. & J. Comaroff, *From Revelation to Revolution*; D. Coplan, *In the Time of Cannibals: The Word Music of South Africa's Basotho Migrants*; V. Erlman, *Nightsong*; R. Gordon & A. D. Spielgel, 'Southern Africa Revisited' *Annual Review of Anthropology*; M. Hunter, *Reaction to Conquest*; D. James, 'I Dress in this Fashion' in H. Hendrickson (Ed.), *Clothing and Difference*; A. Kuper, *Wives for Cattle: Bridewealth and Marriage in Southern Africa*; I. & P. Mayer, *Townsmen or Tribesmen*; C. Murray, *Black Mountain*; L. Vail & L. White, *Power and the Praise Poem: Southern Africa Voices in History*. Additional reading will be provided during the course.

Methods of Assessment: There is a two-hour examination in the Summer Term, with 7 or more questions, 2 of which are to be answered. 80% of the course assessment is based on this examination. The remaining 20% is based on classwork assessment, primarily the assessment essays mentioned above.

AN236

The Anthropology of Governance in the Modern State

Teachers Responsible: Dr. M. Mundy, Room A507

Availability and Restrictions: This course is compulsory for B.A./B.Sc. Social Anthropology. It is available to students on other degrees as permitted by the regulations. Students should have a substantial background in Social Anthropology.

Core Syllabus: The course examines recent work by anthropologists on government and the modern state.

Course 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 (religion); 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 Arrangements: Lectures (AN236) 10 Lent Term, Classes (AN236.A) 10 Lent Term.

Reading List: J. Cole & E. Wolf, *The Hidden Frontier: Ecology and Ethnicity in an Alpine Valley*; M. Douglas, *How Institutions Think*; 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*; M. Lazarus-Black, *Legitimate Acts and Illegal Encounters: Law and Society in Antigua and Barbuda*; B. Maurer, *Recharting the Caribbean: Land, Law and Citizenship in the British Virgin Islands*; S. Merry, *Getting Justice and Getting Even: Legal Consciousness among Working-Class Americans*; A. Southall, 'A Critique of the Typology of States and Political Systems' in M. Banton (Ed.),

Political Systems and the Distribution of Power; M. Taussig, *The Magic of the State*; K. Verdery, *What Was Socialism, and What Comes Next?*; B. Yngvesson, *Virtuous Citizens, Disruptive Subjects: Order and Complaint in a New England Court*. Additional reading will be provided during the course.

Methods of Assessment: There is a two-hour examination in the Summer Term, with 7 or more questions, 2 of which are to be answered. 80% of the course assessment is based on this examination. The remaining 20% is based on classwork assessment, primarily the assessment essays mentioned above.

AN300

Advanced Theory of Social Anthropology

Teachers Responsible: Dr. A. Schrauwers, Room A608 and Dr. C. Stafford, Room A609

Availability and Restrictions: This course is compulsory for B.A./B.Sc. Social Anthropology. It is available to students on other degrees as permitted by the regulations. Students should have a substantial background in Social Anthropology.

Core Syllabus: The aim of the course is to train students to look critically at the theoretical implications of anthropological approaches by examining their origins, their strengths and their weaknesses.

Course Content: Themes from the history of anthropology and analysis and interpretation in modern anthropology. Anthropology and evolutionary theory. Functionalism and ethnographic method; Lévi-Strauss and structuralism; rationality and relativism; modern Marxist anthropology; the relation between anthropology and psychology; anthropology and psychoanalysis; anthropology and history; the problem of the understanding of the 'other'; the nature of anthropological theory, representation and anthropological writing.

Teaching Arrangements: Lectures (AN300) 20 Michaelmas and Lent Terms, Classes (AN300A) 20 Michaelmas and Lent Terms.

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*; C. Lévi-Strauss, *Structural Anthropology*, Vol. 1; D. Sperber, *On Anthropological Knowledge*; B. Knauft, *Genealogies for the Present*; P. Bourdieu, *The Logic of Practice*; H. L. Moore, *The Future of Anthropological Knowledge*; A. Kuper, *Anthropology and Anthropologists*; C. Geertz, *The Interpretation of Cultures*; B. Morris, *Anthropology of the Self*; G. White & C. Lutz, *New Directions in Psychological Anthropology*; R. Behar & D. Gordon, *Women Writing Culture*; G. Stocking, *Victorian Anthropology*; E. R. Leach, *Political Systems of Highland Burma*; M. Bloch, *Ritual, History and Power*; P. Rabinow, *A Foucault Reader*; D. Sperber, *Explaining Culture*.

Methods of Assessment: There is a three-hour examination in the Summer Term, with 10 or more questions, 3 of which are to be answered. 80% of the course assessment is based on this examination. The remaining 20% is based on classwork assessment, primarily the assessment essays mentioned above.

AN301

The Anthropology of Religion

Teachers Responsible: Dr. C. Stafford, Room A609 and Dr. F. Cannell, Room A610

Availability and Restrictions: This course is compulsory for B.A./B.Sc. Social Anthropology. It is available to students on other degrees as permitted by the regulations. Students should have a substantial background in Social Anthropology.

Course Syllabus: This course covers selected topics in the anthropology of religion, focusing upon relevant theoretical debates. Reference will be made to ethnographies of the ritual, symbolism and religious knowledge of non-Western societies.

Course Content: Various anthropological approaches to the study of religion, ritual and symbolism will be covered. Key topics will be: the religious representation of life, death, sex, morality and gender; the relation between cosmology and magical practice; typologies of thought: the religious, the aesthetic, the scientific; religion and the social construction of the emotions; the work of the symbol; myth and history; theodicy and world religions; persons, objects and spirits in the process of conversion; the problem of religious belief.

Teaching Arrangements: Lectures (AN301) 20 Michaelmas and Lent Terms, Classes (AN301A) 20 Michaelmas and Lent Terms.

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, *The Cult of the Dead in a Chinese Village*; 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*; A. Gell, *Metamorphosis of the Cassowaries*; D. Lan, *Guns and Rain*; G. Lewis, *Day of Shining Red*; C. Lévi-Strauss, *The Savage Mind*; J. Middleton, *Lugbara Religion*; M. Bloch, *From Blessing to Violence*; J. Comaroff, *Body of Power, Spirit of Resistance*; W. Christian, *Person and God in a Spanish Valley*. Additional reading will be suggested during the course.

Methods of Assessment: There is a three-hour examination in the Summer Term with 10 or more questions, 3 of which are to be answered. 80% of the course assessment is based on this examination. The remaining 20% is based on classwork assessment, primarily the assessment essays mentioned above.

AN399

Special Essay in Social Anthropology

Availability and Restrictions: This course is an option for the B.A./B.Sc. Social Anthropology and B.A. Anthropology and Law degrees.

Core Syllabus: The essay may be on any topic deemed to be amenable to anthropological analysis, and agreed by the candidate's tutor. The tutor will be concerned that there is an adequate body of relevant literature available for analysis, and that the topic as defined is not unmanageably large.

Course Content: There is no formal course content. Candidates will be expected to draw widely on their reading from other anthropology courses.

Teaching Arrangements: Formal instruction is not provided, but tutors will advise candidates during their normal tutorial meetings on scope, topic, and relevant reading, as well as on general approaches. Tutors are not permitted to read or comment on drafts of the essay, and students opting for the essay should not expect additional tutorial meetings to discuss it.

Written Work: The essay may not be more than 8,000 words of main text, including footnotes and appendices but excluding bibliography. In students' own interests the essay should ideally be typed, double spaced, using the reference procedures of *The Journal of the Royal Anthropological Institute*. The essay must be handed in by the date announced by the School, normally by May 1st, and at the Examinations Office. The student is advised to retain a copy.

Methods of Assessment: Students will be assessed entirely on the basis of the essay that they submit.

AN900

A Programme of Ethnographic Films

(These films are shown in connection with AN100)

Teachers responsible: Professor P. Loizos, Room A612 and Dr. J. Woodburn, Room A601

Normally 10 sessions Michaelmas Term and 10 sessions Lent Term.

This is not an assessed course. It is designed primarily for first-year students but is open to all students, undergraduate and postgraduate, who are taking anthropology as any part of their degree.

ECONOMICS

Course Guides

EC100

Economics A

Teachers Responsible: Dr. C. M. E. Whitehead, Room S377 and Professor M. Desai, Room Y314

Availability and Restrictions: This course is for B.Sc. degrees as permitted by the regulations. It is not available to Economics specialists. It may not be taken if Economics B has already been taken and passed. No previous knowledge of economics is assumed. The treatment will be non-mathematical, but students are expected to be able to interpret graphs.

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

Course 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. Topics include demand and supply, theories of consumer behaviour and cost, market structures, optimality, theories of wages and labour supply, macroeconomic equilibrium in the goods and money markets, unemployment, inflation, and the balance of payments. Applications of theory to policy are also discussed.

Teaching Arrangements: Lectures EC100: 20 Michaelmas Term, by Dr. Whitehead, on microeconomics; 20 Lent Term, by Professor Desai, on macroeconomics and 2 Summer Term. Lecture handouts are distributed at frequent intervals; they contain the outline of the lectures, details of suggested readings and questions for discussion in classes. Classes EC100.A: 22 Sessional. These classes are usually taught by part-time teachers. 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 Lipsey & Chrystal, Begg, Fischer & Dornbusch 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* (8th edn.), Weidenfeld and Nicolson, 1995; D. Begg, S. Fischer & R. Dornbusch, *Economics*, (5th edn.), McGraw-Hill, 1994; 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 weekly handouts.

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

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

Copies of previous years' examination papers are available.

EC102

Economics B

Teachers Responsible: Dr. C. D. Scott, Room S375 and Dr. M. Perlman, Room S378

Availability and Restrictions: This course is designed primarily for B.Sc. degrees in Economics but is also available to other students as permitted by the regulations. A knowledge of A-level economics is highly desirable, as is some knowledge of mathematics (e.g. elementary calculus). Neither is essential, but those students without a mathematical background should take an introductory mathematics course, such as **Basic Mathematics for Economists**, at the same time.

Core Syllabus: This is an introductory course in microeconomics and macroeconomics for those expecting to take further courses in economics.

Course Content: Part A (Dr. C. D. Scott) Consumer behaviour; theory of the firm; competitive market equilibrium; monopoly; factor markets; general equilibrium theory; welfare economics.

Part B (Dr. Perlman) How aggregate demand and supply interact to determine real income, employment and the price level. The effects of international trade and financial transactions on the economy. Under what conditions can monetary and fiscal policies be used effectively.

Teaching Arrangements: Lectures EC102: 20 Michaelmas and Lent Terms (Dr. C. D. Scott) and 20 Michaelmas and Lent Terms (Dr. Perlman). Classes EC102.A: 20 Sessional.

Written Work: Written answers to set problems will be expected on a weekly basis.

Reading List: Part A: Jack Hirshleifer & Amihai Glazer, *Price Theory and Applications*, (6th edn), Prentice Hall, 1998; H. Varian, *Intermediate Economics*, (4th edn), Norton, 1996.

Part B: M. Perlman, *Macroeconomics*. Students without A-level Economics should read R. G. Lipsey & K. A. Chrystal, *An Introduction to Positive Economics*, (8th edn), Oxford University Press, 1995.

Assessment Methods: A three-hour written examination in the Summer Term, based on the full syllabus of parts A and B of the course.

EC110

Basic Mathematics for Economists

Teacher Responsible: Dr. J. Lane, Room S575

Availability and Restrictions: This course is for B.Sc. degrees in Economics and also available to other students as permitted by the regulations. The course is designed for students with a reasonable understanding of O-level Mathematics, or its equivalent. Prior knowledge of calculus is not assumed.

Core Syllabus: The course is designed to provide students with the elementary mathematical tools that are needed to pursue a degree in economics. Application of these techniques to a variety of economic problems is given particular emphasis.

Course Content: Part A: Linear and quadratic functions; systems of linear equations; input-output analysis; an introduction to linear programming; geometric series; discounting and present values. Differentiation of polynomials; differential rules for products, quotients and functions of functions; marginal cost and marginal revenue; price and income elasticity; maximisation and minimisation; logarithms; the exponential function and its derivative; definite and indefinite integrals; consumer surplus; summation of continuous flows.

Part B: Functions of several variables; partial differentiation; maxima and minima; properties of production functions; profit maximisation and cost minimisation; utility and demand functions; the Lagrange multiplier method for maximisation and minimisation under constraints; equilibrium and stability in dynamic models.

Teaching Arrangements: Lectures EC110: 30 Michaelmas and Lent Terms. Classes EC110.A: 20 Sessional. Remedial Classes EC110.B: 20 Sessional will be arranged for those in difficulty.

Written Work: There are sets of problems that will form the basis of class discussions. The capacity to solve problems similar to those in the class exercises is the primary focus of the course. Students should make every effort to tackle the exercises, and to hand in solutions in advance of the class discussion.

Reading List: There are a variety of texts that cover most of the material and there are close substitutes. It is advisable to purchase one of the following; M. Wisniewski, *Introductory Mathematical Methods in Economics*; M. Rosser, *Mathematics for Economists*; J. Black & J. F. Bradley, *Essential Mathematics for Economists*; Edward T. Dowling, *Mathematics for Economics and Business*; and E. F. Haeussler, Jr. & R. Paul, *Introductory Mathematical Analysis*. Wisniewski has a high economic content. The book by Dowling is particularly rich in worked examples.

Assessment Methods: A three-hour written examination in the Summer Term.

EC200

Economics of Social Policy

Teachers Responsible: Dr. C. Whitehead, Room S377 and Dr. N. Barr, Room S578

Availability and Restrictions: This course is for B.Sc. degrees as permitted by the regulations. It is not available to Economics

specialists. It is intended for students who have either taken a first-year introductory course in economics, or possibly A-level economics. Students must have done an economics course before taking this course.

Core Syllabus: It is intended to be useful in itself rather than as training and technique for future study. Economic technique is kept to a necessary minimum. The emphasis is on economic insight into a wide range of issues and policies.

Course Content: The nature of the economic approach is examined in depth. Effort is made to relate economic understanding to that provided by other social sciences. Topics include: efficiency and equity; individuality and altruism; welfare state, charitable and private provision; methods of achieving and financing social provision; the rationale of privatisation; the economics of housing, health, education and social security policies; environmental and spatial issues. Examples of particular policies will be discussed throughout.

Teaching Arrangements: Lectures EC200: 20 Michaelmas and Lent Terms. Classes EC200.A: 20 Sessional.

Reading List: J. Le Grand, C. Propper & R. Robinson, *The Economics of Social Problems*; J. Stiglitz, *Economics of the Public Sector*; V. George & P. Wilding, *Welfare and Ideology*; N. Barr, *The Economics of the Welfare State*; E. Helpman, *Social Policy Evaluation: An Economic Perspective* and C. Jencks, *Rethinking Social Policy*. Other reading will be provided throughout the course.

Assessment Methods: A three-hour written examination in the Summer Term.

EC201

Microeconomic Principles I

Teachers Responsible: Dr. M. Bray, Room S476 and Professor A. Venables, Room S277

Availability and Restrictions: This course is for B.Sc. degrees in Economics and is also available to other students as permitted by the regulations. Students are expected to have completed **Economics B** or an equivalent introductory course in economics based on textbooks such as D. Begg, S. Fischer & R. Dornbusch, *Economics*; P. A. Samuelson & W. Nordhaus, *Economics*; or R. G. Lipsey, *Positive Economics*. Students are also expected to have completed an introductory mathematics course such as **Basic Mathematics for Economists or Quantitative Methods for Economists** and should revise calculus including partial derivatives and the use of Lagrangians.

Core Syllabus: An intermediate course in microeconomic analysis.

Course Content:

- I. **Consumer Theory.** Utility functions and indifference curves. Income and substitution effects. Selected applications.
- II. **Producer Theory.** Production and cost functions. Firm and industry supply. Monopoly.
- III. **Strategic Choice.** Basic ideas in game theory. Applications to oligopoly.
- IV. **General equilibrium and welfare.** Competitive equilibrium. Efficiency of equilibrium. Welfare criteria.
- V. **Topics in welfare economics.** Public goods, externalities, second best pricing.
- VI. **Uncertainty and information.** Choice under uncertainty. Insurance markets. Asymmetric information. Selected applications.

Teaching Arrangements: Lectures EC201: 40 Michaelmas and Lent Terms. Classes EC201.A: (undergraduates) EC201.B (Diploma students): 20 Sessional. Classes will be largely devoted to discussion of problems designed to strengthen students' understanding of analytical methods.

Written Work: Students should complete the assigned problems before attending classes. At least five pieces of written work will be required and marked by class teachers.

Reading List: A reading list will be provided at the start of the course. The main text for the course is M. L. Katz & H. S. Rosen, *Microeconomics*. Students may also find H. Varian, *Intermediate Microeconomics*, useful.

Assessment Methods: A three-hour written examination in the Summer Term. Candidates are required to answer eight short questions and three long questions.

EC202

Microeconomic Principles II

Teachers Responsible: Professor F. A. Cowell, Room R416B and Dr. J. Lane, Room S575

Availability and Restrictions: This course is for B.Sc. degrees in Economics and is also available to other students as permitted by the regulations. Students are expected to have completed **Economics B** or an equivalent introductory course in Economics based on textbooks such as D. Begg, S. Fischer & R. Dornbusch, *Economics*; P. A. Samuelson & W. Nordhaus, *Economics*; or R. G. Lipsey, *Positive Economics*. Students are expected to have completed a mathematics course of at least the level of **Quantitative Methods for Economists** and mathematics to the level of **Mathematical Methods** is desirable.

Core Syllabus: An intermediate course in microeconomic analysis.

Course 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.

Teaching Arrangements: Lectures EC202: 40 Michaelmas and Lent Terms. 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: The course will be based on F. A. Cowell, *Microeconomic Principles*, Harvester Wheatsheaf and *Microeconomics* 2nd edn. by Gravelle & Rees. Other reading will be given during the course.

Assessment Methods: A three-hour written examination in the Summer Term. Candidates are required to answer four questions.

EC210

Macroeconomic Principles

Teachers Responsible: Professor C. Bean, Room R423a and Professor C. A. Pissarides, Room S678

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

Core Syllabus: An intermediate course in macroeconomic analysis.

Course Content:

- I. **The Economy in the Short Run.** Business cycle facts. The determination of aggregate demand; the Great Depression. New Classical and New Keynesian models of aggregate supply; the Policy Ineffectiveness Proposition, menu costs, and multiple equilibria. Stabilisation policy and the time consistency problem; the case for an independent central bank; rules for monetary policy. Real business cycles. The open economy in the short run: the Mundell-Fleming and Dornbusch models; the Thatcher recession and the role of North Sea oil. The supply of, and demand for money; simple portfolio models.

II. **The Economy in the Long Run.** Factor market equilibrium and the Neoclassical theory of income distribution. Classical and endogenous economic growth. The growth implications of European integration. Unemployment and the Beveridge curve. Inflation; seigniorage and the fiscal prerequisites for stopping hyperinflation; the costs of inflation. Determinants of the real exchange rate, and the role of international capital flows; the European Monetary System. The life-cycle-permanent-income consumption function. Life-cycle consumption theory, budget deficits and the National Debt.

Teaching Arrangements: Lectures EC210: 40 Michaelmas and Lent Terms. Classes EC210.A: 20 Sessional. EC210.B: for Diploma students. Classes will be largely devoted to discussion of problems designed to strengthen students' understanding of analytical methods.

Written Work: Students are urged to attempt the assigned problems before attending classes. At least five pieces of written work will be required and marked by class teachers.

Reading List: N. G. Mankiw, *Macroeconomics*; R. Barro & V. Grilli, *European Macroeconomics*; O. Blanchard, *Macroeconomics* and M. Burda & C. Wyplosz, *Macroeconomics: A European Text*. Although students should organise their reading around one or more of these textbooks, the material covered in these textbooks should be regarded as the minimum

requirement for the course. Other more advanced or specialist readings will be listed at the start of the course.

Assessment Methods: A three-hour written examination in the Summer Term. Candidates are required to answer eight out of ten short questions and three out of six long questions.

EC220

Introduction to Econometrics

Teacher Responsible: Dr. C. Dougherty, Room S184

Availability and Restrictions: This course is for B.Sc. degrees in Economics and is also available to other students as permitted by the regulations. Students are expected to have completed an introductory statistics course such as **Basic Statistics or Quantitative Methods for Economists**.

Core Syllabus: An introductory course in econometrics.

Course Content: The course begins with 4 optional review lectures on random variables, expectations, unbiasedness, efficiency, consistency. The main lectures cover covariance, variance and correlation; simple and multiple regression analysis; test statistics; problems of multicollinearity and misspecification; transformation of variables; dummy variables and binary response models; proxy variables; autocorrelation; heteroscedasticity; measurement errors and Friedman's Permanent Income Hypothesis; simultaneous equations bias; indirect least squares; instrumental variables; two-stage least squares; an introduction to non stationary time series; an introduction to maximum-likelihood estimation.

Teaching Arrangements: Lectures EC220: 44 (4 optional) Sessional. Dr. Dougherty gives the four preliminary review lectures in the first two weeks of the Michaelmas Term and the main lectures from the third week of the Michaelmas Term. The theory lectures continue in the Lent and Summer Terms. Classes EC220.A: 20 Sessional. EC220.B for Diploma students.

Written Work: Exercises are provided each week and are discussed in the classes. Students are required to hand in written answers to the exercises for correction.

Reading List: C. R. S. Dougherty, *Introduction to Econometrics*, Oxford University Press, 1992.

Assessment Methods: A three-hour written examination in the Summer Term.

EC221

Principles of Econometrics

Teachers Responsible: Dr. M. Schafgans, Room S584 and Mr. R. Dridi

Availability and Restrictions: This course is for B.Sc. degrees in Economics and is also available to other students as permitted by the regulations. A knowledge of linear algebra and calculus (e.g. 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.

Course Content: Statistical background; continuous distribution, sampling theory, estimation, hypothesis testing, asymptotic theory. The Linear Model; multiple regression, t- and F-tests, dummy variables, multicollinearity, general linear restrictions, maximum likelihood estimation. Dynamic models, time series autoregressive models, seasonal adjustment, generalised least squares, serial correlation, heteroscedasticity, distributive lags, stationarity, unit roots. Simultaneous equation systems, instrumental variables and two stage least squares. Panel data, limited dependent variable models.

Teaching Arrangements: Lectures EC221: 20 x 2-hours Michaelmas and Lent Terms. Classes EC221.A: 20 Sessional.

Written Work: Written answers to set problems will be expected on a weekly basis.

Reading List: The most useful texts are: W. Greene, *Econometric Analysis*, Macmillan; J. Johnston & J. Dinardo, *Econometric Methods*, McGraw-Hill; D. Gujarati, *Basic Econometrics*, McGraw-Hill; G. S. Maddala, *Econometrics*, Macmillan; J. Kmenta, *Elements of Econometrics*, Macmillan; M. Stewart & K. Wallis, *Introductory Econometrics*, Blackwell, although none is completely sufficient.

Assessment Methods: A three-hour written examination in the Summer Term. The paper contains nine questions, of which four are to be answered and one is compulsory.

EC230

European Economic Policy

Teacher Responsible: Mr. A. Marin, Room S566

Availability and Assessment: This course is for Bachelors degrees but is not available to Economics specialists. Introductory economics such as **Economics A or Economics B** (or equivalents) is required.

Core Syllabus: A major aim of the course will be both to introduce students to a study of those EU policies and issues which might be considered 'economic', and to enable them to understand the viewpoint of economists on issues which have a wider interest. The treatment, however, will be non-mathematical and not assume a detailed knowledge of economic theory.

Course Content: The topics considered are likely to include:

- (i) EMS, EMU and monetary policy of the EU.
- (ii) CAP and reforms.
- (iii) Single market programme and regional policies.
- (iv) External trade relations.

Teaching Arrangements:

Lectures EC230: 20 Michaelmas and Lent Terms. Classes/seminars EC230.A: 22 Sessional.

Reading List: T. Hirtis, *EC Economics*, 3rd edn., Harvester Wheatsheaf, 1994; A. El-Algraa (Ed.), *The Economics of the European Community*, Philip Allan, 1994; D. Swann, *The Economics of the Common Market*, 8th edn., Penguin, 1995. References relevant to each topic area will be given out during the course.

Assessment Methods: A three-hour written examination in the Summer Term.

EC301

Advanced Economic Analysis

Teachers Responsible: Professor N. Kiyotaki, Room S675 and Dr. E. Luttmmer, Room S378

Availability and Restrictions: This course is for B.Sc. degrees in Economics and is also available to other students as permitted by the regulations. Students should have completed **Microeconomic Principles I or II** (or equivalent) and **Macroeconomic Principles** (or equivalent) and mathematics to at least the level of **Quantitative Methods for Economists, Introduction to Econometrics and Economic Statistics** is also useful.

Core Syllabus: A series of lectures introducing recent developments in economic theory which have fundamentally changed our understanding of macroeconomic fluctuations issues in finance.

Course Content: The two separate topics will be covered in one-term courses. Macroeconomic fluctuations will include an investigation of wage contracts, coordination failures and equilibrium models of unemployment, search models and models of money and credit and their role in fluctuations. The finance topic will concentrate on recent theoretical and empirical insights. A more complete description of course content will be available at the start of the course.

Teaching Arrangements: Lectures EC301: 40 Michaelmas and Lent Terms. Classes EC301.A: 16 Sessional.

Reading List: There is no suitable textbook. Instead, the course is built around a small number of readings, mostly articles.

Assessment Methods: A three-hour written examination in the Summer Term. The paper is divided into two parts; students are required to answer four questions (at least one from each part) from about eight.

EC303

Economic Analysis of the European Union

Teachers Responsible: Professor A. Venables, Room S277 and Dr. H. Reyli, Room S479

Availability and Restrictions: This course is for B.Sc. degrees in Economics and is also available to other students as permitted by the regulations. Students should have completed **Microeconomic Principles I or II** (or equivalent) and **Macroeconomic Principles** (or equivalent).

Core Syllabus: The course will concentrate on economic policy issues in the EU and relevant analytical tools. It will treat the issues at a level appropriate for students with the knowledge of economics provided by the courses already taken, though the historical, political and institutional context of the EU will also be relevant.

Course Content: The topics covered are likely to include some of the following:

- (i) EMS, EMU and monetary policy.
- (ii) CAP and possible reforms.
- (iii) Environmental policy.
- (iv) Single market, industrial and regional policy.
- (v) External trade and protectionism.

Teaching Arrangements: Lectures EC303: 20 Michaelmas and Lent Terms. Classes/seminars EC303.A: 20 Sessional.

Reading List: General background readings: T. Hitiris, *EC Economics* (3rd edn.), Harvester Wheatsheaf, 1994; A. El-Algraa (Ed.), *The Economics of the European Community*, Philip Allan, 1994; D. Swann, *The Economics of the Common Market*, Penguin, 7th edn., 1992. References relevant to each topic area, including articles from academic journals, will be given out during the course.

Assessment Methods: A three-hour written examination in the Summer Term.

EC305

Comparative Economic Systems

Teachers Responsible: Dr. S. Gomulka, Room S576, Dr. N. Barr, Room S578 and Dr. C. Xu, Room S587

Availability and Restrictions: This course is for B.Sc. degrees in Economics and is also available to other students as permitted by the regulations. Students should have completed **Microeconomic Principles I or II** (or equivalent) and **Macroeconomic Principles** (or equivalent).

Core Syllabus: This course compares the characteristics and behaviour of both individuals and institutions (such as firms, banks and governments) in different economic systems and during the transition from centrally-managed to market-based systems.

Course Content: Part A, 10 lectures given by Dr. C. Xu, deals with information and incentive problems in various economic organisations; it discusses ownership and co-ordination issues in different economic systems; it also compares China's reforms with the latest reforms in Eastern Europe and former Soviet Union.

Part B, 10 lectures given by Dr. Gomulka, is concerned mainly with the causes of variation in economic growth, the incidents of macroeconomic failures (financial instabilities, hyper inflation), and changes in economic systems, all world-wide. It also discusses the institutional, macroeconomic and structural aspects of transition in Russia, China and Central Europe.

Part C, 5 lectures given by Dr. Barr, examines the causes of market and state failures; when and how state intervention can improve welfare and the quality of markets; what kind of welfare state can support efficiently a market economy.

Part D, 5 lectures given by Professor Jackman, is concerned with labour markets, unemployment and labour market policy during economic transition.

Teaching Arrangements: Lectures EC305: 30 Michaelmas and Lent Terms. Classes EC305.A: 15 Michaelmas and Lent Terms. The classes are based around student presentations on particular topics.

Written Work: In addition to giving class presentations, students will be expected to do some essays during the year.

Reading List: Each part has a reading list to be provided at the start of the course.

Assessment Methods: There is a written three-hour examination in the Summer Term. The paper contains 12 short questions, of which eight are to be answered, and 6 essay-type questions, of which three are to be answered.

EC307

Development Economics

Teachers Responsible: Dr. C. D. Scott, Room S375 and Dr. R. Burgess

Availability and Restrictions: This course is for B.Sc. degrees in Economics and is also available to other students as permitted by the regulations. Students should have completed **Microeconomic Principles I or II** (or equivalent) and **Macroeconomic Principles** (or equivalent). A knowledge of introductory econometrics such as that provided by **Introduction to Econometrics and Economic Statistics** is also highly desirable.

Core Syllabus: The course provides an introduction to selected issues in economic development including theory, evidence and policy.

Course Content: The course begins by examining different approaches to the definition of well-being and deprivation, and reviews the recent performance of developing countries with respect to various measures of economic development. In the macroeconomic part of the course, selected contributions to the

growth literature are discussed with particular emphasis on models based on alternatives to the neoclassical aggregate production function and/or which stress the role of natural resources and international trade. The significance of institutions and organisations on economic development is assessed together with the long run consequences of macroeconomic instability. The impact of different types of state on policy choice and development outcomes is also considered. The microeconomic part of the course starts with a discussion of dualist models of economic development before examining the determinants of rural poverty at regional village and household level. This leads to an examination of rural labour markets, decision making by peasant farmers under risk and uncertainty and the relationship between poverty and environmental degradation. The final section of the course evaluates policies to alleviate poverty in developing countries such as land reform, technical change in agriculture, targeted benefits, credit schemes and emergency programmes of famine relief.

Teaching Arrangements: Lectures EC307: 20 Michaelmas and Lent Terms. Classes EC307.A: 20 Michaelmas and Lent Terms.

Reading List: There is no textbook for the whole course, although the macroeconomic part is loosely structured around D. Lal & H. Myint, *The Political Economy of Poverty, Equity and Growth* (Oxford University Press, 1996). The macroeconomic part is likely to be based on a Study Pack containing copies of journal articles and other material which students will be expected to purchase at the start of the course. However, introductions to what is now an extremely broad field may be found in M. P. Todaro, *Economic Development in the Third World*, 5th edn., Longmans, or M. Gillis et al., *Economics of Development*, 3rd edn., Norton, 1992. A useful literature review is N. H. Stern, 'The Economics of Development: A Survey', *Economic Journal*, Vol. 99, 1989. Those preferring a more analytic treatment of the subject should consult K. Basu, *The Less Developed Economy*, Blackwell, 1984, and the three-volume *Handbook of Development Economics*. A descriptive overview of issues treated in the microeconomic part of the course is Idriss Jazairy et al., *The State of World Rural Poverty: An Inquiry into its Causes and Consequences*, IFAD/Intermediate Technology Publications, 1992.

Assessment Methods: A three-hour written examination in the Summer Term.

EC309

Econometric Theory

Teacher Responsible: Dr. J. McCrorie

Availability and Restrictions: This course is for B.Sc. degrees in Econometrics and Mathematical Economics and is also available to other students as permitted by the regulations. A knowledge of linear algebra, calculus and statistical theory is required. Students should have taken the course **Probability, Distribution Theory, and Inference** (or equivalent) and/or **Principles of Econometrics** (or equivalent).

Core Syllabus: An introduction to the theory of estimation and inference of econometric models.

Course Content: The linear model, asymptotic theory; concepts of model specification; maximum likelihood and other optimization estimators; dynamic models; simultaneous equation systems; panel data.

Teaching Arrangements: Lectures EC309: 20 Michaelmas and Lent Terms. 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 edition, 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*, C.U.P.; 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 Methods: A three-hour written examination in the Summer Term. The paper contains eight questions, of which four are to be answered.

EC311

History of Economic Thought

Teacher Responsible: Dr. M. Perlman, Room S378

Availability and Restrictions: This course is for B.Sc. degrees in Economics and is also available to other students as permitted

by the regulations. Students should have completed **Microeconomic Principles I or II** (or equivalent) and **Macroeconomic Principles** (or equivalent).

Core Syllabus: The aim of the course is to examine the development of theories of some of the major problems confronting economists over the past two hundred years or so.

Course Content: How the problems of 'value' has been approached and 'resolved' over the past two hundred years or so; theories of wages, profits and rent and their interaction with the problem of value; international value \bar{n} from absolute advantage to reciprocal demand; the development of monetary and interest rate theories and how monetary factors interact with the real economy.

Teaching Arrangements: Lectures EC311: 20 Michaelmas and Lent Terms. Classes EC311.A: 20 Sessional. The lectures will give a broad survey of the History of Economic Thought from the eighteenth to the late nineteenth century. The classes will concentrate on a reading of the texts of major classical writers, particularly Hume, Adam Smith, Ricardo and Mill.

Written Work: Students will be expected to give class papers and produce some written work.

Reading List: Apart from the selected original text, the following general histories may be consulted; D. P. O'Brien, *The Classical Economists*, Oxford University Press; M. Blaug, *Economic Theory in Retrospect*; J. Viner, *Studies in the Theory of International Trade*; L. Robbins, *Theory of Economic Policy in Classical Political Economy*; T. W. Hutchinson, *Review of Economic Doctrines*; G. Stigler, *Production and Distribution Theories*.

Assessment Methods: A three-hour written examination in the Summer Term. Students are required to answer four questions from a wide range of choices covering the syllabus.

EC313

Industrial Economics

Teachers Responsible: Dr. M. Schankerman, Room S567 and Mr. T. Valletti, Room S381

Availability and Restrictions: This course is for B.Sc. degrees in Economics and is also available to other students as permitted by the regulations. Not open to one-term students. Students should have completed **Microeconomic Principles I or II** (or equivalent).

Core Syllabus: An undergraduate course in the Economics of Industry (or in North American terminology, Industrial Organisation). The aim of the course is to understand the structure, conduct, and performance of firms by studying analytic models of imperfect competition and strategic (game theoretic) interaction among firms, determinants of industrial structure, the process of entry and entry deterrence, and some aspects of the privatisation of "natural monopolies".

Course Content: The main subjects include (but are not limited to) monopoly and price discrimination, vertical arrangements between firms, transactions costs and contract design, game theoretic models of firm behaviour, collusive arrangements, the determinants of industrial structure, strategic entry deterrence by pricing, investment, and product differentiation and issues in the regulation of natural monopolies. Some empirical material will be reviewed.

Teaching Arrangements: Lectures EC313: 30 hours Michaelmas and Lent Terms. Classes EC313.A: 15 Michaelmas and Lent Terms.

Written Work: At least five 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 texts, from which we draw selectively, are J. Tirole, *The Theory of Industrial Organisation*, and J. Vickers & G. Yarrow, *Privatisation and Regulation*. Supplementary reading is taken from J. Sutton, *Sunk Costs and Market Structure*, and journal articles.

Assessment Methods: A three-hour written examination in the Summer Term.

EC315

International Economics

Teachers Responsible: Dr. H. Rey, Room S479 and Dr. S. Redding

Availability and Restrictions: This course is for B.Sc. degrees in Economics and is also available to other students as permitted by the regulations. Students should have completed **Microeconomic Principles I or II** (or equivalent) and **Macroeconomic Principles** (or equivalent).

Core Syllabus: The aim of this course is to introduce students to international trade theory and international monetary economics.

Course 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 applied 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 Arrangements: Lectures EC315: 20 Michaelmas and Lent Terms. Classes EC315.A: 20 Sessional.

Written Work: Students will be expected to prepare two pieces of written work during each of the Michaelmas and Lent Terms.

Reading List: The main textbook for the course is D. R. Appleyard & A. J. Field, *International Economics*, Irwin, 1995. Other suitable texts are: P. Krugman & M. Obstfeld, *International Economics*, 3rd edn., Harper 1994; P. Krugman, *Rethinking International Trade*; Peter B. Kenen, *The International Economy*, 2nd edn., Prentice Hall, 1989; W. Ethier, *Modern International Economics*, Norton, 1988; E. E. Leamer, *Sources of International Comparative Advantage: Theory and Evidence*, MIT Press, 1984; K. Philbeam, *International Finance*, 1992; F. L. Rivera-Batiz & L. Rivera-Batiz, *International Finance and Open Economy Macroeconomics*, 1994; P. Hallwood & R. MacDonald, *International Money: Theory, Evidence and Institutions*, 1994; R. MacDonald, *Floating Exchange Rates: Theories and Evidence*, 1988; D. Salvatore, *International Economics*, 1993; J. Williamson & C. Milner, *The World Economy*, 1991; L. S. Copeland, *Exchange Rates and International Finance*, 1994. Other readings will be given during the course.

Assessment Methods: A three-hour written examination in the Summer Term.

EC317

Labour Economics

Teacher Responsible: Professor R. Jackman, Room S376

Availability and Restrictions: This course is for B.Sc. degrees in Economics and is also available to other students as permitted

by the regulations. Students should have completed **Microeconomics Principles I** or **II** (or equivalent) and **Macroeconomic Principles** (or equivalent) as well as **Introduction to Econometrics** and **Economics Statistics** (or equivalent).

Core Syllabus: The course seeks to introduce students to the major theoretical principles of labour economics and to recent applied work in the area.

Course Content: The course will be concerned with two main questions. First, why is unemployment so much higher now than it used to be and why has the rise been much bigger in some countries than others? Second, why is there more inequality than previously?

Teaching Arrangements: Lectures EC317: 30 hours Michaelmas and Lent Terms. Classes EC317.A: 15 Michaelmas and Lent Terms.

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. Many of the topics covered can be found in *Labor Economics* by R. Elliot, McGraw Hill or *The Economics of Labour Markets* by P. Fallon & D. Verry. Additional reading, drawn from academic journals, will be suggested during the course in order to reflect topics that are of current interest.

Assessment Methods: A three-hour written examination in the Summer Term. Usually, students are expected to answer three out of about eight questions.

EC319

Mathematical Economics

Teachers Responsible: Dr. J. Lane, Room S575 and Dr. R. Lagos, Room S483

Availability and Restrictions: This course is for B.Sc. degrees in Economics, Mathematics and Economics, and Econometrics and Mathematical Economics and is also available to other students as permitted by the regulations. Students should have completed **Microeconomic Principles I** or **II** (or equivalent). Fluency in calculus is essential, including multivariate calculus, some knowledge of analysis, linear algebra and set theory. **Mathematical Methods** would be adequate background for a student who already has or is willing to acquire some additional probability theory. Students who took more abstract mathematics courses in their first and second years may find that they need to acquire some additional mathematical techniques, but should not find this difficult. Provision will be made for teaching these techniques if necessary. A highly motivated student with a less technical background could do the course, if he or she finds handling economics mathematically comes naturally. Any such student should see Dr. Lane before the course starts.

Core Syllabus: This course is designed for students who like using mathematical techniques as a tool in understanding economic problems. It deals with areas in economic theory where mathematical modelling is particularly helpful. The lectures will use mathematics at many points, and students will be expected to solve economic problems posed in a mathematical form. However considerable emphasis will also be given to the economic motivation and interpretation of the models discussed.

Course Content: Techniques of all Constrained Optimization

This is a rigorous treatment of the mathematical techniques for solving constrained optimization problems, which are basic tools of economic modelling. In detail the topics covered are: Definitions of feasible set and solution, sufficient conditions for the existence of a solution, maximum value function, Lagrange multipliers, shadow prices, Lagrangian sufficiency result, convex sets, concave and convex functions, separating hyperplane theorem, Lagrangian necessity result for concave problems (Kuhn-Tucker Theorem), complementary slackness, shadow prices, and first order conditions sufficiency results for concave and quasi-concave differentiable problems.

Intertemporal Models of the Household and Firm Savings and investment decisions with perfect capital markets, present discounted value, taxation, simple models of imperfect capital markets.

Uncertainty Expected utility theory (Von Neumann - Morgenstern utility), derivation of expected utility theory from axioms, risk-aversion and risk-neutrality, simple portfolio theory, the capital asset pricing model.

General Equilibrium and Time The fundamental theorem of welfare economics, the meaning of complete markets with uncertainty, Arrow-Debreu securities, The Modigliani-Miller

Theorem of corporate finance, relationship of complete markets to temporary equilibrium with rational expectations, natural resources.

Teaching Arrangements: Lectures EC319: 20 Michaelmas and Lent Terms. Classes EC319.A: 20 Sessional.

Written Work: Students are urged to attempt the assigned problems before attending classes. At least four pieces of written work will be required.

Reading List: There is no textbook for the course as a whole, but parts (but by no means all) of the following books will be referred to: C. J. Bliss, *Capital Theory and the Distribution of Income*; P. S. Dasgupta & G. M. Heal, *Economic Theory and Exhaustible Resources*; A. Deaton & J. Muellbauer, *Economics and Consumer Behaviour*; G. Debreu, *Theory of Value*; P. Diamond & M. Rothschild, *Uncertainty in Economics*; A. K. Dixit, *Optimization in Economic Theory*; H. Raiffa, *Decision Analysis: Introductory Lectures on Choice Under Uncertainty*; H. Varian, *Microeconomic Analysis*. These references will be supplemented by lecture notes and references to other books and journal articles. A detailed reading list will be provided with the lecture course.

Assessment Methods: A three-hour written examination in the Summer Term. The paper contains ten questions, of which students should attempt four.

EC321

Monetary Economics

Teachers Responsible: Professor C. A. E. Goodhart, Room G405 and Professor R. Jackman, Room S376

Availability and Restrictions: This course is for B.Sc. degrees in Economics and is also available to other students as permitted by the regulations. Students should have completed **Microeconomic Principles I** or **II** (or equivalent) and **Macroeconomic Principles** (or equivalent).

Core Syllabus: The course provides an introduction to monetary theory, to the effects of monetary variables on the macroeconomic system, the role of the Central Bank and the conduct of monetary policy in closed and open economies.

Course Content: The nature and function of money. Classical monetary theory, neutrality, inflation and the Keynesian revolution. Modern theories of the demand for money. The banking system and financial intermediation. The control of the money supply, the transmission mechanism of monetary policy. The impact of money on economic activity: the monetarist counter-revolution, and rational expectations. The theory of monetary policy. The term structure of interest rates. The role of Central Banks and the regulation of the financial system. Exchange rate systems and international aspects of monetary policy, including the European Monetary System and proposals for European monetary integration.

Teaching Arrangements: Lectures EC321: 30 Michaelmas and Lent Terms. Classes EC321.A: 18 Sessional.

Written Work: Students should expect to write two essays or exercises in both the Michaelmas and Lent Terms, to be handed into, and marked by, their class teacher. Setting essay topics is the responsibility of class teachers, although a list of suggested topics will be distributed in the lectures. A 'mock' examination may be set at the end of the Michaelmas Term. This will *not* count towards the final examination result.

Reading List: The most useful text books are C. Goodhart, *Money, Information and Uncertainty*, 2nd edn., and B. McCallum, *Monetary Economics*. Other recommended books include D. Laidler, *The Demand for Money*, 3rd edn.; M. J. Artis & M. K. Lewis, *Money in Britain*; S. Sheffrin, *Rational Expectations*.

Assessment Methods: A three-hour written examination in the Summer Term. In the past the paper has included a compulsory section with choice from a set of short questions, and three essays to be selected from a choice of around ten questions.

EC325

Public Economics

Teachers Responsible: Dr. N. Barr, Room, S578 and Dr. J. Leape, Room R502

Availability and Restrictions: This course is for B.Sc. degrees in Economics and is also available to other students as permitted by the regulations. Students should have completed **Microeconomic Principles I** or **II** (or equivalent).

Core Syllabus: A course in theoretical and applied public economics using intermediate economic theory. Topics include the theoretical analysis of taxation and expenditure, assessment

of the tax and expenditure systems in the UK and elsewhere, and evaluation of reform proposals.

Course Content: The role of the state and implications of different approaches. Public choice. Economics of the welfare state: income transfers, health care and education. Efficiency and income distribution issues. Privatisation and regulation of natural monopolies. Effects of taxes on labour supply and savings. Tax policy: principles, incidence, income versus expenditure taxation, direct versus indirect taxation. Corporation tax: domestic and international issues. Current topics in public finance. The main institutional references will be to the UK but some attention will also be given to other countries, especially the US.

Teaching Arrangements: Lectures EC325: 20 Michaelmas and Lent Terms. Classes EC325.A: 20 Sessional.

Reading List: The most useful textbooks are: N. A. Barr, *Economics of the Welfare State* (2nd edn.); J. A. Kay & M. A. King, *The British Tax System* (5th edn.); J. E. Stiglitz, *Economics of the Public Sector* (2nd edn.); A. B. Atkinson & J. E. Stiglitz, *Lectures on Public Economics*.

Assessment Methods: A three-hour written examination in the Summer Term.

EC331

Quantitative Economics Project

(A project of up to 10,000 words on an approved subject in Quantitative Economics)

Teachers Responsible: Mr. J. Thomas, Room S677 and Professor M. Desai, Room Y314

Availability and Restrictions: This course is for the B.Sc. degree in Econometrics and Mathematical Economics. Students should have completed **Principles of Econometrics**.

Course Syllabus: Learning how to do research in a practical way.

Course 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 Arrangements: Seminars in Quantitative Economics EC331.A: 10 x 2 hours Lent Term. Students are expected to pursue research on a subject of their own choice under the supervision of a member of staff. In the seminar each student will present a preliminary outline of the results of the project for comments by fellow students and teachers.

Assessment Methods: A completed project will be required to be submitted by 1 May in the year in which the course is taken. There is no written examination. The project carries all the marks.

EC333

Problems of Applied Econometrics

Teachers Responsible: Mr. J. J. Thomas, Room S677 and Professor S. Nickell

Availability and Restrictions: This course is for B.Sc. degrees in Economics and Econometrics and Mathematical Economics. It is also available to other students as permitted by the regulations. Students should have completed **Microeconomic Principles I** or **II** (or equivalent), **Macroeconomic Principles** (or equivalent) and *either* **Introduction to Econometrics and Economic Statistics** or **Principles of Econometrics**.

Core Syllabus: The purpose of this course is to give students a grounding in recent developments in applied econometric methodology for the analysis of cross-sectional and time series data in economics. A major feature of the course is the computer-based exercises for the classes, which will enable students to obtain considerable practical experience in analysing a wide variety of econometric problems.

Course Content: This course comprises two sets of ten lectures on (i) **EC333.1 The Econometrics of Individual Behaviour (Professor S. Nickell)**. The first part of the course will be a discussion of a selection of topics from E. R. Berndt, *The Practice of Econometrics: Classic and Contemporary*, plus supplementary readings. Among the econometric topics covered will be instrumental variables, simultaneous equations and limited dependent variable models. The economic topics covered will be drawn from industrial and labour economics; and (ii) **EC333.2 Econometric Topics in Macroeconomics (Mr. J. J. Thomas)**. The nature of macroeconomic data. Data mining. General-to-specific modelling. Diagnostic tests. Dynamic economic models. Cointegration. Simultaneous equation models. Software packages for time series analysis (Microfit and EViews).

Teaching Arrangements: Lectures EC333: 10 Michaelmas Term and 10 Lent Term Lectures EC333.1: 10 Michaelmas Term Lectures EC333.2: 10 Lent Term Classes EC333.1A: 10 Classes EC333.2A: 10

Reading List: E. R. Berndt, *The Practice of Econometrics: Classic and Contemporary* and R. L. Thomas, *Introductory Econometrics: Theory and Applications* (2nd edn.). A more detailed reading list will be provided at the beginning of the course.

Assessment Methods: A three-hour written examination in the Summer Term.

ECONOMIC HISTORY

Course Guides

EH101

The Internationalisation of Economic Growth, 1870 to the Present Day

Teacher Responsible: Dr. Mary Morgan, Room C321 (Michaelmas Term) and Professor Nicholas Crafts, Room C430 (Lent Term).

Availability and Restrictions: This course is compulsory for Bachelor's degrees in Economic History. It is available to all other students where their degree regulations permit, and to General Course Students. There are no formal pre-requisites for this course and no previous knowledge of the field is assumed. It is assumed that most students will concurrently be following a course in economics.

Core Syllabus: The course examines the inter-relationships between the development of the international economy and the growth of national economies – particularly Great Britain and the United States – since the late nineteenth century.

Course Content: Development, underdevelopment and international trade in the nineteenth century. The structure of the British and American economies around 1870. Westward expansion in the United States and its effect on the British economy. The growth and effects of international movements of capital and labour. Technical change and industrial growth in Britain, the United States and Germany. The international economy before 1914: free trade, the gold standard, Britain and the Empire. The effects of the first World War on the world economy and the decline of the British export industries. The world economic and financial crisis, 1929–33. Depression, recovery and government policy 1929–45. The dollar in the reconstruction of the international economy after the second World War. Comparative economic growth in industrialised countries. The collapse of the Bretton Woods system and the international economy since 1973. Debt crises: 1980s vs 1920s. Convergence vs globalisation. De-industrialisation, technology and international trade in the late 20th century.

Teaching Arrangements: Lectures: There is one lecture course (EH101) with 22 lectures in the Michaelmas, Lent and Summer Terms. The lectures are shared by Dr. Mary Morgan, Professor Nicholas Crafts and others. A lecture programme will be circulated at the first meeting. Classes: The lectures are accompanied by weekly classes (EH101.A). Classes are given by several different teachers. They do not necessarily deal with the same topics each week but they all cover the same ground. Written Work: Students are expected to write very short papers every three weeks during the year and two longer essays.

Reading List: The following are particularly useful: A. G. Kenwood & A. L. Loughheed, *The Growth of the International Economy, 1820–1989*; J. Foreman-Peck, *A History of the World Economy*; P. Fearon, *War, Prosperity and Depression: The US Economy, 1917–45*; J. F. Wright, *Britain in the Age of Economic Management*; R. Floud & D. McCloskey (Eds.), *The Economic History of Britain since 1700*, Volumes 2 & Volume 3 (1994); C. More, *The Industrial Age: Economy and Society in Britain, 1760–1985* (1989); J. R. T. Hughes, *American Economic History*; T. Kemp, *The Climax of Capitalism*; P. Johnson (Ed.), *Twentieth-Century Britain: Economic, Social and Cultural Change* (1994). (A fuller reading list and class topics will be given out at the first meeting).

Methods of Assessment: There is a three-hour examination in the Summer Term.

EH205

Towns, Society and Economy in England and Europe, 1450–1750

Teacher Responsible: Dr. S. R. Epstein, Room S467

Availability and Restrictions: This is an optional course for Bachelor's degrees in Economic History, and other degrees as regulations permit.

Core Syllabus: The course examines in outline the social and economic history of European (including English) towns between the mid-fifteenth and the mid-eighteenth centuries.

Course Content: Towns and economic development; the urban economy: manufactures, services and domestic and international trade; town-country relations, towns and rural industry; towns and the state; capital cities; urban hierarchies and networks; social

structure and social mobility; the standard of living; social conflict, crime and criminal repression; population structure; women, family and work; poverty and welfare; medicine and health; religion, education and literacy.

Teaching Arrangements: Weekly lectures and classes (EH205). Classes will be designed to discuss at greater depth topics covered in the lectures. Students are expected to do some background reading for each class and to prepare a number of papers in the course of the session.

Reading List: Detailed reading lists will be distributed at the beginning of the course. The following are useful general works: C. Friedrichs, *The early modern city, 1450–1750* (1995); P. M. Hohenberg & L. H. Lees, *The making of urban Europe, 1000–1950* (1985); J. L. Anderson, *Explaining Long-Term Economic Change* (1991); J. Goodman & K. Honeyman, *Gainful Pursuits: The Making of Industrial Europe, 1600–1914* (1988); C. M. Cipolla (Ed.), *The Fontana Economic History of Europe*, Vol. 2 (1971); H. A. Miskimin, *The Economy of Later Renaissance Europe 1460–1600* (1977); G. C. Clay, *Economic Expansion and Social Change: England, 1500–1700* (2 vols, 1984); K. Wrightson, *English Society, 1580–1680* (1982).

Methods of Assessment: There will be a three hour written examination in the Summer Term.

EH210

Economic and Social History of Britain from 1830

Teacher Responsible: Dr. E. H. Hunt, Room C315

Availability and Restrictions: This is an optional course for Bachelor's degrees in Economic History, and for other degrees where regulations permit. This is a non-specialist survey course taken by second and third-year undergraduates, some of whom are not taking any other courses in economic history. Most of those who take the course have some prior knowledge of Britain's recent history and some acquaintance with economics, but the course has been taken successfully by students with neither. General Course, Erasmus and European Exchange students are welcome.

Core Syllabus: The course surveys the main aspects of British economic and social history since, approximately, 1830.

Course 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 over the last century. For further details see the list of lecture and class topics available from Dr. Hunt or C422.

Teaching Arrangements: Classes (EH210.A) and lectures (EH210) are held weekly and students should attend both. Class topics are generally complementary to the lecture syllabus and some classes supplement particular lectures. For times of classes and lectures, and room numbers, see the posted timetables.

Written Work: A minimum of 4 essays or written class papers is required.

Reading List: The course reading list is deposited in the Library and copies are available from Dr. Hunt or C422. As in most history courses, students are not expected to read deeply upon every part of the syllabus, but to read selectively, concentrating upon topics appropriate to their academic and vocational interests. For this reason there is no 'minimal reading list' although the books and articles that are likely to be found especially useful are indicated on the course reading list. These indicated items should be found in the Teaching Library as well as the Main Library. Recommended general books, of interest to students who want to anticipate, or to sample, the course, are the following. These are also the books that students are most likely to find worth buying. P. Mathias, *The First Industrial Nation* (1983); D. H. Aldcroft, *The British Economy Between the Wars* (1983); C. More, *The Industrial Age: Economy and Society in Britain, 1750–1985* (1989); 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. The booklets by Alford, Collins, Gourvish, Milward, Musson Payne, Roberts, Sanderson and Saul in the Macmillan Studies in Economic and Social History series.

Methods of Assessment: A three hour formal examination in the Summer Term.

EH220

Comparative Economic Development: Late Industrialisation in Russia, India and Japan

Teachers Responsible: Dr. Peter Howlett, Room S466 and Dr. Kent Deng, Room C413

Availability and Restrictions: This is a compulsory course for the B.Sc. in Economic History, and is available to other students where their degree regulations permit. This course is also available to one-year General Course students.

Core Syllabus: The paper surveys the economic development of Russia, India and Japan over the last 150 years.

Course Content: The course covers the broad trends in the economic development of Russia, Japan and India during the 19th and 20th centuries. The emphasis is comparative, and the course concentrates on the particular problems of industrialization. Special attention is paid to the impact of the international economy, and to the political environment in which development has taken place. Topics: Dynamism and constraints in pre-industrial economies. State policy and industrial take-off. Peasant agriculture, agricultural performance and industrialisation. Traditional and modern manufacturing. Capital, labour and entrepreneurship. World War I, effect of war and military expenditure. Industrialisation strategies, agriculture and the role of the state in the interwar years. The international economic environment. Planning, industrial development and growth since 1945. 20th century land reforms.

Teaching Arrangements: Lectures: 20 weekly lectures (EH220) and 24 classes (EH220.A).

Written Work: Four essays during the year.

Reading List: There is no general textbook covering the whole course. However, there are a number of books providing general surveys of the economic development of the three countries (those marked with an asterisk* are in cheap paperback editions and students may find it convenient to purchase their own copies). *P. Francks, *Japanese Economic Development in Theory and Practice* (1992); *G. Allen, *A Short Economic History of Modern Japan* (repr. 1991); *P. Gatrell, *The Tsarist Economy, 1850–1917* (1986); P. Gregory & R. Stuart, *Soviet Economic Structure and Performance* (1986); *A. Nove, *An Economic History of the USSR* (1982); *N. Charlesworth, *British Rule and the Indian Economy, 1800–1914* (1978); *D. Rothermund, *Economic History of India* (1988); *V. N. Balasubramanyam, *The Economy of India* (1984).

Methods of Assessment: One three-hour paper in the Summer Term.

EH225

Latin America and the International Economy

Teacher Responsible: Dr. Colin M. Lewis, Room C320

Availability and Restrictions: This is an optional course for Bachelor's degrees in Economic History, and other degrees where regulations permit.

Core Syllabus: The course examines the nature of Latin America's evolving relationship with the international economy since the late-nineteenth century. It considers various concepts developed to explain changes in that relationship and compares the experience of Latin American countries with that of other developing economies.

Course Content: Locating contemporary issues within an historical framework, the following themes will be addressed: the political economy of Latin American development from the age of export-led growth to debt crisis and re-democratization; state building and social change; agriculture and trade; patterns of industrial expansion; the economics and politics of democratic and authoritarian regimes.

Teaching Arrangements: Parallel programme of lectures (EH225) and classes (EH225.A) (one hour each per week) MLS. Lectures: Weekly data handouts. Classes: Weekly synopses of discussion topics.

Written Work: Four items of written work (class papers/vacation essays) to be produced during the session.

Reading List: C. Abel & C. M. Lewis (Eds.), *Latin America: Economic Imperialism and the State*; B. Albert, *South America and the World Economy*; L. Bethell, *The Cambridge History of Latin America*, vols. IV and VI; D. Bushnell & N. Macaulay, *The Emergence of Latin America in the Latin America in the Nineteenth Century*; V. Bulmer-Thomas, *Economic History of Latin America since Independence*; S. A. Hewlett & R. S. Weinert (Eds.), *Brazil and Mexico: Patterns in Late Development*; P. Lewis, *The Crisis of Argentine Capitalism*.

Supplementary Reading List: Detailed biographies will be distributed in connection with the lecture programme and a guide to journal articles provided for classes.

Methods of Assessment: One three-hour examination in the Summer Term.

EH236

The Integration of Europe's Economy, 1815–1990

Teacher Responsible: Dr. Max Schulze, Room S468

Availability and Restrictions: This is an optional 2nd year course for Bachelor's degrees in Economic History and other degrees where regulations permit. Also available to General Course students. Knowledge of basic economic analysis at the level of an introductory university course and the ability to read a European language other than English would be advantageous.

Core Syllabus: The course examines Europe's economic development and the processes of economic integration and disintegration from the early nineteenth century to the present. One of its aims is to introduce students to a variety of theoretical approaches to the European growth and integration experience and to assess the validity of alternative explanations.

Course Content: Issues to be 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 modernization; the role of the Marshall Plan; liberalisation, foreign trade, and payments; the impact of supra-national institutions: the ECSC and EU; attempts at monetary integration. Comparative country case studies will be used to explore the development of national economies in their international context (Austria-Hungary, Belgium, Denmark, France, Germany, Italy, The Netherlands, Spain and Sweden).

Teaching Arrangements: 22 one-hour lectures with supporting classes. Students will be expected to contribute at least one presentation to class.

Written Work: Students will be expected to write four essays during the course.

Reading List: A detailed reading list will be 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 Interpretation of the European Economy* (1997); C. H. Feinstein, P. Temin, G. Toniolo *The European Economy between the Wars* (1907); 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); 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).

EH240

British Business and Contemporary Economic Performance

Teacher Responsible: Dr. Tim Leunig, Room C322

Availability and Restrictions: This is an optional course for Bachelor's degrees in Economic History, and for other degrees and Diplomas as regulations permit.

Core Syllabus: The paper surveys hypotheses and evidence on Britain's relative economic decline mainly post-1945 with the emphasis on business aspects.

Course 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 Arrangements: EH240 24 weekly lectures in all three terms; EH240.A classes related to the above, starting in the second week of the Michaelmas Term.

Written Work: Students will be expected to write four essays during the course which will be marked.

Reading List: A full listing is available from the Economic History Department, Room C422. The following are among the major recommendations: B. W. E. Alford, *British Economic Performance 1945–1975*; B. Elbaum & W. Laznick (Eds.), *The Decline of the British Economy*; M. Olson, *The Rise and Decline of Nations*; J. F. Wright, *Britain in the Age of Economic Management*; M. Kirby & M. Rose (Eds.), *Business Enterprise in Modern Britain*.

Methods of Assessment: There is a three hour written examination in the Summer Term.

EH245

Foundations of the Industrial Economy

Teachers Responsible: Dr. E. H. Hunt, Room C315 and Dr. W. P. Kennedy, Room C314

Availability and Restrictions: This is a compulsory second-year course for students taking B.Sc. degrees in Economic History, Economics and Economic History, Economic History with Economics, Economic History with Population Studies, and Economics with Economic History. The course is not available to any other students.

Core Syllabus: This course examines the process of industrialisation and economic growth through the study of the British economy in a comparative context.

Course Content: The course is both substantive and methodological in content. Separate elements of the growth process will be examined in relation to the historiography of national economic development and in the light of alternative models of economic growth. The course will explain how historians have assembled historical evidence to discriminate between alternative explanations of the way growth occurs. It will also introduce students to some of the basic quantitative and qualitative techniques used economic historians. Issues to be covered include: the definition and measurement of economic growth; the meaning of 'industrialisation'; the role of factor inputs; ideas of 'pre-requisites for growth' and 'take-off'; the ownership and control of land and capital; the concept of entrepreneurship; the role of foreign trade; the definition of the market and role of market institutions; regional diversity; the role of government, public finance and the legal system; the impact of economic ideas; the importance of transactions costs; the supply and use of human capital; the employment and organisation of labour; the distribution of economic rewards; the creation and effect of social overhead capital; the economic significance of customs, culture and gender; political constraints on growth.

Teaching Arrangements: 22 one-hour lectures (EH245) with supporting classes (EH245a).

Written Work: Students will be expected to complete at least 2 class assignments in both the Michaelmas and Lent Terms.

Reading List: A detailed reading list will be distributed at the beginning of the course; the books listed below provide a good introduction. J. L. Anderson, *Explaining Long-Term Economic Change* (1989); N. F. R. Crafts, *British Economic Growth during the Industrial Revolution* (Oxford, 1985); T. S. Ashton, *The Industrial Revolution, 1760–1830* (1948); R. Floud & D. McCloskey, *The Economic History of Britain 1750–1980: Volume I The Industrial Revolution* (1993); P. Hudson, *The Industrial Revolution* (1992); J. Mokyr (Ed.), *The British Industrial Revolution: an economic perspective* (1993); E. L. Jones, *The European Miracle* (1987).

Methods of Assessment: A three-hour formal examination in the Summer Term.

EH301

The Origins of the World Economy, 1450–1750

Teacher Responsible: Dr. S. R. Epstein, Room S467

Availability and Restrictions: Optional course for Bachelor's degree students in Economic History. Not for General Course students.

Core Syllabus: The course examines comparative economic and social development in Britain and Western Europe, Asia and Africa from the late Middle Ages to the mid-eighteenth century. Its purpose is to underline the historical links between contemporary industrialised and less developed economies, and to discuss comparatively the sources of economic development and growth in the past.

Course Content: Introduction to theories and issues; the dynamics of economic development in western and eastern Europe, the Ottoman Empire and Tokugawa Japan; agriculture, population, state structures, trade; the growth of inter-continental economic relations and their consequences; European expansion, Asian trade networks, slavery and the Atlantic economy; the emergence and role of a 'world economy'.

Teaching Arrangements: Approximately 22 2-hour lectures and seminars.

Written Work: Students will be expected to write a number of essays based on background reading. A full list of lectures and seminar papers will be distributed at the beginning of the course.

Reading List: Detailed reading lists will be distributed at the beginning of the course. The following are useful general works: J. Anderson, *Explaining long-term economic change* (1991); E. Wolf, *Europe and the people without history* (1982); D. C. North & R. P. Thomas, *The rise of the western world* (1973); E. L. Jones, *Growth recurring, Economic change in world history* (1988); J. De Vries, *The Economy of Europe in an age of crisis, 1600–1750* (1976); H. A. Miskimin, *The Economy of later Renaissance Europe, 1460–1600* (1977).

Methods of Assessment: There will be a 3,000 word assessed essay (counting as 30% of the final mark), and a three-hour written examination (counting as 70% of the final mark).

EH305

Economy, Society and Politics in London, 1800–1914

(Not available 1998–99)

Teacher Responsible: Dr. P. Johnson, Room C415

Availability and Restrictions: This course is for Bachelor's degree students in Economic History. This course is not normally available to General Course students. Students will normally have taken *Economic and Social History of Britain from 1815* (EH210) in their second year.

Core Syllabus: The aim of this third-year course is to integrate the different aspects of social, economic and urban history by studying the development of London from the early 19th century to the First World War. Social life in the capital will be looked at by reference to the physical structure of the city and the economic functions of its inhabitants.

Course Content: The course will begin by examining the economic foundation of London life, the labour market, focussing on casual work and the sweated trades. It will move on to study some of the social consequences of the economic environment – poverty, overcrowding and disease – making particular use of Charles Booth's major survey of social life in the capital. Responses to social distress from charitable and religious organizations will be looked at, as will some of the broader changes in sanitation, housing and suburban development. The internal dynamics of working class community life will be examined by studying the growth of pubs and music halls, and by looking at the impact of Jewish immigration into East London. The complexity of class divisions will be seen through the labour aristocracy, working class political movements, middle class involvement in local government, and the growth of the London County Council.

Teaching Arrangements: EH305: 22 weekly 2-hour classes.

Written Work: Students will be expected to produce a minimum of four essays during the year.

Reading List: A detailed reading list will be given to students at the beginning of the course; the books listed below will provide a good introduction: Gareth Stedman Jones, *Outcast London* (1977); Donald J. Olsen, *The Growth of Victorian London* (1976); Anthony S. Wohl, *The Eternal Slum* (1977); Paul Thompson, *Socialists, Liberals and Labour* (1967); Asa Briggs, *Victorian Cities* (1963); J. Walkowitz, *City of Dreadful Delight* (1992); H. J. Dyos & M. Wolff, *The Victorian City* (1973).

Methods of Assessment: There will be a formal 3-hour examination counting for 70% of the final mark and an essay of not more than 2,000 words on a specified topic to be submitted (counting for 30% of the final mark) at a date to be specified.

EH310

Financial Markets, Investment and Economic Development in Britain, Germany and the United States after 1870

Teacher Responsible: Dr. W. P. Kennedy, Room C314

Availability and Restrictions: Optional 3rd year course for Bachelor's degrees in Economic History. Other students may take this course as permitted by the regulations for their degrees, subject also to the approval of their programme supervisor. There are no formal pre-requisites but some knowledge of and interest in economic and financial analysis will be an advantage, as will, to a much lesser degree, some familiarity with the German language.

Core Syllabus: The course will explore in historical perspective the evolving relationships among long-term growth, capital formation (broadly defined to include human capital) and financial intermediation in Britain, Germany and the United States from the latter part of the nineteenth century to the present.

Course Content: The course will examine the volume, structure and financing of capital formation in each of the three countries from around 1870 to the present. Particular attention will be focussed on shifts in the structure of investment among industries and between foreign and domestic activities and on the causes and consequences of particularly sharp fluctuations in investment and financial activities. Trends in physical capital formation will be linked to trends in human capital formation. The evolving means by which real capital formation has been financed will be considered and an attempt made to account for and evaluate the consequences of differences in the financial structures observed among the three countries over time.

Teaching Arrangements: 22 weekly lectures (EH310) and associated classes (EH310.A). In the classes, students will be set topics for discussion.

Written Work: Three class essays, 8–10 pages in length, will be required from each student.

Reading List: A full reading list/course outline will be distributed at the beginning of the course. The following readings provide some indication of the scope and nature of materials used in the course. Michael Edelstein, *Overseas Investment in the Age of High Imperialism: The United Kingdom, 1850–1914* (1982); W. P. Kennedy, 'Portfolio Behavior and Economic Development in Late Nineteenth-Century Great Britain', *Research in Economic History*, (Supplement 6, 1991); Richard H. Tilly, 'German Banking, 1850–1914: Development Assistance for the Strong', *Journal of European Economic History*, Vol. 15 (Spring, 1986); Barry Eichengreen, *Golden Fetters: The Gold Standard and the Great Depression, 1919–1939* (1992); B. S. Bernanke, 'Nonmonetary Effects of the Financial Crisis in the Propagation of the Great Depression', *American Economic Review*, Vol. 73 (June 1983); William C. Brainard et al., 'The Financial Valuation of the Return to Capital', *Brookings Papers on Economic Activity* (1980:2); Steven M. Fazzari et al., 'Financing Constraints and Corporate Investment', *Brookings Papers on Economic Activity* (1988:1); J. Bradford De Long et al., 'Noise Trader Risk in Financial Markets', *Journal of Political Economy*, Vol. 98 (August 1990).

Methods of Assessment: Assessment for the course is based 70% on a three-hour formal examination in June, and 30% on an essay of approximately 3,000 words in length, submitted, during the year the course is taken, to the Departmental Office at a date to be specified. The final choice of subject is made from a list approved by the Department.

EH315

Africa and the World Economy

Teacher Responsible: Dr. Gareth Austin, Room C319

Availability and Restrictions: Optional course for Bachelor's degree students in Economic History or Economics, as regulations permit. General Course students are not normally admitted but exceptions may be made for those taking other economic history courses. There are no formal pre-requisites but it will normally be assumed that students will have taken at least one course in economics and one in economic history, and that they are taking or have taken complementary courses such as: Comparative Economic Development; Latin America and the International Economy; Origins of the World Economy; or Development Economics.

Core Syllabus: This course examines aspects of the economic history of sub-Saharan Africa, focusing on the nature and consequences for Africa of its external relationships.

Course Content: The general theoretical and historiographical debate about Africa's relative poverty, and about the relevance to this of incorporation in the world economy. Precolonial topics (after c. 1700): technology, environment and population; the extent and significance of markets and of the use of money; the Atlantic slave trade; nineteenth-century transformations in West, East and Southern Africa; slavery within Africa; gender and the social organisation of production and trade; the economic foundations of states. Colonial and post-colonial topics: economics of the European partition of Africa; 'peasant' and 'settler' colonies; the cash-crop 'revolution'; the transition from slavery to wage-labour in Nigerian agriculture; miners in South Africa; the impact of foreign private enterprise during the colonial period; economics of decolonisation: the 'Mau Mau' revolt in Kenya; the 'capitalism and apartheid' debate in South Africa; food and famine in the twentieth century; government intervention in post-colonial economies; the emergence of African capitalism.

Teaching Arrangements: 22 weekly seminars of two hours each in the Michaelmas, Lent and Summer Terms (EH315). Papers written by students will be distributed in advance.

Written Work: All students will be required to produce at least three papers. Two of these will be circulated to the group; a third will be submitted for formal assessment (see below under **Methods of Assessment**).

Reading List: A detailed list will be provided at the beginning of the course. The following will provide an introduction: J. Iliffe, *The Emergence of African Capitalism* (1983) and *Africans: The History of a Continent* (1995); R. Austen, *African Economic History* (1987); B. Freund, *The Making of Contemporary Africa* (1984); A. Hopkins, *An Economic History of West Africa* (1973); A. Zeleza, *A Modern Economic History of Africa*, vol. 1, *The Nineteenth Century* (1993); R. Bates, *Essays on the Political Economy of Rural Africa* (1983); A. Hopkins, 'The World Bank in Africa: Historical Reflections on the African Present', *World Development*, Vol. 14, No. 12, 1986, 1473–87; and the novel by Ngugi Wa Thiong'o, *Petals of Blood* (1977).

Methods of Assessment: An assessed essay counts for 30% of the marks. It must be not more than 3,000 words (excluding references) and has to be submitted, during the year the course is taken, by a date to be specified. The remaining 70% of the marks are determined by a three-hour written paper in the Summer Term.

EH320

The World Economic Crisis, 1919–1945

(Not available 1998–99)

Teacher Responsible: Mr. D. E. Baines, Room C414

Availability and Restrictions: An optional course for 3rd year B.Sc. students in Economic History or Economics as regulations permit. There are no formal pre-requisites but it will be assumed that students will have taken at least one course in economic history and one in economics. Some knowledge of the political history of the period would also be desirable. Not available to General Course students.

Core Syllabus: The course will examine the growth and breakdown of the international economy in the period. It will compare 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 will also examine the effects of the Second World War and the development of war economies.

Course Content: The effects of the First World War and the world economy in the 1920s. The return to the Gold Standard and its effects. The problems of the primary producing countries. The relation between the American depression and that in other countries. The world financial crisis, 1929–31. The decline of international trade in the 1930s. Economic thought and government intervention. Case studies of Britain, France, Germany, Sweden, Hungary, U.S.A., Argentina, Canada, Australia and Japan. The Second World War and the economies of Britain, U.S.A., Germany and the U.S.S.R. Economic warfare and its effectiveness.

Teaching Arrangements: 24 seminars of two hours each in the Michaelmas, Lent and Summer Terms. Written essays will be circulated in advance.

Written Work: All students will be expected to produce at least THREE presentations or essays.

Reading List: A detailed reading list and list of seminars will be handed out at the beginning of the course. Some important books are: *League of Nations* (R. Nurkse & W. A. Brown), *International Currency Experience* (1944); C. P. Kindleberger, *A*

Financial History of Western Europe (1984); C. P. Kindleberger, *The World in Depression* (1973); P. Fearon, *War, Prosperity & Depression, the US Economy, 1917-1945* (1986); A. Milward, *War, Economy and Society, 1939-45* (1977); I. Svennilson, *Growth and Stagnation in the European Economy* (1954); B. Eichengreen & T. Hatton (Eds.), *Inter-war Unemployment in International Perspective* (1988); B. Eichengreen, *Golden Fetters: The Gold Standard and the Great Depression* (1993); P. Clarke, *The Keynesian Revolution in the Making* (1988).

Methods of Assessment: There will be an assessed course work element (counting for 30% of the final mark) to be handed in during the year the course is taken, at a date to be specified and a three-hour formal examination in the Summer Term (counting as 70% of the final mark).

EH325

Issues in Modern Japanese Economic Development: Late Industrialization, Imperialism and High Speed Growth (Not available 1998-99)

Teacher Responsible: Dr. J. E. Hunter, Room C313

Availability and Restrictions: This is an optional course for Bachelor's degrees in Economic History. Students will normally be expected to have taken **Comparative Economic Development: Russia, India, Japan** (EH220) in the 2nd year. This course is not available to General Course students.

Core Syllabus: The course will examine particular aspects of Japanese economic history since the mid-19th century, making use where possible of statistical and English language primary sources. It will also consider broader debates on the pattern of modern Japanese development. Emphasis will be on critical interpretation and source evaluation.

Course Content: The course will start with an overview of major themes in modern Japanese development, followed by a focus on particular issues. Consideration will focus 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 Arrangements: 22 weekly seminars (EH325) of 2 hours each. Students are expected to do prior reading and to make presentations on a regular basis.

Written Work: A minimum of three essays or equivalent pieces of written work.

Reading List: A detailed reading/seminar list will be handed out at the beginning of the course, but the books listed below will provide a background: *Cambridge History of Japan* (Vols. 5 & 6, 1989); P. Francks, *Japanese Economic Development* (1992); J. E. Hunter, *The Japanese Experience of Economic Development* (1993); T. Ito, *The Japanese Economy* (1992); M. B. Jansen & G. Rozman, *Japan in Transition, from Tokugawa to Meiji* (1986); Y. Murakami & H. T. Patrick, *The Political Economy of Japan* (3 vols., 1987-1992); Shigeto Tsuru, *Japan's Capitalism* (1993).

Methods of Assessment: One 2-3,000 word piece of assessed work to be handed in during the year the course is taken, to room C419 by a date to be specified will count for 30% of the final marks. A three-hour unseen examination in June will count for the remaining 70%.

EH390

Long Essay in Social or Economic History

Teachers Responsible: All members of the Economic History Department

Availability and Restrictions: This course is compulsory for all Bachelor's degrees in the Department of Economic History.

Core Syllabus: The subject of the Essay should relate broadly to one of the economic history courses that have been chosen except for Economic History with Population Studies students who must either take this course or SA399.

Selection of Title: The title of the Essay should be approved by the candidate's tutor or the class-teacher of the relevant course and a note of the title should be given to the Departmental Administrator (C419) before the end of the Michaelmas Term in the final year.

Arrangements for Supervision: There will be compulsory discussion classes (EH390) in the Michaelmas Term 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.

Methods of Assessment: The completed Essay must be handed in by Tuesday 4th May 1999. Marks will be deducted for late submission. After being marked, the Essay will not be returned to the candidate, who should make a copy before handing in the Essay. The Essay must not exceed 10,000 words in length and should be typewritten in double spacing on one side of the paper only. Appendices, bibliography, footnotes and tables are not included in this total, but they should be kept brief. Candidates should note that examiners will expect footnotes and bibliography to be presented in a scholarly way.

EUROPEAN INSTITUTE

Course Guides

EU201

Theories and Problems of Nationalism

Teacher Responsible: Professor A. D. Smith, European Institute.

Availability and Restrictions: Optional course for Bachelor's degrees in Sociology, International Relations and Government. Students should have completed a suitable course in Anthropology, Sociology, Political Science, International Relations or International History.

Core Syllabus: Investigations into various problems of nationalism and nation-states in their historical, sociological and international aspects, and a consideration of the main theories of their origin and diffusion in Europe and the Third World.

Course Content: The aspects considered cover three main areas:

1. Theories of nationalism and ethnicity, including relations between nations and classes, language, ethnic identity and religion and the role of communications and the state; fascism, racism and ethnicity;
2. Nationalism and the international system, including problems of dependency, secession and self-determination;
3. Relations between nationalism and politics, especially in Europe and the Soviet Union.

Teaching Arrangements: 20 Lectures EU201 (ML) given by: Professor A. D. Smith on **Theories of Nationalism**; Dr. E. Benner on **Nationalism and the International System**; Mr. G. Schopflin on **Nationalism and Politics**.

These will be supported by weekly classes EU201.A following the lectures with revision classes in the Summer Term.

Reading List: A. Cobban, *National Self-determination*, Oxford UP, 1945; E. Kedourie, *Nationalism*, Hutchinson, 1960; E. Gellner, *Nations and Nationalism*, Blackwell, 1983; H. Kohn, *The Idea of Nationalism*, Macmillan, 1967; H. Seton-Watson, *Nations and States*, Methuen, 1977; B. Anderson, *Imagined Communities*, Verso Books, 1983; J. Mayall, *Nationalism and International Society*, Cambridge UP, 1990; E. Hobsbawm, *Nations and Nationalism since 1780*, Cambridge University Press, 1990; A. D. Smith, *National Identity*, Penguin, 1991; J. Bruilly, *Nationalism and the State*, Manchester University Press, 2nd Edition, 1993; J. Hutchinson, *Modern Nationalism*, Fontana, 1994; W. Connor, *Ethno-Nationalism: The Quest for Understanding*, Princeton University Press, 1994; J. Hutchinson & A. D. Smith (Eds.), *Nationalism*, Oxford University Press, 1994; J. Hutchinson & A. D. Smith (Eds.), *Ethnicity*, Oxford University Press, 1996.

Supplementary Reading List: A more detailed reading list is available from Professor Smith or secretary.

Methods of Assessment: A three-hour exam in June, covering Sociology and Politics/History issues.

GEOGRAPHY AND ENVIRONMENT

Course Guides

GY100

Environment, Economy and Society

Teachers Responsible: Dr. J. Robinson, Room S515 and Professor J. Rees, Room S407

Availability and Restrictions: This course is a compulsory first-year course for all Bachelor's degrees in Geography and Environment. It is also available in other Bachelor's degrees where permitted by the regulations, and for General Course students.

Core Syllabus: The aim of the course is to introduce students to contemporary social, economic and environmental concerns.

Course Content: The economic function of cities and specialisation and segregation. Theories of intra-urban location, urban land values and patterns of land use. Explanations of spatial differences and inequalities within cities, spatial labour markets; regional disparities. Regional problems and policy and the definition of cities/regions. Location of economic activity: historical patterns, the role of transport costs; decentralisation and centralisation. The future of cities and the role of urban policy. Resources, scarcity, sustainability and the limits to growth debate. Geopolitical scarcity and security. Energy, food and water – allocative equity over space and time. Global environmental concerns – degradation, despoilation and conservation. Exploring the causes of pollution and unsustainable development. The social significance of space; spatial aspects of urban inequality and social differentiation: gender, sexuality and race. Comparative perspectives on urban racial segregation. Imperialism, development and globalisation; the geopolitics of inequalities at the international scale.

Teaching Arrangements: Lectures: (GY100) Two per week Michaelmas and Lent Terms. Classes: GY100.A weekly Sessional (B.A./B.Sc. course unit main field Geography) GY100.B weekly Sessional (others). GY100.A and GY100.B: Classes will be used to complement the lecture material and examine the main course themes in depth.

Reading List: No one book covers the entire syllabus. Students will be expected to read widely in appropriate journals and a list of references will be provided at the start of each section of the course. Students may wish to review the following: R. W. Vickerman, *Urban Economies*; H. Armstrong & J. Taylor, *Regional Economics and Policy*; P. Dicken & P. E. Lloyd, *Location in Space*; K. Chapman & D. Walker, *Industrial Location: Principles and Policies*; A. G. Champion et al., *Changing Places*; G. Bennett, *Dilemmas: Coping with Environmental Problems*; P. M. Smith & K. Warr (Eds.), *Global Environmental Issues*; A. M. Mannion & S. R. Bowlby (Eds.), *Environmental Issues in the 1990's*; D. Bell & G. Valentine (Eds.), *Mapping Desire*; L. Rodwin & H. Sazanami, *Industrial Change and Regional Economic Transformation: the experience of Western Europe*; J. Kirkby, *The Earthscan Reader in Sustainable Development*; P. Harrison, *The Third Revolution: Population, Environment and a Sustainable World*; R. K. Turner, D. Pearce & I. Bateman, *Environmental Economics: an elementary introduction*; *World Commission on Environment and Development, Our Common Future*; S. Sassen, *Cities in a World Economy*; J. Allen & D. Massey, *Geographical Worlds*; D. Massey & P. Jess, *A Place in the World*; *Women and Geography Study Group, Feminist Geographies*; S. Smith, *The Politics of Race and Residence*.

Methods of Assessment: There is a three-hour formal examination in the Summer Term with three questions to be answered in three hours (75%). The remaining 25% of the marks will be allocated to an extended essay of not more than 3,000 words. Topics for the essay will be assigned in the Michaelmas Term and the essay should be submitted by 4 May 1999.

GY103

Contemporary Europe

Teacher Responsible: Professor P. Cheshire, Room S506

Availability and Restrictions: This course is an optional first year course for Bachelor's degrees in Geography & Environment; other students may take this course as permitted by the regulations for their degrees. It is also suitable for students on B.A. European Studies.

Core Syllabus: An introduction to society, economy, environment and polity of contemporary Europe; urban and regional. Particular stress is laid upon the geographical

constitution of these themes. The main focus is upon the economy and society of individual nation states within Europe. Examples will be mainly drawn from members of the EU, although others will be included as and where relevant.

Course Content: The course has four themes: Industrial Europe and regional development; Eastern Europe; Social Europe; and Urbanisation in Europe. Topics covered include: 1. De-industrialisation, regional development theory, the role of structural funds, cohesion, the periphery and semi-periphery; 2. History and experience of the transformation of Eastern Europe, Europe in a global context; 3. Welfare state regimes in Europe, housing provision systems in Europe, gender and patriarchy in Europe; 4. Urbanisation in Europe, North and South compared, economic change and cities, unemployment and migration, transport and environmental issues.

Teaching Arrangements: 30 Lectures (GY103) and 10 classes (GY103.A), (15 lectures and 5 classes in the Michaelmas, 15 lectures and 5 classes in the Lent Term)

Other Teachers: Dr. F. E. I. Hamilton, Dr. D. Perrons, Dr. A. Rodriguez-Pose

Reading List: J. Bailey (Ed.), *Social Europe*, 1992; M. Blacksell & A. Williams, *The European Challenge*, 1993; P. Cheshire & D. G. Hay, *Urban Problems in Western Europe*, 1989; J. Cole & F. Cole, *The Geography of the European Community*, 1993; D. Dyker, *The European Economy*, 1993; A. M. El-Agraa, *The Economics of the European Community* (4th edn.), 1994; J. Grahl & P. Teague, *The Big Market*, 1990; D. Pinder (Ed.), *Western Europe: Challenge and Change*, 1990; L. Rodwin & H. Sazanami, *Industrial Change and Regional Transformation: The Case of Western Europe*, 1991; A. Williams, *The European Community* (2nd edn.), 1994.

Methods of Assessment: Assessment will be by a formal three hour unseen examination paper: 3 questions from 9 (75%), and 1 essay of 3,000 words (25%) to be submitted on a specified date early in the Summer Term.

GY120

The Natural Environment

Teacher Responsible: Professor D. K. C. Jones, Room S405

Availability and Restrictions: This course is a compulsory first-year course for the B.Sc. Environmental Management and Policy and B.Sc. Environmental Policy with Economics and an optional first-year course for the B.A. in Geography. It is also available in other Bachelor's degrees where permitted by the regulations, and for General Course students.

Core Syllabus: The basic purpose of the course is to describe and analyse the Planet Earth as the home of human societies. Such an analysis involves consideration of the solid earth, the gaseous envelope, the hydrosphere and the biosphere and examination of how they have evolved, interact, and are influenced by extra-terrestrial factors and humankind.

Course Content: The course aims to provide a general introduction to the geosystem for social scientists. Three themes – material properties, processes and fluxes and environmental change – will be studied in the context of the biosphere, atmosphere, hydrosphere and the lithosphere. From this, an appreciation of environmental evolution is developed to serve as a basis for evaluating human impacts on the environment. The course consists of the following sections.

A. Introduction to the Geosystem

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. Circulation patterns. Circulation and climate. Present climate and models for future change. Understanding past climates. Hydrological cycles. General introduction to hydrology.

D. The Lithosphere

General structure and composition of the Earth. Mechanisms of plate tectonics. Plate tectonics and large-scale landforms. Surface materials and their spatial distribution.

E. Geosystem Change over Time and Space

Introduction to global environmental change: hazards, resources and pollution. The establishment of deep time. The evolution of the Earth and Solar System. Evolution of the biosphere, mass extinctions and Gaia. Changing climates, past and future. Sea-level change.

Teaching Arrangements: (GY120): 40 one hour lectures in the Michaelmas and Lent Terms. (GY120.A): 22 one hour classes in the Michaelmas, Lent and Summer Terms.

Reading List: Important references for the course include: M. Bradshaw & R. Weaver, *Physical Geography: An Introduction to Earth Environments*, 1993; R. E. Gabler, R. J. Seger & D. L. Wise, *Essentials of Physical Geography*, 1991; R. C. Scott, *Physical Geography*, 1992; A. Strahler & A. Strahler, *Introducing Physical Geography*, 1994; T. H. van Andel, *New Views on an Old Planet*, 1985; R. G. Barry & R. J. Chorley, *Atmosphere, Weather and Climate*, 1998; A. Goudie, *Environmental Change*, 1993; J. Imbrie & K. P. Imbrie, *Ice Ages: Unlocking the Mystery*, 1980; R. P. C. Morgan, *Soil Erosion and Conservation*, 1987; R. C. Ward & Robinson, *Principles of Hydrology*, 1990; I. D. White, D. N. Mottershead & S. J. Harrison, *Environmental Systems: An Introductory Text*, 1992; S. S. Butcher et al. (Eds.) *Global Geochemical Cycles*, 1992; J. Chapman & M. J. Reiss, *Ecology, Principles and Applications*, 1992; K. Pickering & L. A. Owen, *Global Environmental Issues*, 1994; E. A. Bryant, *Natural Hazards*, 1991; K. Smith, *Environmental Hazards*, 1996; P. L. Abbott, *Natural Disasters*, 1996; J. E. Lovelock, *The Ages of Gaia*, 1988.

Methods of Assessment: A three-hour formal examination will be held in the Summer Term (75%) and a course essay of no more than 3,000 words (25%) to be handed in by 30 April 1999.

GY140

Methods in Spatial and Social Analysis

Teacher Responsible: Dr. D. Perrons, Room S510

Availability and Restrictions: B.A. Geography, B.Sc. Environmental Geography and B.Sc. Geography and Population Studies (compulsory first year); B.Sc. Geography with Economics (optional); Beaver College; other B.A./B.Sc. c.u. main field subjects.

Core Syllabus: An introduction to and evaluation of methods and techniques of analysis currently used in the construction of geographical knowledge. Different data sources, methods of data capture and organisation. Familiarity with basic descriptive and analytical procedures for analysing and interpreting data, involving numerical, statistical, graphical cartographical and qualitative methods. Computer competency in word processing, spreadsheets, use of on line and CD ROM data and bibliographic information, statistical and mapping packages.

Course Content: Philosophy of science and social science: relationships between philosophical perspectives and methods of analysis. Information sources; primary and secondary; questionnaires, surveys, maps, archive and on line.

- From data to information: descriptive statistics; graphical and numerical ways of summarising data; inferential statistics; measuring and testing associations between variables; correlation and an introduction to simple regression analysis; non parametric techniques; statistical testing of hypotheses.
- Cartographic representations: map design and analysis. Use and analysis of topographic and thematic maps. Computer aided statistical mapping.
- Qualitative research methods: observations, structured and semi structured questionnaire design and analysis; interpreting and validating qualitative data.

Teaching Arrangements: Lectures 20 hours. Practical work: 20 practical classes each of 2 hours. Up to 2 revision classes will be provided in the Summer Term. A week's residential field work (Easter vacation) and two days local field work.

Written Work: Students are required to submit four reports on practical work during the year in addition to written reports on fieldwork.

Fieldwork: One residential week during the Easter vacation. One day devoted to field techniques in London.

Reading List: No one book covers the entire syllabus. More detailed reading is suggested for each topic and notes are provided to assist with the practical work and computer software. D. Ebdon, *Statistics in Geography: A practical approach*, 1991; M. Monmonier, *How to Lie with Maps* (2nd edn.), 1996; N. Gilbert, *Researching Social Life*, 1992; R. Flowerdew & D. Martin (Eds.), *Methods in Human Geography*, 1997; A. Bryman & D. Cramer, *Quantitative Data Analysis*, 1997.

Methods of Assessment: (i) A formal 3 hour examination. 3 questions from a choice of 9, 40%; (ii) Presentation of practical exercises, 40%; (iii) Illustrated written reports of field work projects, 20%.

GY200

Space, Society and Culture

Teachers Responsible: Dr. A. C. Pratt (Course Convenor), Room S506b, Dr. J. Robinson, Room S515, Dr. D. Perrons, Room S510 and Dr. S. Chant, Room S506a.

Availability and Restrictions: Year 2 students, especially in the Department of Geography & Environment.

Core Syllabus: An introduction to contemporary social and cultural geography including current theoretical debates in human geography. The course will use empirical examples to account for the nature of the relationship between social and cultural processes and spatial arrangements in an urban context. The course aims to provide a framework for understanding the spatiality of social, economic, cultural and political phenomena in contemporary urban societies around the world, with some particular emphases on examples and theories derived from Europe, North America, Africa and Latin America.

Course Content: Topics covered include: urbanisation and urbanism in a global economy; the rural and the urban; urban economies and changing regimes of accumulation; the social organisation of economic restructuring; changing working practices and changing spatial arrangements in cities; social-spatial stratification and social exclusion in terms of gender, race, class and sexuality; housing, urban informal economies; globalisation and time-space compression; urban cultures and culture industries; urban governance and development; urban protest; cities of difference.

Teaching Arrangements: 26 lectures and 10 classes. Classes and tutorials will require prior preparation and active participation by students.

Reading List: M. Castells, *The Informational City*, 1985; M. Castells, *The Network Society*, 1995; A. Cochrane, *Whatever Happened to Local Government?*, 1993; M. Davis, *City of Quartz*, 1993; L. Dore (Ed.), *Gender Politics in Latin America*, 1997; R. Gwynne & C. Kay (Eds.), *Latin America: Globalization and Modernity*; D. Harvey, *The Condition of Postmodernity*, 1989; N. Jewson & S. MacGregor, *Transforming Cities: Contested Governance and New Spatial Divisions*, 1997; P. Knox & P. Taylor, *World Cities in a World System*, 1995; B. Roberts, *The Making of Citizens*, 1995; S. Sassen, *Losing Control? Sovereignty in and Age of Globalisation*, 1996; M. Savage & A. Warde, *Urban Sociology, Capitalism and Modernity*, 1993; J. Thomas, *Surviving in the City*, 1995; S. Zukin, *The Cultures of Cities*, 1995.

Methods of Assessment: 25% course work (one essay of 3,000 words, to be handed in on the Tuesday of the first week of the Summer Term), 75% unseen 3 hour examination (3 questions from 9).

GY201

Location and Spatial Analysis

Teachers Responsible: Professor P. C. Cheshire, Room S506, Dr. G. Duranton, Room S412 and others.

Availability and Restrictions: This course is intended primarily for students on the B.A. in Geography and B.Sc. in Geography with Economics. Available in other degree courses as permitted by regulations. Economics A is normally a prerequisite.

Core Syllabus: This course aims to provide students with a theoretical and empirical understanding of spatial economic processes and how these influence the behaviour of firms and households and the wider economy.

Course Content: Topics covered include: The function of cities and the urban system in the context of markets, exchange and specialisation; the economic logic of subnational analysis; the determinants of inter and intra regional location and of urban structure, including static and dynamic aspects and sources of agglomeration and dispersion; patterns of urban land use and the economic impact of land use planning; spatial economic adjustment mechanisms – trade and mobility.

Teaching Arrangements: 40 hours of lectures and 10 x 1 hour classes over Michaelmas and Lent Terms (GY201.A). Specific arrangements for classes for B.Sc. Management students in the Summer term. Students will be expected to prepare presentations.

Reading List: Detailed reading lists will be given out at the beginning of the course. Reading will include journal articles. Some important items include: E. S. Mills & B. Hamilton, *Urban Economics* (5th edn.), Harper Collins, 1994; P. C. Cheshire & A. W. Evans, *Urban & Regional Economics*, Elgar, 1991; P. Dicken & P. E. Lloyd, *Location in Space* (3rd edn.), Harper Collins Academic, 1990; P. Krugman, *Geography and Trade*, 1991;

H. Noponen, J. Graham & A. Markusen, *Trading Industries, Trading Regions*, 1993.

Methods of Assessment: A formal three hour written examination in the Summer Term (75%) and 2 x 2,000 word essays based on class presentations (25%).

GY202

The Third World: A Study of Social and Economic Development

Teachers Responsible: Dr. S. Chant, Room S506a

Availability and Restrictions: 2nd/3rd year option for Bachelor's degrees in Geography. Other 2nd and 3rd year students may take this course as permitted by the regulations for their degrees.

Core Syllabus: The aim of the course is to introduce students to the social and economic characteristics of the Third World and the development problems it faces. It will thus examine in general terms the geography of the Third World, including agriculture, industry, population, urbanisation, household survival strategies, access to welfare, and the impact of international debt and structural adjustment policies and assess the applicability of models developed in respective branches of the subject to less developed countries.

Course Content: Development models and characteristics. Environment and sustainability. Aspects of agricultural development. Industrialisation. Population growth and demographic change. Urbanisation. Employment and incomes. Gender, poverty and household survival strategies. Shelter, health and social welfare. Community development planning. International debt and structural adjustment policies.

Teaching Arrangements: 30 lectures (GY202), two per week Michaelmas Term and first half of Lent Term. Fortnightly classes (GY202.A) Michaelmas and Lent Terms.

Reading List: T. Allen & A. Thomas, *Poverty and Development in the 1990s*, 1992; T. Barnett, *Sociology and Development*, 1988; L. Brydon & S. Chant, *Women in the Third World: Gender Issues in Rural and Urban Areas* (reprinted edn.), 1993; S. Chant (Ed.), *Gender and Migration in Developing Countries*, 1992; S. Corbridge (Ed.), *Development Studies: A Reader*, 1995; N. Devas & C. Rakodi (Eds.), *Managing Fast Growing Cities*, 1993; J. Dickenson et al., *Geography of the Third World* (2nd edn.), 1996; A. Gilbert & J. Gugler, *Cities, Poverty and Development*, 1992; E. W. Nafziger, *The Economics of Developing Countries* (3rd edn.), 1997; D. Phillips, *Health and Health Care in the Third World*, 1990; B. Roberts, *The Making of Citizens: Cities of Peasants Revisited*, 1995; G. Standing & V. Tokman (Eds.), *Towards Social Adjustment: Labour Market Issues in Structural Adjustment*, 1991; A. Szirmai, *Economic and Social Development*, 1997; World Bank (IBRD), *World Development Report* (annual); UNCHS (Habitat), *An Urbanising World: Global Report on Human Settlements*, 1996.

Methods of Assessment: One 3,000 word essay to be submitted late February (25%); a formal three-hour unseen examination paper in the Summer Term, 3 questions out of 9 (75%).

GY220

Contemporary Environmental Debates

Teacher Responsible: Professor D. K. C. Jones, Room S405

Availability and Restrictions: 2nd year core course for B.Sc. Environmental Geography and B.A. Geography; available as option for other Bachelor's degrees and to General Course and single term students.

Core Syllabus: An analysis of the nature, causes, and effects of, and the alternative solutions to, the key natural environmental degradation and pollution problems faced by human societies.

Course Content: Normally the course consists of the four following elements although the specific content, order and relative proportion may change with staff availability.

Part A. Current policy approaches to dealing with environmental problems.

Part B. An analysis of the varied two-way interactions between human societies and the physical (natural) environmental systems. Environmental hazards and the IDNDR. The nature, causes and consequences of environmental pollution. Consideration of the main types of pollution by medium (i.e. Biosphere, Hydrosphere, Atmosphere) including discussion of chemical pesticides; sewerage and sewage treatment; BOD, COD, TOC, SS and DO; Nitrates; Phosphates; Smoke and Particulates; Exhaust fumes and photochemical smog; SO_x, NO_x and acidification.

Part C. Consideration of current concerns regarding issues of global environmental change including the CO₂ 'Greenhouse Effect', stratospheric ozone depletion, desertification, soil resource depletion, tropical fuelwood crisis, destruction of the Tropical Rain Forest.

Part D. Alternative approaches to analysing environmental issues.

Teaching Arrangements: Lectures: (GY220) Two lectures per week in the Michaelmas and Lent Terms. Classes (GY220.A): Ten classes at fortnightly intervals. The lecturing responsibilities are normally undertaken by Professor D. K. C. Jones and Dr. Y. Rydin.

Reading List: No one book or small group of books adequately covers the themes considered in the course, and separate reading lists are provided for each distinct part of the syllabus. Basic reading material includes: G. T. Miller (Ed.), *Living in the Environment*, 1989; R. M. Harrison (Ed.), *Understanding Our Environment*, 1992; J. McCormick, *Acid Earth*, 1989; P. M. Smith & K. Warr (Eds.), *Global Environmental Issues*, 1991; C. J. Barrow, *Land Degradation: Development and Breakdown of Terrestrial Environments*, 1991; J. Gradwohl & R. Greenberg, *Saving the Tropical Forests*, 1988; D. Pearce et al., *Blueprint 2*, 1991; WCED, *Our Common Future*, 1987; C. L. Harper, *Environment and Society*, 1996; A. Goudie (Ed.), *The Human Impact Reader*, 1997; L. Owen & T. Unwin, *Environmental Management*, 1997; K. Smith, *Environmental Hazards*, 1996.

Methods of Assessment: A formal three-hour unseen examination paper (75%) and a course essay of no more than 3,000 words (25%).

GY221

Environmental Assessment and Management

Teacher Responsible: Professor J. Rees, Room S407

Availability and Restrictions: 2nd Year B.A. Geography, B.Sc. Environmental Geography, and B.Sc. Geography with Economics. Other students may take this course as permitted by the regulations for their degrees.

Core Syllabus: An introduction to the key economic principles, theoretical concepts, regulatory tools and evaluation techniques relevant to environmental assessment and management. A critical evaluation of the way such concepts and techniques are employed under real world conditions and the related outcomes.

Course Content:

1. Management objectives.
2. Socio-economic concepts (common property, externality, sustainable development, precautionary principle, anticipatory planning and integrated pollution control).
3. The basic economic approach to 'optimal' environmental resource use or protection.
4. Valuing the environment.
5. Regulatory tools, their strengths and weaknesses in theory and practice.
6. Dealing with the sustainability constraint, investment and conservation decision making.
7. Cost-benefit analysis and economic assessment of the environment.
8. Environmental impact assessment and strategic assessment of policy, plans and projects.
9. Local authority environmental management.
10. Business and the environment.
11. Integrating economic development and environmental management.

Teaching Arrangements: The lecturing responsibilities will be shared by Professor Rees and Andrew Gouldson. 20 lectures, one per week during the Michaelmas and Lent Terms, fortnightly class Michaelmas Term, 10 seminar classes weekly Lent Term.

Reading List: Detailed reading lists will be provided to support each course component. No single text covers all aspects of the course but students may wish to consult the following: J. Bowers, *Sustainability and Environmental Economics - An Alternative Text*, 1997; D. Pearce & R. K. Turner, *Economics of Natural Resources and the Environment*, 1991; M. Jacobs, *The Green Economy*, 1991; D. Pearce et al., *Blueprint for a Green Economy*, 1989; *Blueprint 2*, 1991, *Blueprint 3*, 1993 and *Blueprint 4*, 1995; M. Redclift, *Sustainable Development*, 1987; R. Gray et al., *Accounting for the Environment*; P. Wathern (Ed.), *Environmental Impact Assessment - Theory and Practice*, 1989; R. Welford & A. Gouldson, *Environmental Management and Business Strategy*, 1993; T. O'Riordan (Ed.), *Ecotaxation*, 1996; T. Jackson, *Material Concerns*, 1996.

Methods of Assessment: A formal three-hour unseen written examination in the Summer Term counting for 75%, together with a course essay (maximum 3,000 words) counting for 25%.

GY230

Geomorphology

Teacher Responsible: Dr. A. Collison, KCL, Room 453N, Norfolk Building.

Availability and Restrictions: 2nd year core course for B.Sc. Environmental Geography; available in other degrees as permitted by the regulations. Students must have completed GY120 Physical Geography/The Natural Environment.

Core Syllabus: To provide an understanding of the character and controlling factors of geomorphological processes and to demonstrate their role in earth surface transformations. To present the main methods of process investigation and to demonstrate the investigation of selected processes in the field.

Teaching Arrangements: 32 lectures (GY230), 2 classes (GY230.A) plus 16 hours fieldwork training in Dorking.

Reading List: A. Abrahams & A. J. Parsons, *Overland Flow*, 1993; R. J. Chorley, S. A. Schumm & D. Sugden, *Geomorphology*, 1984; D. Drewry, *Glacial Geological Processes*; M. J. Kirby & M. A. Carson, *Hillslope Form and Process*, 1972; A. J. Parsons & A. Abrahams, *Overland Flow*, 1994; K. Richards, *River Channels*, 1987.

Methods of Assessment: A formal 2-hour examination in the Summer Term (50%); 2,500 word essay (20%); 3,000 word fieldwork project (30%).

GY231

Biogeography and Soils

Teachers Responsible: Dr. J. Pitman (KCL) and Dr. A. Blackburn (KCL), Norfolk Building.

Availability and Restrictions: 2nd year option for B.Sc. Environmental Geography and for B.A./B.Sc. Geography degrees (old regulations); students must have completed GY120 Physical Geography.

Core Syllabus:

- (1) To investigate the casual factors behind the global and regional patterns of distribution of flora and fauna.
- (2) To study the processes which influence the patterns on local scales.
- (3) To show how these patterns and processes can be affected by the activities of humankind.

The first semester examines the spatial and temporal changes in the distribution of species and communities at various scales. The effects of abiotic (climate, soils, water) and biotic factors (species interaction, competition, migration, evolution), on vegetation communities and soil processes are then examined in detail. The second semester deals with the effect of human kind on eco system processes and examines the extent to which any terrestrial eco system can be regarded as being 'natural'. The possible applications of biogeographical and landscape ecological approaches to natural resource management are then investigated.

Teaching Arrangements: 30 lectures (GY231), 4 classes (GY231.A) and 16 hours weekend fieldwork training.

Reading List: M. Begon, J. L. Harper & C. R. Townsend, *Ecology: Individuals, Populations and Communities* (2nd edn.), Blackwell Scientific Publications, Oxford, 1990; C. J. Burrows, *Processes of Vegetation Change*, Unwin Hyman, 1990; J. M. Cherret, *Ecological Concepts*, Blackwell Scientific Publications, 1989; C. B. Cox & P. D. Moore, *Biogeography - an Ecological and Evolutionary Approach*, Blackwell, Oxford, 1993; P. L. DuChaufour, *Pedology*, Allen and Unwin, 1982; J. R. Etherington, *Environment and Plant Ecology*, Wiley, New York, 1982; D. S. Fanning & M. C. B. Fanning, *Soil: Morphology, Genesis and Classification*, John Wiley, 1989; R. Hengeveld, *Dynamic Biogeography*, Cambridge University Press, 1981; H. Jenny, *The Soil Resources - Origin and Behaviour*, Springer-Verlag, Berlin, 1981; C. J. Krebs, *Ecology: The Experimental Analysis of Distribution and Abundance* (3rd edn.), Harper & Row, New York, 1985; W. Larcher, *Physiological Plant Ecology*, Springer-Verlag, Berlin, 1980; A. A. Myers & P. S. Giller, *Analytical Biogeography: An Integrated Approach to the Study of Animal and Plant Distributions*, Chapman & Hall, 1988; E. P. Odum, *Fundamentals of Ecology* (3rd edn.), Saunders, Philadelphia, 1981; R. E. Ricklefs, *Ecology* (3rd edn.), Freeman, New York, 1982; I. G. Simmons, *Biogeographical Processes*, Allen & Unwin, 1982; J. H. Tallis, *Plant Community History*, Chapman & Hall; 1991; A. Wild, *Russell's Soil Conditions and Plant Growth* (11th edn.), Longman, 1988; R. E. White, *Introduction to the Principles and Practice of Soil Science*, Blackwell Scientific Publications, 1987; F. I. Woodward, *Climate & Plant Distribution*, Cambridge University Press, 1987.

Methods of Assessment: A formal 2-hour examination in the Summer Term (50%); 2,500 word essay (20%); 3,000 word fieldwork project (30%).

GY233

Global Environmental Change

Teachers Responsible: Dr. J. Wainwright, KCL, Room 449, Norfolk Building and Mr. M. Mulligan (KCL).

Availability and Restrictions: 2nd year option for Bachelor's degrees in Geography; students must have completed GY120 Physical Geography/The Natural Environment.

Core Syllabus: The course aims to present an overview of the past and present global environment. In this, it aims to develop an appreciation of the processes operating at the global and regional scale, to provide an understanding of the dynamics of past, present and future change, and to examine human impacts on the environment over various timescales. Specifically, the course will present current methods used in the assessment of the global environmental change and will concentrate on the difficulties and sensitivity of such techniques over large spatial and temporal scales. Problems of assessing and interpreting human impacts on, and human consequences of, environmental change will also be addressed. The course is principally taught through lectures, with a series of supporting practical classes which are designed to give hands-on experience in constructing and using simple models of climatic, ecological, hydrological and geomorphological change. Training is therefore given in both the theoretical and practical aspects of assessing environmental change. The field trip is designed to integrate aspects of past and present processes and effects of environmental change, within the context of a specific problem previously discussed in a lecture case-study.

Teaching Arrangements: 30 Lectures (GY233), 4 classes (GY233.A) and 16 hours field training on Dartmoor.

Reading List: R. G. Barry & R. J. Chorley *Atmosphere, Weather and Climate*, 1992; M. Bell & M. J. C. Walker, *Late Quaternary Environmental Change*, 1994; I. K. Bradbury, *The Biosphere*, 1991; R. S. Bradley, *Quaternary Palaeoclimatology*, 1985; C. M. Goodess, J. P. Palutiko & T. D. Davies, *The Nature and Causes of Climatic Change*, 1992; J. T. Houghton, G. J. Jenkins & J. J. Ephraims, *Climatic Change*, 1990; R. Hugggett, *Modelling the Human Impact on Nature*, 1993; J. J. Lowe & M. J. C. Walker, *Reconstructing Quaternary Environments*, 1984; A. M. Mannion & S. R. Bowlby (Eds.), *Environmental Issues in the 1990s*, 1992; J. L. Monteith & M. H. Unsworth, *Principles of Environmental Physics*, 1990; T. R. Oke, *Boundary Layer Climates*, 1987; W. H. Schlesinger, *Biogeochemistry: An Analysis of Global Change*, 1991; R. L. Wyman (Ed.), *Global Climate Change and Life on Earth*, 1991.

Methods of Assessment: A formal 2-hour examination in the Summer Term (45%); one 2,500 word practical project (30%); one 2,500 word fieldwork project (25%).

GY240

Research Techniques

(Spatial, Social & Environmental)

Teacher Responsible: Dr. A. Rodriguez-Pose, Room S408

Availability and Restrictions: This is a compulsory second-year course for B.A. Geography, B.Sc. Environmental Geography, B.Sc. Geography and Population Studies and for those B.Sc. Geography and Economics students intending to take GY350 Independent Geographical Project.

Core Syllabus: This course aims to prepare second year students, who already have a grounding in social science methodology, to undertake small, individual research projects. To examine the methodologies used in Geographical research and evaluate their application to different kinds of research problems. To consider the choice of methodology to be used in the student's own Independent Geographical Project (IGP) and how to plan research. To acquire familiarity with, and practice of, contemporary research techniques. To examine different ways of, and gain experience in, presenting research results.

Course Content:

Michaelmas Term:

1. Introduction. The main traits of geographical research. Choice of appropriate methodology. Qualitative vs. quantitative techniques. Techniques used in different Geographical perspectives and in relation to different Geographical problems. Research ethics. Discussion of past IGPs.

2. Different types of research: literature review, field data

collection, textual data collection, public policy analysis. How to review the literature, referencing materials. Using the bibliographic database GEOBASE to find relevant literature.

3. Research design: the choice of issue, area and scale. Data: problems of collection, access and consistency, use of different official and unofficial statistics. Problems encountered in research: session with past IGP students.

4-7. Quantitative methods using statistical packages: Linear Regression Models; Hypothesis Testing; Violations of Regression Assumptions (specification errors, non-zero expected disturbances, simultaneous causation, multicollinearity).

8-10. Qualitative Analysis: Grounded theory, structured and unstructured interviews and analysis.

Lent Term:

11. Policy analysis: assessing policy content and performance.
12. Field project: [students to select from a number of projects related to their interests].

13-18 Basic principles of Geographical Information Systems (GIS) and map analysis.

19. Presentation issues: The basics. Structuring a project. Presentation tricks and tips. Preparing your results for display. Overhead projection.

20. Group discussions and feedback.

Summer Term:

Presentation by the students of their IGP proposals (10 minutes per student arranged in blocks of no longer than one hour). Formal assessment for quality of presentation with invited members of staff in attendance.

Reading List: Reading lists will be available for each part of the course. Basic texts include: S. Aronoff, *GIS: A management perspective*, 1989; 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; P. Kennedy, *A Guide to Econometrics*, 1985; S. Kvale, *Interviews: An introduction to qualitative research interviewing*, 1996; A. MacEachren, *Some truth with maps: a primer on symbolization and design*, 1994; A. Strauss & J. Corbin, *Basics of qualitative research: Grounded theory procedures and techniques*, 1990.

Teaching Arrangements: 20 one hour lectures and 20 one hour practicals or discussions in Michaelmas and Lent terms. Student presentations in the Summer Term.

Methods of Assessment: A two hour unseen examination 40%, coursework 40%, proposal 20% (divided equally between the written proposal and the oral presentation). The written proposal (submitted in the first week of the summer term) should consist of a provisional title, a 200 word abstract, a 500 word literature review, and a 300 word summary of the methodology to be employed. Each proposal should be accompanied by a completed IGP questionnaire and a worked out plan with timetable.

GY300

Europe and the Global Economy

Teacher Responsible: Dr. A. Rodriguez-Pose, Room S408

Availability and Restrictions: Optional course for Bachelor's degrees in Geography, European Studies and Management; and in other Bachelor's degrees as permitted by regulation.

Core Syllabus: An analysis of international, national and local aspects of economic development and restructuring with reference to the varied milieux of Britain, the rest of the European Community, the rest of Western Europe and Eastern Europe.

Course Content: Contrasting patterns of national and regional development and socio-economic structures in the British Isles, Western and Eastern Europe. An analysis of the forces of change deriving from trends in Europe's global role and context, international trade, foreign investment, product and service development, international integration, urban change and administrative reforms. The local economic development impacts of integration with the European Community, EFTA and Eastern Europe. Regional economic implications of transition from centrally-managed to market economies in Eastern Europe. The roles of key management agents: government at central, regional and local levels; and other key business support agencies. The role of small firms, technology policy and human resources. The importance of industrial districts and local development networks.

Teaching Arrangements: 40 1-hour lectures and seminars (GY300) Michaelmas and Lent Terms given by Professor P. Cheshire (Room S506), Dr. F. E. I. Hamilton (Room S417), Dr. A. Rodriguez-Pose and Dr. G. Duranton (Room S412).

Reading List: H. Armstrong & J. Taylor, *Regional Economics and Policy*, Harvester Wheatsheaf, 1993; R. J. Bennett & A.

McCoshan, *Enterprise and Human Resource Development*, Paul Chapman, 1993; A. N. El-Agraa (Ed.), *The Economics of the European Community*, Harvester Wheatsheaf, 1994; L. Tsoulakis, *The New European Economy: The Politics and Economics of Integration*, Oxford University Press, 1993; CEC, *Employment in Europe*, 1989; P. Cecchini, *The European Community: 1992 - The Benefits of a Single European Market*, Wildwood House, 1988; J. W. Dudley, *1992 - Strategies for the Single Market*, 1989; J. Howells, *Economic, Technological and Locational Trends in European Services*, Gower, 1988; D. Pinder (Ed.), *Western Europe: Challenge & Change*, 1990; D. Turnock, *Eastern Europe: An Economic and Political Geography*, 1988.

Methods of Assessment: A three hour paper (75%) and one extended essay of 2,500 words to be handed in at a specified date in the Summer Term (25%).

GY301

Political Geography

Teacher Responsible: Dr. J. Robinson, Room S515

Availability and Restrictions: Optional course for third year of Bachelor's degrees. GY200 Space, Society and Culture would be a useful foundation for this course, but is not a pre-requisite.

Core Syllabus: The course presents an analysis of the spatiality of politics. An account of the historical emergence of political geography introduces students to traditional themes in the sub-discipline. A contemporary interpretation of the close links between power and space provides a framework for a discussion of the spatiality of several different aspects of politics including international politics, states, nationalist movements, colonialism, race, gender and sexuality. This will demonstrate the central role of spatiality in the constitution of politics at a wide variety of different scales and in a number of different contexts, both 'First' and 'Third' world. The gendered and racial character of political processes and theories will be critically assessed within each topic. The course will also address some pertinent aspects of political theory, including theories of the state, democracy and feminist politics.

Course Content:

1. *Political geography: historical trends.* Founding Fathers: states, geopolitics and environment. German Geopolitik, Isaiah Bowman and the politics of geography. Phoenix? The re-emergence of political geography.
2. *A framework for political geography.* Geographical politics and political geography. Power and space. Economics, politics and the power of discourse. The spatiality of political identity. Feminism and spatiality.
3. *The spatiality of politics. A contemporary geopolitics.* A new (critical) geopolitics? geographies of colonial power; spaces of representation and post-colonialism. *The spatiality of state power.* Territoriality and state-building; a geography of citizenship; space and the constitution of the public. *Spaces of democracy.* Spatiality and democratic theory; the spatiality of democratic transitions; nations, territories and democracy. *A politics of the body.* The contested space of the body; difference, desire and re-presentation.

Teaching Arrangements: 35 1-hour sessions (lectures and classes) Michaelmas and Lent Terms, 4 sessions Summer Term.

Reading List: J. Agnew, *Place and Politics: The Geographical Mediation of State and Society*, 1987; J. Agnew & S. Corbridge, *Mastering Space*, 1995; T. Barnes & J. Duncan (Eds.), *Writing Worlds: Discourse, Text and Metaphor in the Representation of Landscape*, 1992; A. Burnett & P. Taylor (Eds.), *Political Studies from Spatial Perspectives*, 1981; A. Godlewska & N. Smith (Eds.), *Geography and Empire*, 1994; M. Keith & S. Pile, *Place and the Politics of Identity*, 1993; S. Pile & M. Keith, *Geographies of Resistance*, 1997; J. Painter, *Geography and Politics*, 1995; G. Rose, *Feminism and Geography: The Limits of Geographical Knowledge*, 1993; P. Taylor, *Political Geography: Locality, Nation-State and World Economy* (3rd edn.), 1993; P. Taylor, *Political Geography of The Twentieth Century*, 1993. Further reading lists will be provided for each topic.

Methods of Assessment: One extended essay of 3,000 words (25%) to be submitted before the end of the Lent Term. One three hour unseen written examination in the Summer Term (75%).

GY302

Urban Planning

Teacher Responsible: Dr. A. Thornley, Room S420

Availability and Restrictions: Optional course for Bachelor's degrees in Geography and other degrees as permitted by

regulations, also for General Course students, who could take Part I or II as independent units.

Core Syllabus: The course studies urban land use and development. This is done through an investigation of the origins of the British planning system, its principal features and some of the challenges it faces today.

Course Content:

Part I - the British planning system

The Utopian tradition in planning will be traced from early utopian settlements through the ideas of Ebenezer Howard to the Garden City and New Towns movement. The foundation for planning in the Public Health Acts will be explored in the context of rapid urbanisation and changing attitudes to public intervention. The early planning legislation will be outlined and the first comprehensive Planning Act of 1947 studied within the context of the social and political changes of the period. Growth and the faith in technological solutions influenced the nature of planning of the 1960s. The culminating statutory and administrative basis for urban planning will be set out. This will include the role of central government and national and regional guidance, the hierarchy of development plans, the development control process, the appeal system, negotiation and planning gain.

Part II - current planning issues

The nature of 'Thatcherism' will be debated and the re-orientation of the planning system during the 1980s investigated. Current discussions over the changing role of planning will be introduced and a number of topics considered in detail, for example, out of town shopping centres, town centre revitalisation, Green Belts, public participation, inner city revitalisation and inter-city competition. The planning of London will be examined as a case study. Particular projects such as Canary Wharf will also be explored.

Teaching Arrangements: 25 lectures (GY302) and 10 classes (GY302.A). A field excursion in the Summer Term.

Written Work: At least two class essays, and an independently researched case study. There will be a choice of selecting the planning control of a contemporary development or the planning history of a particular neighbourhood.

Reading List: V. Nadin & J. Cullingworth, *Town & Country Planning in Britain*; Y. Rydin, *The British Planning System*; T. Brindley et al., *Remaking Planning*; A. Thornley, *Urban Planning under Thatcherism*; W. Ashworth, *The Genesis of Modern British Town Planning*; L. Benevolo, *The Origins of Town Planning*; A. Thornley, *The Crisis of London*; J. Simmie, *Planning London*; S. Brownill, *Developing London's Dockland*. Supplementary reading lists will be issued during the course.

Methods of Assessment: 1. A formal three-hour examination in the Summer Term: 3 questions from a choice of 9 (75%). 2. The independent research study of 3,000 words (25%).

GY303

The Geography of Gender: Global Perspectives

Teachers Responsible: Dr. S. Chant, Room S506a and Dr. D. Perrons, Room S510

Availability and Restrictions: Optional course for Bachelor's degrees in Geography and other degrees as permitted by regulations.

Core Syllabus: An analysis of the geography of gender roles and relations in the advanced capitalist countries and in the developing world. The course focuses on the variability of these roles and relations and their socio-spatial implications in different geographical contexts.

Course Content:

Michaelmas Term: Gender in developing countries - Production and reproduction. Households, families and fertility. Housing, health and urban services. Segregation, segmentation and the formal sector. The informal sector, gender and migration: gender and development policy.

Lent Term: Gender inequalities in Europe: Forms and degrees of gender inequality; divisions of labour in paid and unpaid work. Theorising gender inequality. Mainstreaming of equal opportunities policies in Europe. Gendered space: Relationships between the spatial organisation of cities and the organisation of a division of labour within households. The construction of differentiated spaces within cities on the basis of sexual identities, how gender is imbued in the landscape and how safer, more women, children friendly cities might be designed.

Teaching Arrangements:

Lectures: (GY303) 20 x 1 hour lectures MT and LT (weekly). Classes: 10 x 1 hour classes MT and LT (alternate weeks starting week 2).

Written Work: Students will be expected to produce one essay per term and also make class presentations.

Reading List: No single book covers the whole course. The following are useful basic reading:

Michaelmas Term: S. Chant (Ed.), *Gender and Migration in Developing Countries*, 1992; S. Chant, *Women-Headed Households: Diversity and Dynamics in the Developing World*, 1997; D. Elson (Ed.), *Male Bias in the Development Process* (2nd edn.), 1995; N. Kaber, *Reversed Realities: Gender Hierarchies in Development Thought*, 1994; L. Ostergaard, *Gender and Development: A Practical Guide*, 1992; H. Pietila & J. Vickers, *Making Women Matter: The Role of the UN* (revised and expanded edn.), 1994; R. Pearson & C. Jackson (Eds.), *Divided We Stand: Gender Analysis and Development Issues*, 1998; N. Visvanathan et al., *The Women, Gender and Development Reader*, 1997.

Lent Term: D. Bell & G. Valentine, *Mapping Desire: Geographies of Sexuality*, 1995; M. Eichler (Ed.), *Change of Plans: Towards a Non-Sexist Sustainable City*, 1995; M. Garcia-Ramon & J. Monk (Eds.), *Women of the European Union*, 1996; N. Gregson & M. Lowe, *Servicing the Middle Classes*, 1994; J. Lewis (Ed.), *Women and Social Policies in Europe*, 1992; J. Lewis (Ed.), *Lone Mothers in European Welfare Regimes*, 1997; D. Sainsbury, *Gendering Welfare Regimes*, 1994; S. Walby, *Gender Transformations*, 1997.

Methods of Assessment: Two extended essays, one for each term, 3,000 words to be handed in early January and end April, 60% of marks. One written exam (3 questions out of 9), 40% marks.

GY320

Environmental Risk Management

Teacher Responsible: Professor D. K. C. Jones, Room S405

Availability and Restrictions: 3rd year option for all Bachelor's degrees in the Department of Geography & Environment. Also available to other full-time students by permission. Students intending to take this course should have some knowledge of the physical environment, but there are no specific prerequisites.

Core Syllabus: Environmental risk is an extremely broad field covering the causes of harm emanating from society, technology and the natural environment. This course analyses the nature, causes and affects of the main environmental hazards and the responses/adjustments made by affected individual/groups/societies, prior to considering the basic elements and debates within the field of environmental risk management.

Course Content:

1. The nature of hazardous events, hazard, risk, vulnerability and disaster, the Hazard Archipelago, accident sequences, logic diagrams;
2. Analysis of costs and impacts. Significance of hazards from global, local and social perspectives. United Nations International Decade for Natural Disaster Reduction, explanatory paradigms, myths;
3. Adjustment choices, perception and risk communication;
4. Forecasting, prediction, futurology and warning systems;
5. Risk assessments, zoning and micro-zoning;
6. Structural and non-structural adjustments;
7. Emergency action, relief and refugees;
8. Financial responses and insurance;
9. Hazard and economic development, hazard as opportunity, hazard and underdevelopment;
10. Environmental risk assessment and management.

Teaching Arrangements: Lectures: (GY320) Two lectures per week in the Michaelmas and Lent Terms. The lecturing responsibilities are normally undertaken by Professor D. K. C. Jones with occasional contributions from other specialists. Videos are used to illustrate different kinds of disaster and essays set and marked as part of the course.

Reading List: No one source covers all aspects of the course. Students may wish to consult the following. Detailed reading lists will be provided to support each course component. I. Burton, R. W. Kates & G. F. White, *The Environment as Hazard*, 1993; F. C. Cunniff, *Disasters and Development*, 1983; H. D. Foster, *Disaster Planning*, 1979; K. Hewitt, *Interpretations of Calamity*, 1983; K. Hewitt, *Regions of Risk*, 1997; A. Wijkman & L. Timberlake, *Natural Disasters, Acts of God or Man?*, 1984; E. A. Bryant, *Natural Hazards*, 1991; K. Smith, *Environmental Hazards*, 1996; D. Alexander, *Natural Disasters*, 1993; P. Blaikie et al., *At Risk - Natural Hazards, People's Vulnerability and Disasters*, 1994; R. L. Kovach, *Earths Fury*, 1995; J. Adams, *Risk*, 1995; Royal Society, *Risk: Analysis, Perception and Management*, 1992; C. Hood & D. K. C. Jones, *Accident and Design*, 1996.

Methods of Assessment: A formal three-hour unseen examination in the Summer Term (75%) together with a course essay of no more than 3,000 words (25%).

GY321

The Environmental Policy Process

Teacher Responsible: Mr. A. Gouldson, Room S414

Availability and Restrictions: 3rd year option for Bachelor's degrees in Geography & Environment. Other students may take this course as permitted by the regulations for their degrees.

Core Syllabus: The political economy of environmental policy covering the formulation, implementation and impact of environmental policy, together with selected policy issues.

Course Content: The following topics are covered in blocks of lectures, including discussion sessions:

1. The theory and practice of environmental regulation.
2. The international and European level.
3. Local governance and environmental policy.

Teaching Arrangements: The course will comprise 20 lectures (GY321), 10 during the Michaelmas Term and 10 in the Lent Term. The teaching is normally undertaken by Professor J. Rees, Dr. Y. Rydin and Mr. A. Gouldson.

Written Work: Students are expected to write at least 1 essay a term.

Reading List: No single book or even group of books covers the material adequately. Reading lists are provided for each topic within the lecture course. Students will also need to keep up to date by following press coverage and government announcements as well as journals. Basic reading material includes: J. Rees, *Natural Resources*, 1990; G. Bennett, *Dilemmas*, 1992; D. Pearce et al., *Blueprints I, II and III*, 1991 & 1994; WCED, *Our Common Future*, 1987; J. McCormick, *British Politics and the Environment*, 1991; Y. Rydin, *The British Planning System*, 1993; P. Selman, *Local Sustainability*, 1996; C. Ham & M. Hill, *The Policy Process in the Modern Capitalist State*, 1993; A. Gouldson & J. Murphy, *Regulatory Realities: The Implementation and Impact of Industrial Environmental Regulation*.

Methods of Assessment: There is a three hour formal examination (75%) in the Summer Term. In addition there is a course essay (25%) of 3,000 words maximum.

GY322

Applied Location and Spatial Analysis

Teachers Responsible: Dr. S. Glaister, Room S410, Dr. F. E. I. Hamilton, Room S417 and Dr. Y. Rydin, Room S413

Availability and Restrictions: This course is intended for 3rd year B.Sc. Geography with Economics. It is also available for students on B.A. Geography and B.Sc. Environmental Geography. Students should normally have taken one or more of the following: **Economics A** (EC100), **Location and Spatial Analysis** (GY201) or **Environmental Assessment and Management** (GY221).

Core Syllabus: An introduction to environmental and planning issues: development and application of the material covered in second year courses to current policy issues. Particular attention will be given to urban transport problems and the future of towns and cities.

Course Content: Policy, planning and administration in transport and land use. Highways and the landscape. Safety, congestion, pollution. Regulation, ownership and the private sector. Funding and local public finance. Sustainable Cities. The regional, national and international growth, development, location and restructuring of systems of business firms and their interrelationships with public policy and regulation. Case studies will be drawn from selected regions, cities and sectors.

Teaching Arrangements: 10 one-hour lectures and 10 one-hour classes in the Michaelmas Term; 20 one-hour lectures and 10 one-hour classes in the Lent Term. Many of the classes will be based on recent official policy documents, chosen to illustrate the application of the principles outlined in the lectures.

Reading List: K. J. Button, *Transport Economics* (2nd edn.), 1993; S. Glaister (Ed.), *Transport Subsidy*, 1987; A. I. Ogus, *Regulation: Legal form and economic theory*, 1994; R. Layard & S. Glaister, *Cost-benefit analysis*, 1994; *Report of Royal Commission on Transport and the Environment*, 1994; *Reports of the Advisory Committee on Trunk Road Assessment* (ACTRA, 1977, 1997, 1998); P. Dicken, *Global Shift* (2nd edn.), 1994; E. Mills & B. W. Hamilton, *Urban Economics* (5th edn.), 1994.

Methods of Assessment: A formal three-hour unseen examination paper (75%) and one essay of no more than 3,000 words (25%).

GY340

Geographical Information Systems

(Not available 1998–99, substitute course available at Birkbeck College for Geography & Environmental students only.)

Teacher Responsible: Dr. E. João, Room S512

Availability and Restrictions: 3rd year optional course for Bachelor's degrees in Geography. Also available to General Course and Erasmus students. Students should be familiar with computing and handling geographical data to the level of GY240 **Geographical Research Techniques**.

Aims and Objectives: This course aims to provide a thorough introduction to this rapidly growing field and to develop a critical appreciation of the role of Geographical Information Systems (GIS) in society. GIS are computer systems that can handle spatial information in a far greater variety of ways than was previously possible with paper maps. By capturing, checking, manipulating, integrating and displaying data quickly and accurately a wide range of different analyses can be carried out and questions addressed. Everything from social research – how standard of living in different areas is related to health and disease, to environmental work – linking maps of different farming practices with environmental models of soil erosion. Although GIS is a revolutionary tool in geography it is also having an impact in other subjects (economics, sociology, archeology) as well as outside universities (mapping agencies, local councils, and gas and water utilities). National and international policies for managing geographical information are evaluated as well as the quality and the effectiveness of the resultant products in terms of their use.

Core Syllabus: Main principles of GIS. What is special about spatial data? Putting spatial data into a GIS. Spatial data structures: raster vs. vector. Definition and assessment of quality and error of output from mapping and GIS. Analytical functions of a GIS. Environmental application of GIS. Choosing a GIS for a particular organisation. The influence of national mapping and information policies on the availability, quality, presentation, management and cost of spatial data.

Teaching Arrangements: 20 lectures (GY340) ML, 20 x 2-hour classes (GY340.A) in which GIS are demonstrated to and used by students. Visits to establishments and firms involved in the production of spatial digital data, and in the design and use of GIS.

Written Work: Completion of a review of relevant literature in a field of application of GIS, and two pieces of project work.

Reading List: S. Aronoff, *GIS: A Management Perspective*, 1989; M. J. Kraak & F. J. Ormeling, *Cartography: Visualization of Spatial Data*, 1996; D. Maguire, M. Goodchild & D. Rhind (Eds.), *GIS: Principles and Applications*, 1991; D. Martin, *Geographic information systems: socioeconomic applications* (2nd edn.), 1996; J. Pickles (Ed.), *Ground truth: the social implications of geographic information systems*, 1995; M. Worboys, *GIS: A computing perspective*, 1995.

Methods of Assessment: Unseen essay-type paper 50%, literature review 20%, coursework 30%.

GY350

Independent Geographical Project

Teachers Responsible: Dr. J. Robinson, Room S515

Availability and Restrictions: For students required to, or choosing to, submit an independent geographical project ('IGP') as part of a Bachelor's degree in Geography. GY240 **Geographical Research Techniques** is a pre-requisite from 1997–98.

Core Syllabus: A demonstration of geographical investigation conducted on an individual basis.

Course Content: Individual tutorials in Michaelmas and Lent Terms of the third year.

Teaching Arrangements: Approximately five hours of individual tutorials in Michaelmas and Lent Terms of third year of study concerning problems encountered in geographical investigations in the field and in presentation of the findings.

Methods of Assessment: IGP's should not exceed 7,500 words, exclusive of appendices and other supportive material. Two bound copies of the IGP must be submitted to the Departmental Administrator in Room S409 not later than 19 March 1999.

GOVERNMENT

Course Guides

GV100

Introduction to Political Theory I

Availability and Restrictions: Compulsory course for Bachelor's degrees in Government and as an option to students in other departments. Second and third year students wishing to take an introductory course should take GV200.

Core Syllabus: An introduction to some of the major western political theorists.

A. The Foundations of Western Political Thought

Teacher Responsible: Professor J. Charvet, Room K207 (Professor J. Coleman, on leave 1998–99)

Course Content: A study of some of the major political theorists from the ancient Greeks to the 16th Century. Topics will include discussions concerning the nature of man, the origin of government and law, man's relation to society and the state, the rise, development and comparison of different constitutions (democracy, monarchy, republic etc.), the nature of just and unjust government, the relation between the spiritual and the secular in thinkers such as: Plato, Aristotle, Cicero, Augustine, Aquinas, Machiavelli.

Teaching Arrangements: There will be 10 weekly lectures (GV100) in Michaelmas Term and 10 classes (GV100.A) (one hour each) in the Michaelmas and Lent Terms.

Written Work: Students are required to write two essays. Specific reading lists referring to modern commentaries and historical context will be handed out at the beginning of the course.

Reading: Plato, *Republic*; Aristotle, *Politics*; Cicero, *Republic*; Augustine, selections from *The City of God*; Aquinas, selections from the *Summa Theologiae*; Machiavelli, *The Prince*.

B. Modern Political Theory

Teacher Responsible: Professor J. Charvet, Room K207

Course Content: A study of some major political theorists of the modern period who theorize political association in different ways on the basis of a conception of individuals as free and equal, together with one of the main critics of this tradition of theorizing. Topics will include natural law and natural rights, the basis of political obligation, the idea of social contract and the theory of utility in thinkers such as: Hobbes, Locke, Rousseau, J. S. Mill, Marx and Rawls.

Teaching Arrangements: 10 weekly lectures (GV100) in Lent Term and 10 weekly classes (GV100.A) (one hour each) in the Lent and Summer Terms. Two revision lectures in the Summer Term.

Written Work: Students are required to write two essays. **Reading:** 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*.

Methods of Assessment: The examination takes place in the Summer Term, and consists of one three hour paper in which the student must answer four questions out of about sixteen. The paper will be divided into two parts: The Greeks to Machiavelli; and beyond. Candidates will be required to answer two questions from each part.

GV101

Introduction to the Study of Politics I

Teachers Responsible: Professor B. O'Leary, Room K204 and Mr. A. J. Beattie, Room L107

Availability and Restrictions: This course is compulsory for students on Bachelor's degrees in Government. This course has an examination in two parts: A. Political Analysis. B. Modern British Government.

Teaching Arrangements: Professor O'Leary and Mr. Beattie will alternate in a course of twenty one hour lectures in the Michaelmas and Lent Terms. A revision lecture will be held in the first week of the Summer Term. Students will attend twenty one hour classes in the Michaelmas, Lent and Summer Terms.

A. Political Analysis.

Core Syllabus: An introduction to theories of the state and democracy, paying special attention to pluralism, neo-pluralism, public choice, Marxism, elite theory and feminism. Students will be introduced to a series of topics which will then be empirically explored in Part B.

Course Content: The state and states, theories of the liberal democratic state and its institutions, paying special attention to executives, legislatures, bureaucracies, parties and party systems, electoral systems, and national and ethnic conflict.

Reading: Patrick Dunleavy & Brendan O'Leary, *Theories of the State: The Politics of Liberal Democracy*.

B. Modern British Government

Core Syllabus: An examination of core features of British government and politics, engaging in empirical and UK focused consideration of the themes outlined in Part A.

Course Content: UK government, the Constitution, Prime Minister and Cabinet, Parliament, the Civil Service, Sub-central government, Regional and local government, England & Wales, Scotland and Northern Ireland, the Judiciary and the European Union.

Reading: Jeffrey Jowell & Dawn Oliver, *The Changing Constitution*; P. Dunleavy (Ed.), *British Politics 5* (1997).

Methods of Assessment: The examination takes place in the Summer Term and consists of one three hour paper in which the student must answer four questions out of approximately sixteen. The paper will be divided into two parts. Candidates will be required to answer two questions from each part.

GV200

Introduction to Political Theory II

Availability and Restrictions: The course is compulsory for students on Bachelor's degrees in Government who have not already taken **Introduction to Political Theory I** in their first year. Other second year students may take the paper as an option, unless they have already taken **Introduction to the Political Theory I**.

Core Syllabus: An introduction to some of the major western political theorists.

A. The Foundations of Western Political Thought

Teacher Responsible: Professor J. Charvet, Room K207, (Professor J. Coleman on leave 1998–99)

Course Content: A study of some of the major political theorists from the ancient Greeks to the 16th Century. Topics will include discussions concerning the nature of man, the origin of government and law, man's relation to society and the state, the rise, development and comparison of different constitutions (democracy, monarchy, republic etc.), the nature of just and unjust government, the relation between the spiritual and the secular in thinkers such as: Plato, Aristotle, Cicero, Augustine, Aquinas, Machiavelli.

Teaching Arrangements: There will be 10 weekly lectures (GV200) in Michaelmas and 10 classes (GV200.A) in the Michaelmas and Lent Terms.

Written Work: Students are required to write two essays. Specific reading lists referring to modern commentaries and historical context will be handed out at the beginning of the course in lectures and classes.

Reading: Plato, *Republic*; Aristotle, *Politics*; Cicero, *Republic*; Augustine, selections from *The City of God*; Aquinas, selections from the *Summa Theologiae*; Machiavelli, *The Prince*.

B. Modern Political Theory

Teacher Responsible: Professor J. Charvet, Room K207

Course Content: A study of some major political theorists of the modern period who theorize political association in different ways on the basis of a conception of individuals as free and equal, together with one of the main critics of this tradition of theorizing. Topics will include natural law and natural rights, the basis of political obligation, the idea of social contract and the theory of utility in thinkers such as: Hobbes, Locke, Rousseau, J. S. Mill, Marx and Rawls.

Teaching Arrangements: 10 weekly lectures (GV200) in Lent Term and 10 weekly classes (GV200.A) in the Lent and Summer Terms. Two revision classes in the Summer Term.

Written Work: Students are required to write two essays. **Reading:** 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*.

Methods of Assessment: The examination takes place in the Summer Term, and consists of one three hour paper in which the student must answer four questions out of about sixteen. The paper will be divided into two parts: The Greeks to Machiavelli; and beyond. Candidates will be required to answer two questions from each part.

GV201

Introduction to the Study of Politics II

Teachers Responsible: Professor B. O'Leary, Room K204 and Mr. A. J. Beattie, Room L107

Availability and Restrictions: This course is compulsory for students on Bachelor's degrees in Government who have not already taken **Introduction to the Study of Politics I** in their first year. Other second year students may take the paper as an option unless they have already taken **Introduction to the Study of Politics I**. This course has an examination in two parts: A. Political Analysis. B. Modern British Government.

Teaching Arrangements: Professor O'Leary and Mr. Beattie will alternate in a course of twenty one-hour lectures in the Michaelmas and Lent Terms. A revision lecture will be held in the first week of the Summer Term. Students will attend twenty one-hour classes in the Michaelmas, Lent and Summer Terms.

A. Political Analysis.

Core Syllabus: An introduction to theories of the state and democracy, paying special attention to pluralism, neo-pluralism, public choice, Marxism, elite theory and feminism. Students will be introduced to a series of topics which will then be empirically explored in Part B.

Course Content: The state and states, theories of the liberal democratic state and its institutions, paying special attention to executives, legislatures, bureaucracies, parties and party systems, electoral systems, and national and ethnic conflict.

Reading: Patrick Dunleavy & Brendan O'Leary, *Theories of the State: The Politics of Liberal Democracy*.

B. Modern British Government

Core Syllabus: An examination of core features of British government and politics, engaging in empirical and UK focused consideration of the themes outlined in Part A.

Course Content: UK government, the Constitution, Prime Minister and Cabinet, Parliament, the Civil Service, Sub-central government, Regional and local government, England & Wales, Scotland and Northern Ireland, the Judiciary and the European Union.

Reading: Jeffrey Jowell & Dawn Oliver, *The Changing Constitution*; P. Dunleavy (Ed.), *British Politics 5* (1997).

Methods of Assessment: The examination takes place in the Summer Term and consists of one three hour paper in which the student must answer four questions out of approximately sixteen. The paper will be divided into two parts. Candidates will be required to answer two questions from each part.

GV217

Russia/the CIS: Institutions and Policies

Teacher Responsible: Dr. J. Hughes, Room K310 (on leave 1998-99) and Dr. C. Binns, Room L102

Availability and Restrictions: Optional course for Bachelor's degrees in Government. Also available to students on other degrees where regulations permit, General Course and 'Beaver' students. Students will normally be expected to have taken GV101/GV201 **Introduction to the Study of Politics I/II**, or equivalent, in a previous year.

Course Content: The main themes are: autocracy and modernisation in the late Tsarist era; the revolutionary movement; Leninism; the Russian revolution; Stalin's 'revolution from above'; interpretations of the Stalinist state and society; federalism and varieties of nationalism in the Soviet Union; the changing role of the communist party; destalinisation; rhetoric and realities of 'developed socialism'; models of Soviet politics; modernisation and sovietisation; Gorbachev and perestroika; nationalism and the collapse of the Soviet regime; transition theory and democratisation in Russia; presidentialism versus parliamentarism; the political economy of marketisation; the new Russian federalism; nationalism and ethnic conflicts in post-soviet Russia; problems of nation-state building in the successor states.

Teaching Arrangements: 20 lectures (GV217) and classes (GV217.A) in the Michaelmas and Lent Terms.

Written Work: Four essays are expected from each student.

Reading List: D. Lieven, *Nicholas II*; R. Pipes, *The Russian Revolution*; R. Pipes, *Russia under the Bolshevik Regime*; R. Tucker, *Stalin in Power*; S. Bialer, *Stalin's Successors*; A. Dallin & G. Lapidus (Eds.), *The Soviet System in Crisis*; I. Bremmer & R. Taras (Eds.), *Nations and Politics in the Soviet Successor States*; R. Szporluk, *National Identity and Ethnicity in Russia and the New States of Eurasia*; R. Sakwa, *Russian Politics and Society*; J. Lowenhardt, *The Reincarnation of Russia*.

Methods of Assessment: A three hour written examination in the Summer Term.

GV218

Ancient and Early Christian Political Thought

(Not Available 1998-99)

Teacher Responsible: Professor J. Coleman, Room L204

Availability and Restrictions: Optional course for Bachelor's degrees in Government. Also available to students on other degrees where regulations permit, General Course and 'Beaver' students, with permission. Students will normally be expected to have taken GV100/GV200 **Introduction to Political Theory I/II**, or equivalent, in a previous year.

Core Syllabus: A thematic study of ancient Greek, Roman and early Christian political thought from about the 4th century BC to the fifth century AD.

Course Content: This course will deal with the major themes of Greek, Roman and early Christian political theory demonstrating the continuities and discontinuities in political thinking from the ancient Greek world to the Christianised Roman world. Some of the themes discussed will include different views concerning the nature of 'man', his relation to the social and political spheres, the origin and purpose of law and the changing conceptions of justice. Central to the discussions will be an assessment of the importance of political activity, in what it consists, the differences between constitutional regimes (democracy, monarchy, tyranny, republic etc.), the respective fates of the Greek polis, the Roman republic and imperium and the significance of the Christianisation of Rome for future debates over church-state relations, questions of legitimate sovereignty and the extent of its jurisdiction. The overall focus is on the influence of the classical tradition on the development of Christian ethical and political thought of the first Christian centuries until the death of Augustine (fifth century AD).

Teaching Arrangements: Twenty weekly lectures followed directly by a weekly seminar (GV218) in the Michaelmas and Lent Terms. Two revision lectures and classes in the first two weeks of Summer Term.

Written Work: Two essays per term. The course divides as follows: the first term treats the ancient Greek and Roman thinkers. The second term treats the Christian literature from the New Testament to Augustine.

Reading List: A reading list referring to modern commentaries and works on historical context will be handed out at the beginning of the year.

Texts for Study: Plato, *Apology*, *Crito*, *Republic*; Aristotle, *Nicomachean Ethics*, *Politics*; Cicero, *The Republic and the Laws*, selections from *On Duties*; Selected readings from the *New Testament*; Selected readings from *The Dead Sea Scrolls and the Gnostic Gospels*; Augustine, *The City of God* and other selected writings.

Methods of Assessment: One three hour paper taken at the end of the year. This paper is divided into two sections, following the division of terms.

GV219

Medieval and Renaissance Political Thought

(Not available 1998-99)

Teacher Responsible: Professor J. Coleman, Room L204

Availability and Restrictions: Optional course for Bachelor's degrees in Government. Also available to students on other degrees where regulations permit, General Course and 'Beaver' students, with permission. Students will normally be expected to have taken GV100/GV200 **Introduction to Political Theory I/II**, or equivalent, in a previous year.

Core Syllabus: A thematic study of medieval and Renaissance/Reformation political thought from about 800 AD to 1600 AD.

Course Content: This course will deal with the major themes in western European political thought during the middle ages, Renaissance and Reformation periods. The historical context within which theories of sovereignty and law emerged will be emphasised and a substantial amount of historical background reading is expected. The period covered will be largely that from AD c. 800-1600 although emphasis on certain themes and periods in which they became prominent may alter from year to year. Such themes include monasticism, feudalism, natural law, Roman and canon law, the revival of the Aristotelian tradition, relations between church and state (the spiritual and temporal jurisdictions), monarchy and representative institutions, monarchical and papal absolutism, individual rights and collective/communal rights, conciliarism, republicanism, conceptions of legitimate sovereignty and resistance theories to

unjust government. The overall focus is on the medieval, Renaissance and Reformation legacy to the early modern period concerning such themes as rights, legitimate sovereignty, discussions on the nature of man and his relation to the political, and the medieval origins of the early modern state.

Teaching Arrangements: Twenty weekly lectures followed directly by a weekly seminar (GV219) in the Michaelmas and Lent Terms. Two revision lectures and classes in the first two weeks of Summer Term.

Written Work: Two essays per term. The course divides as follows: the first term treats the period from the Carolingians (c. 800 AD) until the 14th century (John of Paris). The second term treats Marsilius of Padua to Luther (14th - 16th centuries).

Reading List: Texts for study: *The Cambridge History of Medieval Political Thought*, ed. J. H. Burns is used as a central background text along with Brian Tierney ed., *The Crisis of Church and State*, with its collection of documents in translation. Quentin Skinner, *The Foundations of Modern Political Thought*, 2 volumes, is used as the background text for the latter part of the course. A reading list referring to modern commentaries and works on historical context will be handed out at the beginning of the year. Texts by theorists: Bernard of Clairvaux, *On Consideration*; John of Salisbury, *Policraticus*; *Magna Carta*; Aquinas, selected texts from the *Summa Theologiae* and other writings; John of Paris, *On Royal and Papal Power*; William of Ockham, selected writings; Marsilius of Padua, *The Defender of Peace*; Machiavelli, *The Prince and The Discourses*; Thomas More, *Utopia*; Luther, selected writings.

Methods of Assessment: One three hour paper taken at the end of the year. The paper is divided into two sections following the division of terms.

GV220

Modern Political Thought

Teacher Responsible: Dr. P. Kelly, Room L100

Availability and Restrictions: Optional course for Bachelor's degrees in Government. Also available to students on other degrees where regulations permit, General Course and 'Beaver' students. Students will normally be expected to have taken GV100/GV200 **Introduction to Political Theory I/II**, or equivalent, in a previous year.

Core Syllabus: A thematic study of European political thought from about 1550 to around 1914.

Course Content: The themes covered will include the sovereignty of the State; theories of natural law and natural rights; contractarianism; constitutionalism and the doctrine of the separation of powers; idealist political theory; utilitarianism; nationalism; liberal, conservative and socialist traditions of thought; democrati-democratic theories; anarchism and feminism. Not all themes will be taught every year.

Teaching Arrangements: 20 weekly lectures (GV220) and 20 weekly classes (GV220.A) of one hour each

Reading List: The reading list will be given out at the beginning of the year according to the themes selected for that year.

Methods of Assessment: One three hour paper will be taken at the end of the year.

GV221

Individual, State and Community

Teachers Responsible: Professor J. Charvet, Room K207

Availability and Restrictions: Optional course for Bachelor's degrees in Government. Also available to students on other degrees where regulations permit, General Course and 'Beaver' students. Students will normally be expected to have taken GV100/GV200 **Introduction to Political Theory I/II**, or equivalent, in a previous year.

Core Syllabus: This is a course in the main concepts and theories of contemporary political philosophy as applied to a society conceived, firstly, as an independent political association and, secondly, as forming part of an international society.

Course Content: The course is divided into two parts. (A) Some political philosophers regard a political association as a framework within which people can pursue diverse conceptions of the good life. Others believe that the only satisfactory (or perhaps possible) basis of political association is the pursuit of shared values. This controversy will be explored in the work of recent writers. (B) This part is concerned with the international aspect of political association. Should the individual be understood to be directly a member of a world society of all human beings from the ethical point of view, or is he to be

understood as participating in an international ethical order only through his membership of a particular community or state, or can the two perspectives be combined?

Teaching Arrangements: 20 one-hour lectures (GV221) and 20 one-hour classes (GV221.A) in the Michaelmas and Lent Terms.

Reading List: (A) S. Mulhall & A. Swift, *Liberals and Communitarians*; W. Kymlicka, *Contemporary Political Philosophy*; M. Walzer, *Spheres of Justice*; A. MacIntyre, *Whose Justice? Which Rationality?* (B) C. Brown, *International Relations Theory*; H. Bull, *The Anarchical Society*; M. Donelan, *Elements of International Theory*; A. Watson, *The Evolution of International Society*.

Methods of Assessment: A three hour unseen written examination in the Summer Term.

GV222

Gender in Political Thought

(Not available 1998-99)

Teacher Responsible: Dr. D. Bubeck, Room K301

Availability and Restrictions: Optional course for Bachelor's degrees in Government. Also available to students on other degrees where regulations permit, and General Course students. Students will normally be expected to have taken GV100/GV200 **Introduction to Political Theory I/II**, or equivalent, in a previous year.

Core Syllabus: An analysis of selected texts in the history of Western political thought and contemporary political thought with regard to their explicit or implicit conceptions of gender and gender relations, ie their conceptions of the 'nature', position and function of women and men in society and the polity.

Course Content: Michaelmas Term: Selective readings of Plato, Aristotle, Hobbes, Locke, Rousseau, Mary Wollstonecraft, J. S. Mill, Harriet Taylor, Engels, Alexandra Kollontai, Emma Goldman, Charlotte Perkins-Gilman. Lent Term: (a) varieties of feminist thought; liberal, radical, Marxist, socialist, black, lesbian, postmodern. (b) gender issues in feminist thought: masculinity and femininity, feminist method in political theory, conceptions of equality and difference, feminist versus female values and morality, family and the public-private dichotomy, theory of the state, citizenship and democracy, reproductive technologies and rights, pornography and censorship.

Teaching Arrangements: 20 lectures and 21 classes in Michaelmas, Lent and Summer Terms (GV222).

Reading List: A detailed reading list will be provided at the beginning of Michaelmas Term. D. Coole, *Women in Political Theory*; W. Brown, *Manhood and Politics*; M. Wollstonecraft, *A Vindication of the Rights of Women*; F. Engels, *The Origin of the Family, Private Property and the State*; J. S. Mill, *The Subjection of Women*; R. Tong, *Feminist Thought*; S. M. Okin, *Justice, Gender and the Family*; C. MacKinnon, *Toward a Feminist Theory of the State*.

Methods of Assessment: A three hour formal examination in the Summer Term.

GV223

Democracy and Democratisation

Teachers Responsible: Dr. E. Ringmar, Room K309, Dr. F. Panizza, Room L201, Dr. G. Philip (on leave 1998-99), Room K205, Dr. V. Dimitrov, Room L303, Dr. C. Lin, Room L202 and Dr. J. Hughes (on leave 1998-99), Room K310

Availability and Restrictions: Optional course for Bachelor's degrees in Government. Also available to students on other degrees where regulations permit, General Course and 'Beaver' students. Students will normally be expected to have taken GV101/GV201 **Introduction to the Study of Politics I/II**, or equivalent, in a previous year.

Core Syllabus: The aim is to consider the nature of democracy, transitions to democracy and threats to democracy. The course will be concept-based and will focus on the analysis of a number of contrasting theories.

Course Content: Democracy: the concept and interpretation. Historical development of Western political institutions. Comparative historical studies of democracy. Modernisation theory. New waves of democratisation, in East Asia, Latin America and Eastern Europe. Democracy and development in Third World countries. The concept of democratic legitimisation.

Teaching Arrangements: 20 weekly lectures (GV223) in the Michaelmas and Lent Terms and 10 two hour weekly classes (GV223.A) in the Lent Term.

Reading List: A. Lijphart, *Democracies*; J. Schumpeter, *Capitalism, Socialism and Democracy*; R. Dahl, *Democracy and*

its Critics; L. D. Rueschemeyer et al., *Capitalist Development and Democracy*; A. Przeworski, *Democracy and the Market: political and economic reforms in Eastern Europe and Latin America*.

Methods of Assessment: Three hour unseen written examination in the Summer Term.

GV224

Voters, Parties and Elections

(Not available 1998–99)

Teachers Responsible: Professor P. Dunleavy, Room K300, Dr. K. Dowding, Room K206, Professor B. O'Leary, Room K204 and Dr. C. Schonhardt-Bailey, Room L105

Availability and Restrictions: Optional course for Bachelor's degrees in Government. Also available to students on other degrees where regulations permit, General Course and 'Beaver' students. Students will normally be expected to have taken GV101/GV201 *Introduction to the Study of Politics I/II*, or equivalent, in a previous year.

Core Syllabus: The objective of this course is to examine theories about voters, parties, party competition and electoral systems in liberal democratic systems, introducing students to some simple techniques used in voting, party and electoral analysis.

Course Content: The course has three substantive sections on voting, parties and electoral systems: (i) controversies over whether voting is instrumental, issue-focused or expressive, or all three, and whether voters' preferences can be manipulated, are systematically discussed. It then focuses on theories about political parties and party systems, and examines whether they stand up against cross-national evidence; (ii) theories of party-formation and party-behaviour, and of government – and coalition-formation are scrutinised, and the policy consequences of different party systems and governmental formations are investigated; and (iii) the range of electoral systems available in theory and practice in contemporary democracies. The focus here is on debates about the merits and consequences of different electoral systems and arguments deployed for and against electoral reform. Students are introduced to a range of empirical case-studies and cross-national investigations. The case-studies selected vary from year to year, but will normally include literature based on the British Isles, Continental Europe, India, North America and Australasia. The final component of the course, handled in the first five weeks of the Lent Term, deals with preparation for the coursework assignments, where students complete exercises and a short project of their own. These exercises and the project will draw upon lectures and classes on research methods in political science.

Teaching Arrangements: 15 one hour lectures (GV224) and 15 one hour classes (GV224.A) in the Michaelmas and Lent Terms and 5 two hour lectures/classes in the Lent Term (GV224.B).

Reading List: A. Downs, *An Economic Theory of Democracy* (Harper & Row, 1957); M. Harrop & W. L. Miller, *Elections and Voters: A Comparative Perspective* (Macmillan, 1987); G. Sartori, *Parties and Party Systems* (Cambridge University Press, 1976); R. Taagepera & M. Shugart, *Seats and Votes: The Effects and Determinants of Electoral Systems* (Yale University Press, 1989); A. Reeve & A. Ware, *Electoral Systems: a Comparative and Theoretical Introduction* (Routledge, 1991).

Methods of Assessment: Three hour unseen examination in the Summer Term.

GV225

Public Choice and Politics

Teacher Responsible: Dr. K. Dowding, Room K206, Professor P. Dunleavy, Room K300

Availability and Restrictions: Optional course for Bachelor's degrees in Government. Also available to students on other degrees where regulations permit, General Course and 'Beaver' students. Students will normally be expected to have taken GV101/GV201 *Introduction to the Study of Politics I/II*, or equivalent, in a previous year. An introductory knowledge of economics would be useful.

Core Syllabus: This course is concerned with public choice theory as it applies to the study of political conflicts, political issues, political institutions and policy analysis. The course covers the main topics in public choice from theoretical – social choice theory and the theory of games, and the second to the empirical – the study of institutional public choice.

Course Content: This course will cover the main topics in institutional public choice including electoral competition and

voting behaviour; political parties; the problems of collective action; interest groups and corporatism; log-rolling; the theory of coalitions, and the behaviour of committees, legislatures and conventions; budget-maximizing and bureau-shaping models of bureaucracy; public choice accounts of decentralized government and central-local relations; the theory of clubs; voting paradoxes and cycles; Arrow's impossibility theorem and its implications for democratic theory and for the assessment of voting systems; Prisoners' Dilemma and 'Chicken' Games; the operation of 'tit-for-tat' strategies and the possibility of co-operation.

Teaching Arrangements: Twenty weekly one-hour to one-and-a-half hour lectures (GV225) and twenty weekly one-hour classes (GV225) in the Michaelmas and Lent Terms.

Basic Reading List: Text Books: P. Dunleavy, *Democracy, Bureaucracy and Public Choice*; D. Mueller, *Public Choice II*; R. Abrams, *Foundations of Political Analysis*; J. Stevens, *The Economics of Collective Choice*.

Major Works: R. Axelrod, *The Evolution of Co-operation*; A. Downs, *An Economic Theory of Democracy*; M. Olson, *The Logic of Collective Action*; W. Niskanen, *Bureaucracy and Representative Government*.

Methods of Assessment: The course will be assessed in two ways:

- (i) One quarter (25%) of the overall mark will be assessed by a long essay of up to 5000 words. The essay must apply some aspect of public choice theory to the analysis of a political or social problem. Students must devise a question and secure approval of their topic from the course teachers by Week 1 of Lent Term. The essay itself must be submitted by Week 1 of the Summer Term.
- (ii) Three quarters (75%) of the overall mark will be assessed by one three hour unseen written examination in the Summer Term.

GV226

Executive Government and its Modernization in Selected OECD Countries

Teachers Responsible: Mr. A. J. L. Barnes, Room K308 and Dr. M. Barzelay, Room G508

Availability and Restrictions: Optional course for Bachelor's degrees in Government. Also available to students on other degrees where regulations permit, General Course and 'Beaver' students. Students will normally be expected to have taken GV101/GV201 *Introduction to the Study of Politics I/II*, or equivalent, in a previous year.

Core Syllabus: The aim of this course is to look comparatively at the current operation of executive government and at attempts in OECD countries to modernize the ways in which the 'executive function' is performed, enabling students to analyze the content, rationale and impact of these efforts at modernization. Frameworks will be established for analyzing and comparing processes of policy-formation and strategies of policy implementation. How and why modernization seeks to alter these processes is examined for selected countries with a view to placing long-standing issues of executive politics and public bureaucracy in contemporary perspective and providing a means of assessing the politics and policy of 'modernization'.

Course Content: The Michaelmas Term will be concerned principally with the comparative analysis of executive government and the policy process in liberal democracies, drawing a distinction between Parliamentary, Presidential and semi-Presidential regimes. The relationship of political executives to the bureaucracy, party, organised groups and the media will be analysed with particular attention to agenda setting. Executive leadership will be studied in relation to the structure of resources within executive and between the executive, legislature and other levels of government. Aspects of the policy process covered will include the building of executive policy agendas, the politics of policy advice and ways of achieving policy change. The problems of contemporary governance will be identified and roles of institutional structure and executive leadership in addressing these problems will be discussed. Turning toward implementation of policy, attention will be given to the tools of government, the means of controlling government agencies and agents, and the sources of institutional and operational capacity. The Lent Term will be largely concerned with the modernization process and in the course of an examination of its scale and shape in selected countries and groups of countries, trends will be identified and an explanation of differences sought. While examples may be drawn from a

wider selection of countries, a clear indication will be given at the start of the year of the particular countries whose systems of governance will be under analysis.

Teaching Arrangements: 22 one-hour lectures (GV226) and 21 one-hour classes (GV226.A) in Michaelmas, Lent and Summer Terms. The course is designed to dovetail with the Cabinet seminar.

Reading: K. Weaver & B. Rockman, *Do Institutions Matter*; J. Blondel & F. Muller-Rommel, *Governing Together: The Extent and Limits of Joint Decision-Making in Western European Cabinets*; R. Fenno, *The President's Cabinet*; B. Guy Peters & Anthony Baker, *Advising West European Governments*; Vincent Wright, 'Reshaping the State: The Implications for Public Administration', in *West European Politics*; L. Salomon, *Beyond Privatization*; D. Kettl, *Inside the Reinvention Machine*; J. Boston, *Reshaping the State*.

Methods of Assessment: The course is examined by a three hour unseen written paper in the Summer. Candidates must also submit one essay for assessment by the beginning of May. In the overall assessment for the course, the unseen examination will count as 75% of the final mark and the essay as 25%.

GV227

The Politics of Economic Policy

(Not available 1998–99)

Teachers Responsible: Dr. C. Schonhardt-Bailey, Room L105, Professor C. Hood, Room L203 and Dr. M. Thatcher, Room K305

Availability and Restrictions: Optional course for Bachelor's degrees in Government. Also available to students on other degrees where regulations permit, General Course and 'Beaver' students. Students will normally be expected to have taken GV101/GV201 *Introduction to the Study of Politics I/II*, or equivalent, in a previous year. An introductory knowledge of economics would be useful.

Core Syllabus: The aim of this course is to look at the political science literature which tries to explain major reversals in public policy, and to apply that literature to major cases of economic policy reversal in the 1980s. In particular, it aims to examine how far the major economic policy reversals of the 1980s constituted a major 'surprise' for established theories of policy-making. The material for the course is drawn from the comparative literature on the politics of economic policy-making in the OECD states, and in all cases the aim is to assess rival interpretations of policy dynamics.

Course Content: Course topics will include the study of policy dynamics and political science explanations of major policy reversals; regulatory growth, de-regulation and the shift to pro-competitive deregulation; the growth of public enterprise and privatization; political theories of macroeconomic policy-making (comprising party differentiation theories, political business cycle theories and state structure theories); government growth, stabilization, cutbacks; the politics of comprehensive tax reform; progressive public administration and the shift to 'economic rationalism' in public management; the politics of trade liberalization.

Teaching Arrangements: 20 one hour lectures /research sessions (GV227) and 20 one hour classes/workshops (GV227.A) in Michaelmas and Lent Terms.

Reading: A. O. Hirschman, *Shifting Involvements: Private Interest and Public Action*; C. Hood, *Explaining Economic Policy Reversals*; M. Levi, *Of Rule and Revenue*; L. Lewin, *Self-Interest and Public Interest in Western Politics*; H. Milner, *Resisting Protectionism: Global Industries and the Politics of International Trade*; M. Olson, *The Rise and Decline of Nations: Economic Growth, Stagflation and Social Rigidities*; B. G. Peters, *The Politics of Taxation: A Comparative Perspective*; E. N. Suleiman & J. Waterbury (Eds.), *The Political Economy of Public Sector Reform and Privatization*.

Methods of Assessment: The course is examined by a two hour unseen written paper in the Summer. 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%.

GV228

Law and Government

(To be taught for the last time in 1998–99, the course is to be discontinued and will not be available thereafter)

Teacher Responsible: Dr. R. S. Barker, Room K100

Availability and Restrictions: Compulsory for B.Sc. Government and Law, to be taken in 1998–9 by both second year and third year students, as it is being withdrawn after that year. Optional for Bachelor's degrees in Government. Available for other degrees where regulations permit, and for General Course and Beaver students, with the permission of the teacher responsible. Students will normally be expected to have taken *Introduction to the Study of Politics I/II* and/or *Introduction to Political Theory I/II* in a previous year.

Core Syllabus: The course is intended to draw together the study of government and law pursued by students in the B.Sc. Government and Law. Some of the topics dealt with will already have been considered by students elsewhere, but in the subject Government and Law topics which have been looked at from the point of view of either law or political science will be presented to students from the viewpoint of both disciplines, and students will thus be brought both to reconsider areas of common interest and to reflect on the various theories and methods available to law and political science.

Course Content: Law and political science as distinctive and overlapping approaches towards the understanding of public life. The explanatory and normative theories employed within the two disciplines. Government and law as instruments for social order, compared with alternative instruments (market, community). Constitutional arrangements; the nature, formulation, and application of law. State and constitution. Distinctions between private and public, domestic and international law. Sovereignty, obedience, legitimacy. Property, and rights.

Teaching Arrangements: 20 one-and-a-half hour lecture/seminars (GV228) and 20 one hour classes (GV228.A) in the Michaelmas and Lent Terms.

Written Work: Students will submit four essays during the course of the year.

Reading List: Suggested reading will be given at the beginning of each year. Course specific cases and materials are issued. Introductory reading could include: K. D. Ewing & C. A. Gearty, *Freedom Under Thatcher* (1990); Carol Harlow (Ed.), *Politics and Public Law*; Rodney Barker, *Political Legitimacy and the State*; Martin Loughlin, *Public Law and Legal Theory*; J. A. G. Griffith, *The Politics of the Judiciary* (4th edn., 1990); Tim Newburn, *Permission and Regulation: Law and Morals in Post War Britain*, Chapters 7, 'Morality, the law, and contemporary social change' and Chapter 8 'Thatcherism and the Politics of Morality' (1992); Cosmo Graham & Tony Prosser (Eds.), *Waiving the Rules: the Constitution under Thatcherism* (1988); Andrew Gamble & Celia Wells (Eds.), *Thatcher's Law* (1989).

Methods of Assessment: Three hour unseen written examination.

GV229

Politics and Society

(Not available 1998–99)

Availability and Restrictions: Optional course for Bachelor's degrees in Government. Also available to students on other degrees where regulations permit, General Course and 'Beaver' students. Students will normally be expected to have taken GV101/GV201 *Introduction to the Study of Politics I/II*, or equivalent, in a previous year. Students are advised to attend the lectures of Professor Anthony D. Smith of the European Institute, one of the world's leading authorities on nationalism.

A. The Politics of Nationalism and Ethnic Conflict

Teacher Responsible: Mr. J. Madeley, Room K304

Course Content: The course examines the impact of nationalism on the politics of the modern world. Nationalist doctrines, and key texts in the development of nationalist thought, are explored as well as explanatory theories of nationalism. Topics covered include nation- and state-building, nationalism and legitimacy, nationalism and democracy, and secessionism and irredentism. The course also examines how modern states seek to eliminate or manage ethnic conflict, using both normative and explanatory approaches in the social sciences. The merits and defects of consociation, federation, arbitration and hegemonic control, as means of managing ethnic conflict, are investigated. Genocide, mass-population transfers, partition, and integration/assimilation are also investigated as methods of eliminating ethnic differences. Students are expected to familiarize themselves with some empirical case-studies. The case-studies selected vary from year to year but will normally include literature focused on the Balkans, Eastern Europe, the Middle East, Northern Ireland and South Africa. Literature for these case-studies will be up-dated annually.

Teaching Arrangements: 10 weekly classes (GV229.A) of one hour each in the Michaelmas Term

Reading List: P. Alter, *Nationalism*; B. Anderson, *Imagined Communities*; E. Gellner, *Nations and Nationalism*; D. Horowitz, *Ethnic Groups in Conflict*; E. Kedourie, *Nationalism*; A. Lijphart, *Democracy in Plural Societies*; J. Mayall, *Nationalism and International Society*; J. McGarry & B. O'Leary (Eds.), *The Politics of Ethnic Conflict Regulation*.

B. Religion and Politics

Teacher Responsible: Mr. J. Madeley, Room K304

Core Syllabus: The aim of the course is to provide a survey of theoretical and substantive issues which arise from the analysis of contrasting patterns of relationship between religion and politics. The primary, but not exclusive focus is upon these issues as they have arisen in the West across time.

Course Content: The course begins with an examination of definitional issues arising from the study of religion and politics, then moving on to the analysis of the major religious traditions of the world (Hinduism, Buddhism, Islam and Christianity) and the relationship between them and the polity, paying particular attention to the manner in which this relationship is understood within the traditions themselves. The development of church-state relations in the West is reviewed in the light of normative theories in the history of political thought from ancient to modern times. The impact of the religious factor in the modern era of mass politics from the French Revolution to 'the new politics' of the 1980s and 1990s particularly in Europe provides the final area of concentration.

Teaching Arrangements: 10 weekly lectures (GV229) and 10 weekly classes (GV229.A) (one hour each) in the Lent Term.

Reading List: D. E. Smith, *Religion and Political Development*; D. Martin, *A General Theory of Secularisation*; J. Hadden & A. Shupe (Eds.), *Religion and the Political Order* (three vols: 1986, 1988, 1989); G. Lewy, *Religion and Revolution*; S. Berger (Ed.), *Religion in West European Politics*; G. Moyser (Ed.), *Religion and Politics in the Modern World*; D. Hanley (Ed.), *The Christian Democratic Parties*.

Methods of Assessment: 3 hour unseen written examination in the Summer Term.

GV230

Political Change in Modern Britain

Teacher Responsible: Mr. A. J. L. Barnes, Room K308

Availability and Restrictions: Optional course for Bachelor's degrees in Government. Also available to students on other degrees where regulations permit. General Course and 'Beaver' students. Students will normally be expected to have taken GV101/GV201 *Introduction to the Study of Politics I/II*, or equivalent, in a previous year.

Course Content: (1) The historical development of British institutions, policies and party alignments during the 20th century. The main emphasis will be on the period since 1940.

(2) Four themes, selected from (eg) Britain and Europe; challenges to the 2-party system; the rise and consequences of the welfare state; the management of economic decline; the rise of the executive and the decline of parliament; the making of British foreign policy etc.

Teaching Arrangements: 22 one-hour weekly lectures (GV230) and 22 one-hour weekly classes (GV230.A) in the Michaelmas, Lent and Summer Terms.

Reading List: M. Pugh, *The Making of Modern British Politics 1867-1939* (2nd edn.); M. Beloff, *Wars and Welfare*; J. P. Mackintosh, *The British Cabinet* (4th edn.); K. O. Morgan, *The People's Peace* (2nd edn.); P. Hennessy & A. Seldon, *Ruling Performance*; A. Seldon & S. Ball, *Conservative Century*; G. C. Peden, *British Economic and Social Policy. Lloyd George to Margaret Thatcher*; J. Tomlinson, *Public Policy and the Economy since 1900*; M. W. Kirby, *The Decline of British Economic Power*; C. Crouch, *The Politics of Industrial Relations* (2nd edn.). A comprehensive bibliography and topic list will be available at the beginning of the term.

Methods of Assessment: 75% written unseen examination in the Summer Term and 25% coursework.

GV231

British Political Ideas

Teacher Responsible: Dr. R. Barker, Room K100

Availability and Restrictions: Optional course for Bachelor's degrees in Government. Also available to students on other degrees, and General Course, where regulations permit.

Students will normally be expected to have taken GV100/GV200 *Introduction to Political Theory I/II*, or equivalent, in a previous year.

Core Syllabus: The aim of the course is to familiarise students with the principal political arguments that have been articulated in the United Kingdom over the last 100 years.

Course Content: A critical and historical study of political ideas, and political argument in the United Kingdom; liberalism, socialism, conservatism, anarchism, feminism. The rise of the modern state, the nature of politics and the character of the political community.

Teaching Arrangements: 20 one hour lectures (GV231), Sessional Classes (GV231.A) in the Michaelmas and Lent Terms.

Written Work: Students will write two essays in the Michaelmas Term and two in the Lent Term.

Reading List: Rodney Barker, *Political Ideas in Modern Britain In and After the Twentieth Century*; Rodney Barker, *Politics, Peoples, and Government*; L. T. Hobhouse, *Liberalism*; G. B. Shaw (Ed.), *Fabian Essays in Socialism*; Herbert Spencer, *The Man Versus The State*; Hilaire Belloc, *The Servile State*; Michael Oakeshott, *Rationalism in Politics*; Virginia Woolf, *Three Guineas*. (A full reading list and lecture and class programme will be issued at the beginning of the course.)

Methods of Assessment: A three hour unseen written examination.

GV237

Radical Political Philosophy

Teacher Responsible: TBA (Lent), Dr. Diemut Bubeck, Room K301 (Michaelmas)

Availability and Restrictions: Optional course for Bachelor's degrees in Government. Available to other students by permission. Students will normally be expected to have taken GV100/GV200 *Introduction to Political Theory I/II*, or equivalent, in a previous year.

Core Syllabus: An introduction to radical political and social philosophers of the nineteenth and twentieth century. 'Radical' in this context refers either to the political implications and/or location of these philosophical approaches, to the radicality of their critique of mainstream political philosophy, or to their distance from the basic assumptions and conceptualisations of more traditional contemporary approaches.

Course Content: The following authors will be likely to be treated, although not all authors will necessarily be taught each year: Marx, Nietzsche, Freud, Frankfurt School, Foucault, Habermas, Lyotard, Rorty, Connolly.

Teaching Arrangements: 21 two hour weekly seminars in Michaelmas, Lent and Summer Terms.

Reading List: R. Tucker, *The Marx-Engels Reader* (2nd edn.); Nietzsche, *Genealogy of Morality*; Freud, *Civilisation and its Discontents*; Foucault, *Discipline and Punish, History of Sexuality*, vol. 1; Arato & Gebhardt, *The Essential Frankfurt School Reader*; Rorty, *Contingency, Irony and Solidarity*.

Method of Assessment: Three hour unseen written examination held in the Summer Term.

GV239

Game Theory in Politics

(Not available 1998-99)

Teacher Responsible: Dr. M. Mulford, Room B802

Availability and Restrictions: Optional Course for Bachelor's degrees in Government, and Government and Economics. Also available to students on other degrees where regulations permit, General Course and 'Beaver' students.

Core Syllabus: This course is concerned with the application of game theory to explanations of a wide variety of strategic situations, principally but not exclusively in politics. How to model strategic interactions in game forms will be covered.

Course Contents: The course starts with an introduction to concepts in game theory, followed by an examination of dynamic game theoretic models, focussing chiefly on the 'theory of moves'. Next, the course will critically examine the judgment and decision-making assumptions that provide the foundation for predictions of individuals' (or states') game behaviour. Emphasis will be placed on how different assumptions about human decision making affect behavioural predictions in particular game structures.

Teaching Arrangements: Twenty two hour seminars.

Written Work: Two essays.

Reading List: J. Morrow, *Game Theory for Political Scientists*; H. Hargreaves, Shaun & Varoutakis, *Game Theory: A Critical Introduction*; S. Brams, *Theory of Moves*; R. Dawes, *Rational Choice in an Uncertain World*; P. Moser (Ed.), *Rationality in Action: Contemporary Approaches*; R. Frank, *Passions within Reason: The Strategic Role of the Emotions*; J. Mansbridge, *Beyond Self-Interest*; T. Schelling, *Strategy of Conflict*.

Methods of Assessment: The course is examined by a three hour unseen written paper in the Summer Term. Candidates must also submit two essays. The first essay must be submitted by Week 1 of Lent Term, the second by Week 1 of Summer Term. In the overall assessment of the course, the unseen examination will count as 75% of the final mark and the essays as 25%.

GV240

Government, Politics and Public Policy in France

Teacher Responsible: Dr. A. Guyomarch, Room H669.

Availability and Restrictions: Optional course for Bachelor's degrees in Government. Students will normally be expected to have taken GV101/GV201 *Introduction to the Study of Politics I/II*, or equivalent, in a previous year. Also available to students on other degrees where regulations permit, General Course and 'Beaver' students.

Core Syllabus: The development of French politics, the economy and society since 1789; the semi-presidential system of government since 1962; the structure and workings of parties, groups, and the electorate.

Course Content: The course is divided into two parts: (i) the main elements of traditional politics, 1789-1945; the main institutional and socio-economic developments since 1945; the semi-presidential system of government since 1962; the role of the state; (ii) the influence of political parties and pressure groups on policies, case studies in policy-making in some of these areas: foreign relations, education, agriculture, regional development, economic planning, industrial development. The Europeanisation of French policy-making.

Teaching Arrangements: 10 weekly one-hour lectures (GV240) in the Michaelmas Term, 10 weekly one-hour lectures in the Lent Term, and 20 weekly one-hour classes in the Michaelmas and Lent Terms (GV240.A).

Written Work: Two essays per term.

Reading List: J. Macmillan, *Dreyfus to de Gaulle*; V. Wright, *The Government and Politics of France*; P. A. Hall, J. Hayward & H. Machin (Eds.), *Developments in French Politics* (1994); D. Hanley, Kerr & Waites (Eds.), *Contemporary France: Politics and Society*; E. Suleiman, *Elites in French Society and Politics, Power and Bureaucracy*; H. Machin & V. Wright (Eds.), *Mitterand Presidency, 1981-1984*; R. Elgie, *The Role of the Prime Minister*, R. Elgie, *Electing the French President*.

Methods of Assessment: Three hour unseen written examination held in the Summer Term.

GV241

Government, Politics and Public Policy in Germany

Teacher Responsible: Dr. K. Goetz, Room L304

Availability and Restrictions: Optional course for Bachelor's degrees in Government. Students will normally be expected to have taken GV101/GV201 *Introduction to the Study of Politics I/II*, or equivalent, in a previous year. Also available to students on other degrees where regulations permit, General Course and 'Beaver' students.

Core Syllabus: This course examines the legal, institutional and socio-cultural context and framework of politics, government and administration in the Federal Republic of Germany and analyses the behaviour of major actors in the system. It also assesses structural and procedural features of public policy-making and studies their impact on policy content. A chief aim is to explore how the institutional characteristics of the German polity affect its performance. Although the course is not explicitly comparative, one of its other main objectives is to highlight both specificities of the German state and the political system and commonalities with other major European liberal democracies.

Course Content: The course consists of two parts. Part I focuses on government and politics, and examines the concept of political culture and its usefulness for analysing the German polity; the Basic Law and the role of the Federal Constitutional Court in the political process; the structures and working principles of the Federal executive (here, particular attention is

paid to the concept of 'Chancellor democracy' and the connection between the executive and political parties); federalism and intergovernmental relations; the social bases of party competition, political parties, the party system, and electoral behaviour. Part II focuses on public policy. The approach taken in this part of the course combines conceptual concerns with an orientation towards particular fields of public policy. Thus, the usefulness of concepts such as policy style, policy interlocking, or neo-corporatism is discussed with reference to specific areas of public policy. Examples studied include foreign policy; economic policy; environmental policy; immigration and asylum policy and constitutional policy. Throughout, particular emphasis is placed on the impact of unification and Europeanisation on defining characteristics of the German polity.

Teaching Arrangements: 10 weekly one-hour lectures (GV241) in the Michaelmas Term, 10 weekly one-hour lectures in the Lent Term, and 22 weekly one-hour classes in the Michaelmas, Lent and Summer Terms (GV241.B for B.A. European Studies students, GV241.A for all other students).

Written Work: A minimum of 2 essays per term is required from each student. Essays are returned with comments and are marked to give the student a guide to his/her performance.

Reading List: A reading list accompanying the lecture series and a further detailed list of sources for each class are made available at the start of term. Introductory reading includes: A. Benz & K. H. Goetz, *A New German Public Sector?*, 1996; D. Berg-Schlosser & R. Rytlewski, *Political Culture in Germany*, 1993; S. Bulmer, *The Changing Agenda of West German Public Policy*, 1989; R. Dalton, *Germany Divided*, 1996; R. Dalton, *The New Germany Votes*, 1993; K. Dyson, *The Politics of German Regulation*, 1992; K. H. Goetz, *Germany*, 2 vols, 1997; K. H. Goetz & P. J. Cullen, *Constitutional Policy in Unified Germany*, 1995; W. Hanrieder, *Germany, America, Europe: Forty Years of German Foreign Policy*, 1989; N. Johnson, *State and Government in the Federal Republic of Germany*, 1983; P. Katzenstein, *Politics and Policy in West Germany*, 1987; P. Katzenstein, *Industry and Politics in West Germany*, 1989; S. Padgett, *Parties and Party Systems in the New Germany*, 1993; S. Padgett, *Adenauer to Kohl*, 1994; G. Smith et al., *Developments in German Politics 2*, 1996; K. von Beyme & M. G. Schmidt, *Policy and Politics in the Federal Republic of Germany*, 1985.

Methods of Assessment: Three hour unseen written examination held in the Summer Term.

GV242

Government, Politics and Public Policy in Latin America

Teacher Responsible: Dr. F. Panizza, Room L201, Dr. G. Philip, Room K205 (on leave 1998-99)

Availability and Restrictions: Optional course for Bachelor's degrees in Government. Students will normally be expected to have taken GV101/GV201 *Introduction to the Study of Politics I/II*, or equivalent, in a previous year. Also available to students on other degrees where regulations permit, General Course and 'Beaver' students.

Core Syllabus: Political institutions, organisations and the politics of economic policymaking in Brazil, Argentina, Chile, Mexico, Peru and Venezuela.

Course Content: An introduction to Latin American politics, focusing mainly on the downfall and reconstruction of democracy, the politics of development and the character of political institutions in the region.

Teaching Arrangements: 20 weekly one-hour lectures (GV242) in the Michaelmas and Lent Terms and 20 one-hour classes (GV242.A) 10 Michaelmas Term and 10 Lent Term.

Reading List: T. Skidmore, *Modern Latin America and The Politics of Military Rule in Brazil 1964-1985*; A. Angell & B. Pollack, 'The Chilean Elections of 1989' in *Bulletin of Latin American Research*, Vol. 9, No. 1 (1990); P. & S. Calvert, *Argentina*; G. Philip, 'Venezuelan Democracy and the Coup Attempt of February 1992' in *Government and Opposition*, Autumn 1992; D. S. Palmer, *Shining Path of Peru*; J. Bailey, *Governing Mexico*; A. Alvarado, *Electoral Politics and Perspectives in Mexico*; R. Camp, *Politics in Mexico*; K. Middlebrook (Ed.), *Unions, Workers and the State*; G. Philip, *The Presidency in Mexican Politics*; L. Goodman, *Lessons of the Venezuelan Experience*.

Methods of Assessment: Three hour unseen written examination held in the Summer Term.

GV243**Government, Politics and Public Policy in the USA****Teacher Responsible:** Dr. M. Mulford, Room B802.**Availability and Restrictions:** Optional course for Bachelor's degrees in Government. Students will normally be expected to have taken GV101/GV201 **Introduction to the Study of Politics I/II**, or equivalent, in a previous year. Also available to students on other degrees where regulations permit, General Course and 'Beaver' students.**Core Syllabus:** The course introduces a variety of approaches to the study of American government, politics and public policy. Particular attention will be paid to the causes and effects of institutional structures on public policy.**Course Content:** The course is divided into two parts. In the first half the course examines the basic governmental structure and politics of the U.S.A. Topics covered include (1) the unique nature of American political institutions and how their design shapes the American political landscape; (2) within that political landscape, the design and function (in theory and in practice) of the three branches of the Government; and, (3) the growing importance of non-electoral politics. The second half of the course examines how the structures and actors covered in the first half of the course influence the creation and implementation of public policy. Policy areas covered include: public assistance, health care, economic and trade policy, foreign policy, and environmental policy.**Teaching Arrangements:** 10 weekly one-hour lectures in the Michaelmas Term, 10 weekly one-hour lectures in the Lent Term, and twenty weekly classes (GV243.A) of one-hour each in Michaelmas and Lent Terms.**Written Work:** Two essays per term.**Reading List:** P. Nivola & D. Rosenbloom (Eds.), *Classic Readings in American Politics*; K. Janda, J. Berry & J. Goldman, *The Challenge of Democracy: Government in America*; T. Skocpol & J. Campbell, *American Society and Politics: Institutional, Historical, and Theoretical Perspectives*; W. Luntz, *The Nationalization of American Politics*; B. Peters, *American Public Policy: Promise and Performance*; F. Weaver & Bert A. Rockman (Eds.), *Do Institutions Matter?*; G. Allison, *Essence of Decision: Explaining the Cuban Missile Crisis*; C. Crabb & P. Holt, *Invitation to Struggle*.**Methods of Assessment:** Three hour unseen written examination held in the Summer Term.**GV244****Government, Politics and Public Policy in the European Union****Teachers Responsible:** Dr. R. Leonardi, Room H660 and Dr. S. Hix, Room L305**Availability and Restrictions:** Optional course for Bachelor's degrees in Government. Also available to students on other degrees where regulations permit, General Course and 'Beaver' students. Students will normally be expected to have taken GV101/GV201 **Introduction to the Study of Politics I/II**, or equivalent, in a previous year.**Core Syllabus:** The institutional framework of political competition, representation and institution-building in the Union; the impact of the single market; debates about the reform of community structure; theories of the Union as a political system; agenda-setting by European institutions; member states and policy standardisation; theories of policy-making in the EU; specific policy areas (eg. agriculture, regional development, monetary co-ordination etc).**Course Content:** The course is divided into two parts: (i) the institutional framework of political competition and representation; institution building in the Union; the restructuring of the nation-state; the emergence of regional and territorial units are relevant actors in the Union; the impact of the Single Market on political and interest group mobilization; parties and party system analysis; alternative models of state formation at the European level; integration, convergence and divergence theories; (ii) the policy framework; agenda setting in European institutions; policy standardisation across member states;

institutional effects of EU membership on policy structures of member states; the Union policy making and administrative structure; models of policy making applied to the EU; prioritization of Union intervention. Specific policy areas: agriculture, basic research and technological development, transportation, telematics, environment, regional policy, social policy, EMU.

Teaching Arrangements: 10 weekly one-hour lectures in the Michaelmas Term, 10 weekly one-hour lectures in the Lent Term, and twenty weekly one-hour classes in the Michaelmas and Lent Terms (GV244.B for B.A. European Studies students and GV244.A for all other students).**Written Work:** Two essays per term.**Reading List:** J. Richardson (Ed.), *European Union: Power and Policy-making*; H. Wallace & W. Wallace (Eds.), *Policy-Making in the European Union*; D. Dinan, *Every Closer Union? An Introduction to the European Community*; R. Leonardi, *Convergence, Cohesion and Integration in the European Union*, S. Hix, *Political Parties and the European Union*, L. Tsoukalis, *The New European Economy Revisited*, 3rd edn.**Methods of Assessment:** Three hour unseen written examination held in the Summer Term.**GV246****Government and Politics in Eastern Europe****Teacher Responsible:** Dr. V. Dimitrov, Room L303**Availability and Restrictions:** Optional course for Bachelor's degrees in Government. Students will normally be expected to have taken GV101/GV201 **Introduction to the Study of Politics I/II**, or equivalent, in a previous year.**Core Syllabus:** The course focuses on the rise and fall of the Communist political system, the structures of post-communism, the impact of nationalism and the prospects for integration.**Course Content:** The course covers Poland, Hungary, the Czech Republic, Slovakia, Romania, Bulgaria, Albania, Yugoslavia and its successors, and East Germany. The main topics are: the political traditions of Eastern Europe; the imposition of Stalinism; the failure of reforms; the decay and collapse of the Communist system; the establishment of a new constitutional framework; parties and representation; the political implications of economic transition, the impact of nationalism; regional co-operation; integration with the European Union and the Western security structures. The course concludes with a brief overview of the problems of democratic transition in Eastern Europe in comparative perspective.**Teaching Arrangements:** 20 one-hour lectures (GV246) and 20 one-hour classes (GV246.A) in the Michaelmas and Lent Terms. Students are advised to familiarise themselves with both the LSE library and the library of the School of Slavonic and East European Studies.**Written Work:** Each student will be required to prepare four essays during the academic year.**Reading List:** F. Fejto, *A History of the People's Democracies*; J. Rothschild, *Return to Diversity*; S. White et al. (Eds.), *Developments in East European Politics*; S. Whitefield, *The New Institutional Architecture of Eastern Europe*; A. Przeworski, *Democracy and the Market*; P. van Ham, *The European Community, Eastern Europe and European Unity*.**Methods of Assessment:** Three hour unseen written examination held in the Summer Term.**GV290****Cabinet Seminar****Teacher Responsible:** Mr. A. J. L. Barnes, Room K308**Availability and Restrictions:** Seminar series for GV460 **Government and Politics in Britain**. Available also to students taking GV226 **Executive Government and its Modernization in Selected OECD Countries**, GV227 **The Politics of Economic Policy** and, subject to numbers, to students taking other Government courses.**Core Content:** Seminars relating to executive government, with a particular emphasis on the United Kingdom, given by outside speakers engaged in the policy process.**Teaching Arrangements:** 10 weekly two hour seminars given in the Lent Term.**INDUSTRIAL RELATIONS****Course Guides****ID100****Industrial Relations****Teacher Responsible:** Stephen Dunn, Room H711**Availability and Restrictions:** Compulsory for B.Sc. Industrial Relations & Human Resource Management 1st year; available for other Bachelor's degrees of Diplomas where permitted by regulations. This is a self-contained introductory course requiring no previous knowledge or experience. Social, economic and political analysis on complementary courses will prove useful.**Core Syllabus:** The course aims to help students analyse the complex relationships between workers, trade unions, management and the state in advanced industrial societies. Although the course will focus on the British experience reference will also be made to other countries.**Course Content:** Management strategies and methods. The reason for, and forms of workers' response to managerial control and decision-making. The goals and methods of unions. Patterns of industrial conflict and their explanation. Union impact on pay, productivity. The state's role in industrial relations and how and why it changes. The reform of industrial relations.**Teaching Arrangements:** The course comprises 25 weekly lectures (ID100) given by Dr. Sarah Ashwin and Stephen Dunn. Associated weekly classes commence in the second week of the first term. All students are expected to join in open class discussion and to submit two pieces of written work per term for their class teachers.**Reading List:** The lecture course does not follow a single prescribed text. Class teachers will suggest appropriate readings but useful introductory books include: S. Kessler & F. Bayliss, *Contemporary British Industrial Relations* (1992); D. Marsh, *The New Politics of British Trade Unionism* (1992); J. Storey (Ed.), *Human Resource Management: a critical text* (1995); M. Marchington & P. Parker, *Changing Patterns of Employee Relations* (1990); P. Blyton & P. Turnbull, *The Dynamics of Employee Relations* (1994); R. Lansbury & G. Bamber, *International and Comparative Industrial Relations*, Routledge, 1993.**Methods of Assessment:** Assessment is based on student performance in a three hour unseen examination in the Summer Term. Students will be required to answer four out of twelve questions which will be related to material covered in lectures and classes.**ID200****Organisational Theory and Behaviour****Teacher Responsible:** Dr. J. Coyle-Shapiro, Room H714**Availability and Restrictions:** This course is an option available to Bachelor's and Master's degree students where the regulations permit. No prior knowledge of organisation theory and behaviour or practical experience is necessary.**Core Syllabus:**

- To introduce students to alternative social science theories and research into individual, group and organizational issues.
- To help students to understand the interrelationships among central issues in the analysis of behaviour within an organizational context.
- To facilitate a critical evaluation of organizational policies and practices and their impact on work behaviours, attitudes and performance.

Course Content: The psychological contract. Justice in organizations. Deviant Behaviour. Motivation. Reward systems. Design of work. Group processes. Labour-management relations. Employee representation and voice in organizations. Control and conflict in organizations. Culture. Organizational change and resistance to change. Organizational structure. Total Quality Management. Managing Diversity in organizations. Evaluation of organizational change.**Teaching Arrangements:** In the first two terms students attend one lecture course (ID200) and one seminar. In the Summer Term students attend three two hour sessions which are based on case studies by outside speakers.**Reading List:** A complete reading list will be provided at the start of the course. There is not a suitable textbook for this course but useful texts include: J. Child, *Organisations*; S. Dawson, *Analysing Organizations*; R. Fincham & P. S. Rhodes, *The Individual, Work and Organization*; S. Robbins, *Organisational**Theory*; R. Steers & L. Porter, *Motivation and Work Behaviour*; C. Handy, *Understanding Organizations*; D. Pugh et al., *Writers on Organisations*; P. Milgrom & J. Roberts, *Economics, Organisation and Management*.**Written Work:** In the first two terms each student will write two essays.**Methods of Assessment:** One three-hour examination paper with approximately twelve questions, three questions to be answered. Separate papers are set for undergraduate and M.Sc. students.**ID201****Economics of the Labour Market****Teacher Responsible:** Professor D. Metcalf, Room H707**Availability and Restrictions:** This course is an option for Bachelor's and Master's degrees where the regulations permit. It may not be combined with course EC317 **Labour Economics**, and may not be taken as an "outside" option by students specialising in Economics. The lectures assume some modest undergraduate training in economics and statistics, but students without such background can make up the deficiency during the course.**Core Syllabus:** The course emphasises those aspects of labour economics which are most relevant for students of Industrial Relations.**Course Content:** The first part of the course (approximately 10 lectures) is an economic analysis of trade unions including: the structure of collective bargaining, union goals, union density, closed shop, strike activity, union impact on relative pay, productivity, output, inflation and income distribution. The second part (10 lectures) deals with pay including analysis of the wage structure and the role of institutions. The third part (5 lectures) draws the threads together.**Teaching Arrangements:** There will be 25 lectures and 25 classes. The lectures will be the same as those for the course **Labour Market Analysis** (ID408).**Reading List:** A. Booth, *The Economics of the Trade Union*, Cambridge, 1995. A detailed reading list will be given at the beginning of the course.**Methods of Assessment:** One 3 hour examination paper, 4 questions to be answered from approximately 10 questions.**ID290****Human Resource Management****Teachers Responsible:** Dr. S. Wood, H805**Availability and Restrictions:** This course is compulsory for the B.Sc. Industrial Relations and Human Resource Management. It is available for other Bachelor's degrees and Diplomas as regulations permit. No prior knowledge of human resource management or a related subject or practical experience is necessary. The course can be studied either, before, after or in conjunction with ID200 **Organisational Theory and Behaviour**.

- To examine the problems of managing the human resource;
- To introduce students to the social science theory and research relevant to human resource management;
- To explore the main managerial problems in designing strategies and policies;
- To assess the effectiveness of human resource policies and their role in overall economic performance of organizations and countries.

Course Content: The problems of managing the human resource and contrasting overall approaches. 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 Arrangements:** There will be 23 (ID290) sessions, mainly lectures followed by classes (ID290.A). But there will be some integrated sessions organized around case studies. The course is taught by Dr. S. Wood, Sue Fernie and Mr. S. Dunn.**Reading List:** There is no one textbook covering the range of the material presented but there are some useful introductions: W. P. Anthony, P. L. Perrewe & K. M. Kacmar, *Strategic Human Resource Management*, Dryden, 1996; J. Hyman & B. Mason, *Managing Employee Involvement and Participation*, Sage, 1995; K. Legge, *Human Resource Management*, Macmillan, 1995; R.

Steers & L. Porter (Eds.), *Motivation and Work Behaviour* (5th edn.), McGraw-Hill, 1991; R. Schuler, *Managing Human Resources* (5th edn.), 1995; J. Storey (Ed.), *Human Resource Management*, Routledge, 1995.
Methods of Assessment: One 3 hour examination paper, four questions to be answered from approximately 12 questions.

ID300**Selected Topics in Industrial Relations and Human Resource Management**

Teacher Responsible: Dr. Carola Frege, Room H803
Availability and Restrictions: This course is compulsory for the B.Sc. Industrial Relations and Human Resource Management. It requires a general knowledge of the social sciences including modern history and a general interest in and knowledge of institutions and processes in the contemporary industrial relations, through study or experience.

Course Syllabus: The aim of this course is to explore in depth some central problems and issues of industrial relations and Human Resource Management.

Course Content: The selection of topics changes from year to year, depending on current research and issues. Broadly, the course examines the relationship between management, trade unions and the state in a rapidly changing economic and technological environment.

Teaching Arrangements: Twenty four two hour seminars. Students will be expected to read assigned texts and be prepared to discuss their significance. Each student will be expected to complete two essays over the session.

Reading List: A full reading list and seminar programme will be issued at the beginning of the course.

Methods of Assessment: Assessment will be on the basis of a three hour unseen examination.

ID310**Industrial Psychology**

For details of this course, please contact the Industrial Relations department.

ID311**Strategic Human Resource Management**

For details of this course, please contact the Industrial Relations department.

ID399**Industrial Relations Project**

Teacher Responsible: Dr. John Kelly, Room H712

Availability and Restrictions: Optional for B.Sc. Industrial Relations and Human Resource Management, may only be taken in the third year.

Course Content: To be determined in each particular case by the supervisor and the student.

Teaching Arrangements: Individual tutorials by arrangement.

Written Work: 10,000 word project.

Methods of Assessment: Project to be handed in by the end of the Easter vacation.

ID600**Labour/Management Problems Seminar**

Teachers Responsible: Dr. Stephen Wood, Room H805

Availability and Restrictions: For Post-graduate and Undergraduate students currently attending a course in the Industrial Relations Department.

Course Content: A series of seminars featuring outside speakers from business, trade unions, government, media and research bodies. The focus is on current issues in collective bargaining, human resource management, industrial conflict and legal regulation.

Teaching Arrangements: One and a half hour seminars in the Lent Term.

Written Work: None.

Methods of Assessment: This course is not examined.

INFORMATION SYSTEMS**Course Guides****IS140****Introduction to Information Systems**

Teacher Responsible: Dr. L. Introna, Room S116. Other teacher involved: Dr. S. Madon, Room S105a

Availability and Restrictions: First year undergraduates only.

Core Syllabus: The course aims to introduce students to the concepts and techniques that underlie the use of computer based information systems for storing, manipulating and presenting various forms of data and information. The course provides the students with the necessary techniques and skills to enable them to use computer based systems to assist them in a variety of business, management and research roles.

Course Content: Fundamental concepts and principles of information systems. Fundamental concepts underlying document processing, databases, spreadsheets and graphics. Issues of the use of information systems in organisational and societal contexts.

Teaching Arrangements: 30 lectures and IS140.A 20 classes in the Michaelmas and Lent Terms.

Reading List: K. C. Laudon & J. P. Laudon, *Management Information Systems - Organization and Technology*, 4th edn., Prentice Hall, 1996; S. L. Mandell, *Computers and data processing - Concepts and applications*, 6th edn., West Publ., 1992; P. Rob & C. Coronel, *Database Systems*, Boyd & Fraser Publishing, 1995; *WordPerfect documentation*; *Lotus 123 documentation*; *Paradox documentation*; *Microsoft Windows documentation*; *Freelance Graphics documentation*.

Methods of Assessment: The course is examined by projects completed during the Lent Term that counts for 40% of the final mark and a 2 hour formal examination during the Summer Term that counts for 60% of the final mark.

IS240**Advanced Information Technology for the Social Scientist**

Teacher Responsible: Dr. S. Scott, Room S103. Other teacher involved: Dr. E. Whitley, Room S105b

Availability and Restrictions: This is an optional course for any Bachelor's degree where the regulations permit it. There are no pre-requisites.

Core Syllabus: This course explores concepts and themes relating to the role of information and communication technologies in society. The subject matter is aimed at social scientists who wish to develop an understanding of information and information systems resources from a social science perspective.

Course Content: The course explores concepts and themes concerning the role of computer-based information systems in society. These include: the role of IS in the transformation of modernity; the Information Society; IS and changes in the nature of work; information systems and ethics; IS security and risk; and global media. A range of computer-based information systems are discussed based around two key computer-based technologies: networks and databases. Students are shown how

to approach problem solving activities using computer-based information systems. This includes: project management, resource scheduling, information manipulation, administration and presentation tasks. Emphasis is given to electronic resources for social scientists, for example: on-line searching, bibliographic software packages and special purpose databases.

Teaching Arrangements: 40 lectures, IS240. A 20 classes in the Michaelmas and Lent Terms.

Reading List: W. H. Dutton, *Information and Communication Technologies: Visions and Realities*, Oxford University Press, 1996; H. M. Collins, *Artificial Experts: Social Knowledge and Intelligent Machines*, MIT Press, Cambridge, MA, 1990; R. Kling (Ed.), *Computerization and Controversy: Value conflicts and social choices*, Academic Press, 1996; Kroll (Ed.), *The whole Internet user's guide & catalog*, O'Reilly & Associates, 1992; A. Tanenbaum, *Computer networks*, Prentice-Hall, 1981; J. B. Thompson, *The Media and Modernity: A social theory of the media*, Polity Press, 1995; G. Walsham, *Interpreting Information Systems in Organisations*, John Wiley, 1993; F. Webster, *Theories of the Information Society*, Routledge, 1995.

Methods of Assessment: The course is examined on projects and exercises completed during the year and a 2 hour formal examination that counts for 60% of the final mark.

IS340**Information Systems in Business**

Teacher Responsible: Dr. J. Siemer, Room S109. Other teacher involved: Ms. N. Mitev

Availability and Restrictions: This is an optional course for any Bachelor's degree where the regulations permit it. Students are expected to have knowledge of information systems to a level equivalent to IS140 *Introduction to Information Technology*.

Core Syllabus: The course deals with management issues regarding the use of information technology in contemporary organisations. Questions addressed include: What value can be gained by investing in information technology systems? How can we decide what new information systems an organisation should develop? Why do information systems projects fail? How do organisations change as a result of utilising the potential of new technology? How can we avoid alienating employees when introducing new information systems? It should be noted that this is not a technical, hands-on course, rather it involves the study of a body of literature on management information systems.

Course Content: Understanding requirements for computer-based information systems; the systems development process; strategic perspectives of information systems; management of information systems; evaluation of information systems; organisational change and information systems; inter-organisational information systems.

Teaching Arrangements: 20 lectures, 10 seminars, IS340.A 20 classes in the Michaelmas and Lent Terms.

Reading List: C. Avgerou & T. Cornford, *Developing Information Systems*, Macmillan, 1993; I. Angell & S. Smithson, *Information Systems Management: Opportunities and Risks*, Macmillan, 1991; P. Checkland, *Systems thinking, Systems practice*, Wiley, 1982; R. Sprague & B. McNurlin, *Information Systems Management in Practice*, 3rd edn., Prentice-Hall, 1993.

Methods of Assessment: The course is examined on projects and exercises completed during the year and a 3 hour formal examination that counts for 60% of the final mark.

INTERNATIONAL HISTORY

Course Guides

For some B.A. History courses, which are taught and examined on an inter-collegiate basis, students should also consult the White Pamphlet available from the International History Department. The Course Guide entry below indicates how the subject is taught at LSE.

HY100

The History of European Ideas Since 1700

Teachers Responsible: Dr. A. C. Howe, Room E600

Availability and Restrictions: For first year historians primarily. Available as an outside option where regulations permit.

Core Syllabus: A survey of intellectual history from 1700 to the present, tracing the development of social thought and political ideologies within the broad context of European history.

Course Content: Among the issues examined are the spread of Enlightenment ideas and their relation to eighteenth-century government; the intellectual causes and consequences of the French revolution; the advent of modern conservatism and liberalism; sources of nationalism; the rise of anti-capitalist movements in particular socialism and anarchism; positivism and the challenge of the irrational towards the end of the nineteenth century; and the dynamic links between social Darwinism, racism, imperialism, revolutionary syndicalism and fascism in the twentieth century. Stress is laid upon the individuals whose intellectual contributions shaped the various modern movements: their lives, their seminal ideas, and the means by which their influence was exerted.

Teaching Arrangements: 22 lectures, by Dr. T. Hochstrasser, Dr. A. C. Howe and others (HY100), 22 weekly classes (HY100.A).

Written Work: Each student is required to write at least four essays during the year, as well as contributing occasional short oral presentations to the class.

Reading List: There is no specific required reading, (and no one book adequately covers the syllabus), but students will be expected to read a selection of primary and secondary literature, as recommended at the start of the year for each meeting of the class. Among the secondary works recommended are: Norman Hampson, *The Enlightenment*; Leonard Krieger, *Kings and Philosophers, 1689–1789*; M. Cranston, *Philosophers and Pamphleteers: Political Theorists of the Enlightenment*; G. L. Mosse, *The Culture of Western Europe: The Nineteenth and Twentieth Centuries*; D. Outram, *The Enlightenment*; Leszek Kolakowski, *Main Currents of Marxism* (3 Vols.); H. S. Hughes, *Consciousness and Society: The Reorientation of European Social Thought, 1890–1914*; Michael Biddiss, *The Age of the Masses*.

Methods of Assessment: Towards the end of the Summer Term there is a three-hour examination based on the full syllabus i.e. not merely on topics 'covered' in lectures and classes. Candidates must answer four questions, taking at least one from the two (roughly chronological) sections into which the examination paper is divided.

HY101

The European Civil War, 1890–1990

Teacher Responsible: Dr. Anita Prazmowska, Room E494

Availability and Restrictions: For first year historians. Available as an outside option where regulations permit.

Core Syllabus: An examination of the relationship between national tensions and international conflict in Europe from the emergence of German economic power and imperialist restlessness in the 1890s to the collapse of the Soviet Bloc one hundred years later.

Course Content: The course traces the consequences of the attempts by several leading powers in the 1890s to divert their internal social and economic tensions into militaristic expansion. The social dislocation consequent upon the First World War dramatically intensified such tensions and pushed the system to breaking point, most starkly in Russia. Faced by the existence of the Soviet Union, the Western Powers attempted to reconstruct their internal political and economic systems in such a way as to build defences against the left. The emergence of fascism as an extreme form of such defences had consequences for the international relations between states. Hopes that fascist external ambitions could be diverted eastwards were shattered by the German drive westwards in 1940. The temporary alliance of the

Western democracies and the Soviet Union lasted long enough to secure the defeat of the Axis. Thereafter, the left-right political divide in international relations re-asserted itself in the Cold War. The course examines the creation of Western European prosperity in contrast with the problems of the Eastern bloc until the significant progress to European unity and Soviet block disintegration in the late 1980s.

Teaching Arrangements: Twenty-two lectures (HY101) and twenty classes (HY101.A). Professor Stevenson, Professor Preston, Dr. Hartley, Dr. Prazmowska, Dr. Hanhimäki, Dr. Anderson.

Written Work: Students will be expected to write at least 4 essays and to present a number of brief class reports.

Reading List: A list of more specialised texts will be provided at the start of the course. V. R. Berghahn, *Modern Germany: Society, Economics & Politics in the Twentieth Century*; Robert Boyce & Esmonde M. Robertson (Eds.), *Paths to War: New Essays on the Origins of the Second World War*; Martin Clark, *Modern Italy, 1871–1982*; James Joll, *Europe since 1870*; Martin McCauley, *The Soviet Union since 1917*; Paul Preston, *The Spanish Civil War*; Gordon Wright, *France in Modern Times: From the Enlightenment to the Present*; J. W. Young, *Cold War Europe, 1945–89: A Political History*.

Methods of Assessment: There will be a three-hour written examination in the Summer Term.

HY112

Race, Sex and Slavery: the Western Experience

Teacher Responsible: Dr. A. Sked, Room E503

Availability and Restrictions: Primarily for first year historians. Other students may take this course as permitted by the regulations for their degrees.

Core Syllabus: A general survey course enabling students both to examine historical change over a much longer period than usual and to examine how human beings behave in contexts which are not exclusively – or even mainly – political. The focus of the course is the individual as a member of a race, family or sexual group, rather than as a political animal.

Course Content: The course will concentrate on the following areas: attitudes towards race in the classical world; Christianity and race; western attitudes to slavery; the rise and fall of the slave trade; ethnic perils and imperialism; decolonization; anti-semitism; scientific racism; fascism/nazism; racism as a contemporary problem; sexual attitudes in the classical world; in the medieval world; in the era of the Enlightenment; and after the industrial revolution; contemporary liberation movements, especially gays and women.

Teaching Arrangements: Twenty-two lectures (HY112) and twenty-two classes (HY112.A).

Reading List: A detailed reading list will be issued at the start of the course, but key books include Leonie Archer (Ed.), *Slavery and Other Forms of Unfree Labour*; Robin Blackburn, *The Overthrow of Colonial Slavery, 1776–1848*; John Boswell, *Christianity, Social Tolerance and Homosexuality. Gay People in Western Europe from the Beginning of the Christian Era to the Fourteenth Century*; L. P. Wilkinson, *Classical Attitudes to Modern Issues*; Michael Burleigh & Wolfgang Ippenmann, *The Racial State, Germany 1933–1945*.

Written Work: Four essays and two class papers during the academic year.

Methods of Assessment: A three-hour written examination in the Summer Term, in which the candidates will be required to answer four questions.

HY113

The U.S. and the Non-European World:

Nationalism, Cold War and Revolution since 1917

Teacher Responsible: Dr. A. Best, Room E408

Availability and Restrictions: For first year historians. 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 relationship between the United States and the independent nations of Asia, Africa and Latin America.

Course Content: America in the inter-war period and the challenge from Japan; the origins and development of the Cold War; the emergence of Communist China and the course of the Sino-Soviet split; the origins and development of the Cold War; the emergence of Communist China and the course of the Arab-

Israeli dispute; the re-emergence of Japan; the rise of Asian neutralism; the American relationship with Latin America and the effect of the Cuban revolution; the Cold War in Africa; the Vietnam War; the rise of Islamic fundamentalism; the end of the Cold War; the Gulf War.

Teaching Arrangements: Twenty lectures (HY113) and twenty classes (HY113a). Lectures to be given by Dr. Best, Dr. Hanhimäki and Dr. Schulze.

Written Work: Students will be asked to write at least four essays and to present a number of brief class reports.

Reading List: S. Ambrose, *The Rise to Globalism, American Foreign Policy, 1938–80* (1981); S. R. Ashton, *In Search of Detente: The Politics of East-West Relations since 1945* (1989); W. G. Beasley, *The Rise of Modern Japan* (1990); 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); A. Goldschmidt, *A Concise History of the Middle East*; G. Herring, *America's Longest War: The U.S. and Vietnam, 1950–75* (1986); W. Keylor, *The Twentieth-Century World* (1984); J. Spence, *The Search for Modern China* (1990).

Methods of Assessment: There will be a three-hour written examination in the Summer Term.

HY114

War and Society from the Renaissance to the Napoleonic Era, c. 1500–1815

Teachers Responsible: Dr. Janet Hartley, Room E405, Dr. T. Hochstrasser, Room E601 and Professor M. J. Rodriguez-Salgado, Room E603

Availability and Restrictions: Primarily for first and second year students, and General Course students, and as an outside option where regulations permit.

Core Syllabus: A broad, thematic study of war and society from the early sixteenth century to the end of the Napoleonic Wars. It will include substantive analysis of the ethos, causes and impact of wars during this period, as well as the role of war in the development of states and nationalism. At the heart of the course is the lively debate relating to the 'Military Revolution' in the West, which ranges from questions of absolutism and banking, to tactics and weaponry. Special attention will be paid to technological changes and the clashes between different cultures and systems across the globe, which will embrace the conflicts between European states and those in the Americas, Africa and the Far East, as well as the Ottoman empire. National armies and navies will be studied and compared with irregular land and naval forces. The way that war was justified and presented through various artistic media will also be considered. The lectures and classes will combine wide-ranging thematic analysis with the study of specific wars and war-fronts.

Course Content: War dominates the history of the period. It accounts for the development of states and empires which survived to the present century. It was the primary catalyst for extraordinary political, technological and financial changes. The course explores the dramatic impact of the almost continuous wars of European powers, not only within the continent, but throughout the globe. It examines the evolution of regular forces of states on land and sea; the changes in composition, size, tactics and weaponry, as well as changing defensive strategies adopted by different states. But it also seeks to evaluate the importance of irregulars such as guerrillas, pirates, bandits and Cossacks, ranging from the Mediterranean to the Atlantic; from Northern Ireland to the Ukraine. The enduring question of whether Europeans succeeded in establishing huge colonial empires due to military advantages will be analysed in some depth, with assessment of the impact of this extension to international, economic and military networks. A case study of the Ottoman empire offers interesting comparisons and broadens the analysis of ideological factors. Lectures will frequently deal with broad topics, ranging from motivation and justification of war, to the evolution of nationalism and the emergence of mass war. Among other topics covered are the effects of disease, commerce and tax burdens. Classes, in contrast, will frequently focus on a specific war, war-front or campaign, which will serve to illustrate a type of warfare or to illuminate a particularly important moment of change. Beside the topics mentioned above, the classes include: the French Religious Wars; the Armada; the Glorious Revolution; the Thirty Years' War; the siege of Vienna; the wars of Frederick the Great; Russia's emergence as a world power; the Revolutionary and Napoleonic Wars. Students will be encouraged to look at contemporary documents and to use the art and music of the period.

Teaching Arrangements: There will be twenty lectures and twenty classes, as well as two revision sessions. Four essays are required.

Reading List: A full reading list will be provided at the start of the course. Useful introductory works include: M. Howard, *War in European History*; G. Parker, *The Military Revolution: Military Innovation and the Rise of the West, 1500–1800*; J. Black, *A Military Revolution? Military Change and European Society, 1550–1800*; F. Tallett, *War and Society in Early Modern Europe, 1495–1715*; J. R. Hale, *War and Society in Renaissance Europe, 1450–1620*; M. S. Anderson, *War and Society in Europe of the Old Regime, 1618–1789*; G. Best, *War and Society in Revolutionary Europe, 1770–1870*. The recommended surveys for the political background are: R. Bonney, *The European Dynastic States, 1494–1660*; D. McKay & H. Scott, *The Rise of the Great Powers, 1648–1815*.

Method of Assessment: Students are required to do some reading for classes and four essays. There will be a three-hour written examination in the Summer Term.

HY201

British History 1760–1914

Teacher Responsible: Dr. A. C. Howe, Room E600

Availability and Restrictions: For second and third year historians. Other students may take this course as permitted by the regulations for their degrees. No special qualifications are required. Students wishing to follow the course, however, are advised to acquire an outline knowledge of the period in advance by consulting the works listed in the reading list below.

Core Syllabus: The course surveys the history of the British Isles between the accession of George III and the outbreak of the First World War. While primarily concerned with parliamentary and extra-parliamentary politics, attention is also given to economic and social change, to religion and the history of ideas, and to Britain's foreign and imperial relations.

Course Content: Politics in the age of George III, oligarchic and popular; movements of popular protest, radicalism and parliamentary reform; the changing social basis of political power; the development of political parties and their ideologies; the emergence of Labour; the Irish Question; Britain's imperial and foreign policy; related themes in religious, economic, social, urban, cultural and women's history.

Teaching Arrangements: Teaching is by a combination of lectures, classes and (most important) individual study and written work. The principal lecture course is HY201. Students may also wish to attend the lectures given by Dr. Hunt in the Economic History Department on the *Economic and Social History of Britain from 1830* (EH210). Weekly classes (HY201.A) will be given during the Michaelmas and Lent Terms and during the first two weeks of the Summer Term. Attendance at these classes is a course requirement.

Written Work: Students will be expected to produce at least four essays during the year, for marking by and discussion with their class teacher. They should also be prepared to give short class papers. It should be stressed that it is primarily on this written work and on private reading that students' preparedness for the examination will depend.

Reading List: The following list contains recommended introductory surveys. A full bibliography will be provided at the beginning of the Michaelmas Term. I. R. Christie, *Wars and Revolutions: Britain, 1760–1815* (Arnold); L. Colley, *Britons: The Forging of a Nation* (1993); K. T. Hoppen, *The Mid-Victorian Generation, 1846–86* (1998); M. Bentley, *Politics without Democracy: Britain, 1815–1914*; N. Gash, *Aristocracy and People: Britain, 1815–1865* (Arnold); N. McCord, *British History, 1815–1906* (Oxford); R. T. Shannon, *The Crisis of Imperialism, 1865–1915* (Granada); J. Parry, *The Rise and Fall of Liberal Government in Victorian Britain* (1993).

Methods of Assessment: The course is examined by a three-hour question paper in the Summer Term. Candidates are expected to answer four questions.

HY202

International History Since 1914

Teacher Responsible: Dr. J. Hanhimäki, Room E407

Availability and Restrictions: Intended primarily for second year undergraduates. Available as an outside option where regulations permit. **The U.S. and the Non-European World: Nationalism, Cold War and Revolution since 1917** or **The European Civil War, 1890–1990** would be a useful introduction.

Core Syllabus: The history of international relations from the outbreak of the First World War. The main emphasis is on the foreign policies and relations of the great powers.

Course Content: The first part of the course deals with the politics of the Great War, the challenge to the peace settlement of 1919 and the origins of the Second World War. In the post-1941 period the focus is on topics such as the politics of the Grand Alliance, the origins of the Cold War, the Korean and Vietnam Wars, decolonization, the nuclear arms race, Suez, the Arab-Israeli wars and East-West détente.

Teaching Arrangements: Twenty-two lectures, Sessional (HY202) **International History since 1914, Professor Stevenson, Dr. Hartley, Dr. Prazmowska, Dr. Best, Dr. Hanhimäki, Dr. Schulze, Dr. Anderson, Dr. Ashton.**

(i) 1914–1941 Michaelmas Term, 10 lectures (suitable for single-term students)

(ii) 1941–1965 Lent Term, 10 lectures (suitable for single-term students)

(iii) After 1965 Summer Term, 2 lectures.

Classes: Twenty-two classes (Sessional), **International History since 1914 (HY202.A).**

Written Work: Students will be required to write a number of essays during the course. Subjects for these essays (with accompanying reading suggestions) will be handed out at the start of the course.

Introductory Reading List: W. R. Keylor, *The Twentieth-Century World: an International History*; C. J. Bartlett, *The Global Conflict, 1880–1970*; D. Stevenson, *The First World War and International Politics*; M. E. Howard, *The Continental Commitment: The Dilemma of British Defence in the Era of the Two World Wars*; P. M. H. Bell, *The Origins of the Second World War in Europe*; Akira Iriye, *The Origins of the Second World War in Asia and the Pacific*; J. P. Dunbabin, *International Relations Since 1943*, Vol. 1, *The Cold War, the Great Powers and their Allies*, Vol. 2, *The Post-Imperial Age: the Great Powers and the Wider World*.

Methods of Assessment: There is a three-hour formal examination in the Summer Term. The paper is divided into two sections covering the periods 1914–1941 and since 1941.

Students are required to answer four questions, of which at least one must come from each section.

HY204

The Crises of the British Monarchies, 1399–1660

(Not available 1998–99)

Availability and Restrictions: Primarily for second year historians. Other students may take this course as permitted by the regulations for their degrees. No previous knowledge of the history of the period is needed. But as in all history courses extensive reading is called for.

Core Syllabus: An introduction to the 'new' political history of Britain from the English crisis of the Wars of the Roses to the British crisis of the Civil War. It draws heavily on social and cultural history, deals with the informal realities of power as well as the formal machinery of government, and places events both within the broad sweep of English constitutional history and contemporary Continental practice.

Course Content: The Wars of the Roses: bastard feudalism and foreign policy; the 'New Monarchy'; Henry VIII: court and faction; Renaissance, Reformations and rebellions; the mid-Tudor years; the 'royal republic' of Elizabeth I; Parliament, Puritans and Arminians; James I: favourites and reform; centre, periphery and political consciousness; Caroline court culture; the 'crisis of the British monarchies', 1639–1660.

Teaching Arrangements: The course is taught by both lectures and classes. There are 20 lectures (HY204), weekly in the Michaelmas and Lent Terms. Classes (HY204.A) are weekly, 10 each in the Michaelmas and Lent Terms, and 2 in the Summer Term. A handout is issued at the beginning of the course. This gives the main topics covered in lectures and classes; detailed bibliographies which are designed to suggest methods of approach as well as merely to list books; and suggested essay topics.

Written Work: Five essays to be chosen largely but not exclusively from the topics listed in the course handout, will be required; 2 in the Michaelmas Term; 2 in the Lent Term and 1 in the Summer Term. The essays will normally be returned and discussed during tutorial hours. On the other hand, class papers as such are not usually employed; instead general participation is required and will be secured if need be by Socratic questioning!

Reading List: J. R. Lander, *Conflict and Stability*; John Guy, *Tudor England*; David Starkey (Ed.), *The English Court*; Christopher Haigh, *The English Reformation Revised*; Mark Girouard, *Life in the English Country House*; Jennifer Loach, *Parliament under the Tudors*; Jenny Wormald, *Court, Kirk and Community: Scotland, 1470–1625*; Conrad Russell, *The Causes of the English Civil War*. This list merely illustrates something of the variety of the course; it is NOT a substitute for the full bibliography in the course handout.

Methods of Assessment: There will be a three-hour formal examination in the Summer Term based on the ground covered during the course. The examination paper normally contains 14 questions, of which 4 must be answered. It is important to answer the four questions required, since each carries one quarter of the total marks. Weight will be given to the quality of the presentation and argument shown in the answers as well as to the range of factual knowledge displayed.

HY205

The Witchcraze of the Early Modern World

Teacher Responsible: Professor M. J. Rodríguez-Salgado, Room E603

Availability and Restrictions: Primarily for second and third year undergraduates. Available to General Course students and as an outside option where regulations permit.

Core Syllabus: A study of the witch-hunts and hysteria that spread through Europe and its dependencies from the late fifteenth to the late seventeenth centuries. It will examine the ideas and fears that led to the witchcraze and to its demise, and consider also the most important economic, social and legal aspects that shaped this phenomenon. There will be an intensive document-based study of a number of cases, e.g. Salem, Mary Glover, Loudun, the Benandanti, and the Basque trials of 1610. The course will close with an examination of witchcraze as a paradigm in Western culture, in relation to the Red Scare/McCarthy trials; Nazi and stalinist persecution, and child abuse cases.

Course Content: From the late fifteenth to the late seventeenth centuries many areas of Europe and European settlements overseas were gripped by extraordinary fears about witchcraft that resulted in regular persecution of witches, and occasionally in major witch-hunts. This course analyses those fears, looking at notions of God, the Devil, the sabbath, sexuality and guilt; attitudes to women and children; as well as the economic and social tensions underpinning the hunts. It will consider the legal aspects in some detail, the types of persecution, importance of confession and proof, and the impact of changes in legal practice. The heart of the course will consist of comparisons between the witch-hunts in different parts of Europe and North America, alongside the study of documents relating to specific cases of witchcraft and possession. The complex trends that led to the end of the movement: medical, legal, religious, and scientific will be considered. The witchcraze tells us a great deal about the cultural, political, social and economic tensions in the early modern world. It is doubly important, however, because it has remained as a powerful memory and symbol in the 'collective consciousness' of the West. The final section of the course compares the witchcraze to the persecution of several "out-groups" and dissidents in the twentieth century, and explores the concept of moral panics.

Teaching Arrangements: Forty contact hours consisting of lectures (HY205), and classes (HY205.A). Two revision classes. An opportunity to discuss essays individually. Students are required to do reading for classes and to write four essays.

Reading List: A full reading list will be issued at the beginning of the course. The following are essential reading: N. Cohn, *Europe's Inner Demons. An Enquiry Inspired by the Great Witch-Hunt* (1975; paperback Paladin, 1976ff); A. C. Kors & E. Peters, *Witchcraft in Europe 1100-1700* (Dent & Sons, 1973); H. Kramer & J. Springer, *Malleus Maleficarum* (Summers edn., Dover, 1971); C. Lerner, *Enemies of God* (1981; pbk Basil Blackwell, 1983); B. P. Levack, *The Witch-Hunt in early modern Europe* (Pbk., Longman, 2nd edn., 1994); C. Ginzburg, *The Night Battles. Witchcraft and Agrarian Cults in the Sixteenth and Seventeenth Centuries* (Routledge & Kegan Paul, 1983); K. Thomas, *Religion and the Decline of Magic* (1971; pbk. Penguin, 1973); R. Briggs, *Witches and Neighbours* (1996, pbk. 1997).

Methods of Assessment: There will be a three-hour examination in the Summer Term.

HY208

The History of the United States since 1783

Teacher Responsible: Dr. A. Sked, Room E503

Availability and Restrictions: Primarily for second year historians. Other students may take this course as permitted by the regulations for their degrees. A commitment to work, an analytical mind, and an ability to write are pre-requisites.

Core Syllabus: A survey of the political, diplomatic, social, economic and constitutional history of the USA since 1783.

Course 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 Arrangements: One lecture (HY208) and one class (HY208.A) per week for 22 weeks. Students will be expected to do at least one class paper per term and to write at least four essays.

Reading List: Key works include: Hugh Brogan, *The Pelican History of the United States of America*; Bruce Collins, *The Origins of America's Civil War*; Eric Foner, *Reconstruction, America's Unfinished Revolution, 1863-1877*; Paul Kennedy, *The Rise and Fall of the Great Powers, Economic Change and Military Conflict from 1500 to 2000*; J. M. McPherson, *Battle Cry of Freedom, The Civil War Era*; B. W. Poulson, *Economic History of the United States*; A. A. Rappaport, *A History of American Diplomacy*; C. van Woodward (Ed.), *A Comparative Approach to American History*.

Methods of Assessment: There will be a formal three-hour examination in Summer Term in which students will have to answer four questions out of at least twelve.

HY209

The Spanish Civil War: Its causes, course and consequences

Teacher Responsible: Professor P. Preston

Availability and Restrictions: Primarily for second year historians. Other students may take this course as permitted by the regulations for their degrees.

Core Syllabus: An examination of the relationship between levels of social and economic development and political structures in Spain through a survey of the history of contemporary Spain in its European context from the revolutionary upheavals of 1917 to the consolidation of Spanish democracy within the European Community.

Course 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 dealt with in both their domestic and international contexts: the making of the Franco dictatorship; the relationship with the Axis; the relationship with the USA; the contradictions between the political structures of the Franco regime and the vertiginous growth of the 1960s; the breakdown of the regimes structures and the beginnings of the transition to democracy of Spain.

Teaching Arrangements: Twenty-two lectures (HY209) and 22 classes (HY209.A).

Written Work: Students will be expected to write at least 4 essays and to present a number of brief class reports.

Reading List: A list of more specialised texts will be provided at the start of the course. Titles available in paperback are marked with an asterisk. Unless otherwise stated, all were published in London. Gerald Brenan, *The Spanish Labyrinth* (*Cambridge University Press, 1943); Raymond Carr & Juan Pablo Fusi, *Spain: Dictatorship to Democracy* (*George Allen & Unwin, 1979); Raymond Carr, *Spain, 1808-1975* (*Oxford University Press, 1982); Stanley G. Payne, *The Franco Regime, 1936-1975*

(University of Wisconsin Press, Madison, 1987); Paul Preston, *The Coming of the Spanish Civil War*, 2nd edn. (*Routledge, 1994); Paul Preston, *Franco* (*Harper Collins, 1993); Paul Preston, *The Spanish Civil War* (*Weidenfeld & Nicolson, 1986); Paul Preston, *The Politics of Revenge: Fascism and the Military in Twentieth Century Spain* (Unwin Hyman, 1990); Paul Preston, *The Triumph of Democracy in Spain* (*Routledge, 1986).

Methods of Assessment: There will be a three-hour written examination in the Summer Term.

HY210

The History of France since 1870

(Not available 1998-99)

Teacher Responsible: Dr. R. Boyce, Room E506

Availability and Restrictions: For second or third year undergraduates. Available as an outside option, regulations permitting.

Core Syllabus: The course examines the principal political, social, economic and cultural developments that have shaped French history since the founding of the Third Republic in 1870, and considers especially those factors that have tended to strengthen or weaken national unity and democratic institutions.

Course Content: The Commune, the civil war and the origins of the Third Republic; the consolidation of republican rule; the special character of French urban and industrial growth; the significance of the Dreyfus affair; the peculiarities of French socialism and trade unionism; church-state relations; the decline of the old right and rise of the new; the impact of the first world war on the economy and society; the search for postwar security; the schism in the French left; the economic depression and its consequences; the threat of fascism, domestic and foreign; the 'two hundred families' in interwar society; the rise and fall of the Popular Front; disarmament and rearmament; French appeasement; the 'phony war'; explaining the defeat of 1940; the Vichy régime, collaboration and the holocaust; de Gaulle and the Free French; resistance myths and reality; liberation and purges; problems of political revival under the Fourth Republic; Indo-China and other colonial problems; the German problem and European solutions; Suez crisis, Algerian war and the crisis of May 1958; de Gaulle, the politics of grandeur and the Fifth Republic; the revolt of May 1968 and its aftermath; social and political change under Presidents Giscard d'Estaing, Mitterrand and Chirac, French Sovereignty and Europe, the decline of Communism and the rise of the National Front.

Teaching Arrangements: Twenty lectures (HY210) and 20 classes combined in a weekly two-hour session.

Written Work: Students will be expected to write at least four essays and make several brief class presentations.

Select Bibliography: J. F. Millan, *Twentieth Century France: Politics and Society, 1898-1991*; E. Weber, *Peasants into Frenchmen: The Modernization of Rural France, 1870-1914*; J.-J. Becker, *The Great War and the French People*; D. Caute, *Communism and the French Intellectuals, 1914-1960*; R. O. Paxton, *Vichy Régime: Old Guard and New Order*; R. Gildea, *France since 1945*; D. L. Hanley & A. P. Kerr (Eds.), *May '68: Coming of Age*; J. Ardagh, *France in the Eighties*; J. Marcus, *The National Front and French Politics: The Resistible Rise of Jean-Marie Le Pen*; J. Loughland, *The Death of Politics: France under Mitterrand*. A more detailed reading list will be provided at the start of the course.

Methods of Assessment: There will be a three-hour written examination in the Summer Term.

HY211

Japan in the Twentieth Century

Teacher Responsible: Dr. A. Best, Room E408

Availability and Restrictions: For second year historians. There are no formal pre-requisites for this course, but some knowledge of the international history of East Asia in the Twentieth Century would be useful.

Core Syllabus: The political, economic and diplomatic history of Japan in the Twentieth Century.

Course Content: Subjects covered by the course include: the rise of political parties in late Meiji Japan; the Russo-Japanese War; the creation and operation of the Japanese Empire; Taisho democracy and Shidehara diplomacy; the economic stagnation of the 1920s and the Depression; Japanese nationalism and the radicalization of the military; the Manchurian Crisis and the collapse of party government; the 26 February 1936 Incident; Japan as a fascist state; tensions and conflict with China; Pearl

Harbor and the Pacific War; the American Occupation and the reform of Japan; the revival of Japanese democracy; the San Francisco peace conference; the formation and political supremacy of the Liberal Democratic Party; the Security Treaty crisis of 1960; the Japanese economic miracle; the Nixon shocks and tensions with the United States; the Nakasone government.

Teaching Arrangements: The course will be taught by both lectures and classes. There will be 21 lectures (HY211) and 21 classes (HY211.A) held in the Michaelmas and Lent Terms.

Written Work: Students will be required to submit two essays per term and to present a number of class papers.

Reading List: A detailed reading list will be issued at the start of the course, but the following books cover most aspects of the syllabus and should be regarded as essential. Bibliography: M. A. Barnhart, *Japan Prepares For Total War. The Search For Economic Security 1919-1941*; W. G. Beasley, *Japanese Imperialism 1894-1945*; G. M. Berger, *Parties out of Power in Japan 1931-1941*; J. Dower, *Empire and Aftermath. Yoshida Shigeru and the Japanese Experience 1878-1954*; P. Duus (Ed.), *Cambridge History of Japan Volume 6 The Twentieth Century*; J. Hunter, *The Emergence of Modern Japan*; S. Large, Hirohito; T. Nakamura, *The Postwar Japanese Economy*; I. H. Nish, *Japanese Foreign Policy 1869-1942*; M. Schaller, *The American Occupation of Japan: The Origins of the Cold War in Asia*; R. L. Sims, *The Political History of Japan 1868-1952*.

Methods of Assessment: There will be a three-hour formal examination taken in the Summer Term. The paper will consist of 16 questions divided into two sections: Section A will cover the period up to 1945 and Section B from 1945 to the present. Students are required to answer at least one question from each section.

HY213

The European Enlightenment, c.1680-1830

Teacher Responsible: Dr. Tim Hochstrasser, Room E601

Availability and Restrictions: Primarily for second year historians. Available to General Course students and as an outside option where regulations permit.

Core Syllabus: The eighteenth century European Enlightenment is frequently regarded as the defining category of modernity and as the chief source of many of the liberal humanist assumptions that underpin present-day Western ideology and culture. This 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.

Course 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 Michaelmas Term: 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. In the Lent Term the focus will be more narrowly directed to the study of individual key authors and texts and on the impact of enlightened ideas in particular countries, notably England, France, Prussia, Russia and the Habsburg Monarchy. Space will also be found for an examination of the contribution of enlightened thought to the visual arts and music in the eighteenth century. The course will end with a consideration of the image of the Enlightenment in the nineteenth and twentieth centuries and of its alleged role in the 'foundation myth' of modernity.

Teaching Arrangements: The course will be taught by both lectures and classes. There will be 20 lectures (HY213) and 20 classes (HY213.A) held in the Michaelmas and Lent Terms.

Written Work: Students will be required to submit two essays per term and to present a number of class papers.

Reading List: A full reading list will be provided at the start of the course. The following represent basic introductory reading only. I. Kramnik (Ed.), *The Portable Enlightenment Reader* (1995); Dorinda Outram, *The Enlightenment* (1995); William Doyle, *The Old European Order, 1660-1800* (1991 edn.); Peter Gay, *The Enlightenment: An Interpretation* (2 vols., 1966-9); Ulrich Im Hof, *The Enlightenment* (1994); Roy Porter, *The Enlightenment* (1990). **Anthologies:** Simon Eliot & Beverley Stern (Eds.), *The Age of Enlightenment* (2 vols., 1979).

Methods of Assessment: A three-hour written examination in the Summer Term.

HY214

The Middle East in the Twentieth Century

Teacher Responsible: Dr. Kirsten Schulze, Room E507

Availability and Restrictions: Primarily for second year historians. Other students may take this course as permitted by the regulations for their degrees.

Core Syllabus: This course examines the social and political history of the Middle East in the twentieth century. The main focus is on the creation and development of the modern states in the region covering the Arab Middle East as well as Turkey, Israel and Iran. Special attention is given to colonialism, nationalism, identity, superpower involvement, democracy and governments. The position of the military, Islam, minorities and women will also be discussed. And finally, this course analyses the impact of regional conflicts on stability and legitimacy looking at the Arab-Israeli conflict, the Iran-Iraq war and the Gulf War.

Teaching Arrangements: The course will be taught by both lectures and classes. There will be 20 lectures (HY214) and 20 classes (HY214.A) held in the Michaelmas and Lent Terms.

Reading List: A full reading list will be provided at the start of the course. Useful introductory works are: Michael Hudson, *Arab Politics*; Giacomo Luciani (Ed.), *The Arab State*; Roger Owen (Ed.), *State, Power and Politics: The Making of the Modern Middle East*; Albert Hourani, *The Emergence of the Modern Middle East*; Arthur Goldschmidt, *A Concise History of the Middle East*; Mark Tessler, *A History of the Arab-Israeli Conflict*; M. E. Yapp, *The Near East since the First World War*.

Methods of Assessment: This course will be assessed through a three-hour written examination.

HY220

The Cold War in East Asia 1917-1979

Teacher Responsible: Dr. A. Best, Room E408

Availability and Restrictions: Primarily for second year historians. Other students may take this course as permitted by the regulations for their degrees. There are no formal pre-requisites for this course, but some knowledge of the international history of East Asia in the Twentieth Century would be useful.

Core Syllabus: The effect of the Soviet Union and communist ideology on the international history of East Asia from 1917 to 1979.

Course Content: Subjects covered by the course include: the impact of the Bolshevik Revolution on East Asia; the Comintern and China in the 1920s; the rise of Soviet power in North East Asia and the Japanese response; the Second United Front in China 1936-1945; the Soviet Union and the origins of the Pacific War; the Soviet entry into the Pacific War and its relation to Hiroshima and Nagasaki; the Chinese Civil War 1945-49; the occupation of Japan; the 'Who Lost China' debate and the rise of McCarthyism in the United States; communism and decolonization in Malaya and Indo-China; the Korean War; the San Francisco peace conference and Japan's foreign policy; the Geneva Conference and SEATO; the Sino-Soviet split and the American commitment to South Vietnam; the Peking-Hanoi-Djakarta axis; the creation of ASEAN; the Cultural Revolution and its diplomatic effects; the Nixon administration and the end of the Vietnam War; detente in East Asia; communist victory in South East Asia; the rise and fall of Pol Pot; the Sino-Vietnamese War.

Teaching Arrangements: The course will be taught by both lectures and classes. There will be 22 lectures (HY220) and 22 classes (HY220.A) held in the Michaelmas, Lent and Summer Terms.

Written Work: Students will be required to submit two essays per term and to present a number of class papers.

Reading List: A detailed reading list will be issued at the start of the course, but the following books cover most aspects of the course and should be regarded as essential.

Bibliography: R. E. Bedeski, *State Building in Modern China: The Kuomintang in the Prewar Period*; R. M. Blum, *Drawing the Line: the Origin of the American Containment Policy in East Asia*; G. Herring, *America's Longest War: The US and Vietnam 1950-75*; A. Iriye, *After Imperialism: the Search for a New Order in the Far East 1921-1931*; P. Lowe, *The Origins of the Korean War*; Y. Nagai & A. Iriye (Eds.), *The Origins of the Cold War in Asia*; R. Quested, *Sino-Soviet Relations. A Short History*; M. Schaller, *The American Occupation of Japan: the Origins of the Cold War in Asia*.

Methods of Assessment: There will be a formal three-hour examination in the Summer Term. The paper will consist of 16 questions divided into two sections: Section A will cover the period 1917-1945 and Section B will cover the period 1946-1979. Students are required to answer four questions one from each section.

HY221

The History of Russia, 1682-1917

Teacher Responsible: Dr. Janet Hartley, Room E405

Availability and Restrictions: Primarily for second year historians. Other students may take this course as permitted by the regulations for their degrees.

Core Syllabus: An introduction to the history of Russia in all its major aspects from the reign of Peter I to the Bolshevik Revolution.

Course Content: The reforms of Peter I and Catherine II; Russian foreign relations and the expansion of the Russian Empire; social and economic problems and developments (the growth and abolition of serfdom, industrial growth etc.); the development of opposition to Tsardom; the 1905 Revolution and the collapse of the Imperial regime.

Teaching Arrangements: Twenty-two lectures (HY221) and 22 classes (HY221.A) in the Michaelmas, Lent and Summer Terms.

Written Work: Students will be required to write four essays, for which lists of subjects, with accompanying suggested reading, will be given out during the course. They will also be expected to take an active part in class discussions and to present papers in class on subjects indicated in advance.

Reading List: A useful introduction is provided by: N. V. Riasanovsky, *A History of Russia*; P. Dukes, *The Making of Russian Absolutism, 1613-1801*; H. Seton-Watson, *The Russian Empire, 1801-1917*; D. Saunders, *Russia in the Age of Reaction and Reform, 1801-1881*; H. Rogger, *Russia in the Age of Modernisation and Revolution, 1881-1917*; L. Kochan, *Russia in Revolution 1890-1918*; J. Blum, *Lord and Peasant in Russia from the Ninth to the Nineteenth Century*; M. E. Falkus, *The Industrialisation of Russia, 1700-1914*; J. Billington, *The Icon and the Axe*; M. Raef, *Understanding Imperial Russia: State and Society in the Old Regime*; R. Pipes, *Russia under the Old Regime*; R. Pipes, *The Russian Intelligentsia*.

Methods of Assessment: There will be a three-hour formal examination in the Summer Term. The examination will normally contain 16 questions, of which four must be answered.

HY222

France in International Affairs, 1940-1981: Forty Years of European, Colonial and East-West Conflict (Not available 1998-99)

Teacher Responsible: Dr. R. Boyce, Room E506

Availability and Restrictions: Primarily for second year historians. Other students may take this course as permitted by the regulations for their degrees.

Core Syllabus: The course examines the history of French external relations from the collapse of the Third Republic to the start of the Mitterrand presidency. It deals not only with conventional foreign policy but also the period of German occupation between 1940 and 1944, the struggle to maintain a colonial empire until the 1960s, and relations with France's partners in the European Community. French external policy, whether that of Pétain, de Gaulle or their postwar successors, has frequently diverged sharply from the policies of other Western powers and occasionally brought them into confrontation. The course seeks to explain the domestic origins and the peculiarities of French policy.

Course 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 Arrangements: Twenty lectures (HY222) and 20 classes (HY222.A).

Written Work: Students will be expected to write at least four essays and to present a number of brief class reports.

Select Bibliography: C. de Gaulle, *War Memoirs*, 3 vols. (1955-60); J. Lacouture, *De Gaulle*, 2 Vols. (1989, 1991); J. Lacouture, *Pierre Mendès France* (1984); R. O. Paxton, *Vichy Régime: Old Guard and New Order* (1972); R. O. Paxton & N. Wahl (Eds.), *De Gaulle and the United States* (1994); G. de Carmoy, *French Foreign Policies, 1944-1968* (1970); J. Dalloz, *The Indochina War, 1945-54* (1990); A. Horne, *A Savage War of Peace: Algeria, 1954-1962* (1977); R. Aldrich & J. Connell (Eds.), *France in World Politics* (1989). A more detailed reading list will be provided at the start of the course.

Methods of Assessment: There will be a three-hour written examination in the Summer Term.

HY223

From Reich to Nation: The Contest for

Hegemony in Germany, 1648-1866

Teacher Responsible: Dr. Tim Hochstrasser, Room E601

Availability and Restrictions: Primarily for second year historians, but is also available to General Course students and as an outside option. The course will not be open to any student who has already taken HY217 **Autocracy, Dictatorship and Democracy: Germany and Austria from 1815 to the Present**. Students are advised to do some preparatory reading from the list below. The course will include extensive document-based study of original sources.

Core Syllabus: The course will examine the political, constitutional, military and intellectual history of German Central Europe from the final phase in the history of the Holy Roman Empire through to the decisive victory of Prussia over Austria in 1866.

Course Content: The course offers an examination of the struggle within German Central Europe between the Habsburg Monarchy and Prussia in the period from the end of the Thirty Years War to the Austro-Prussian War of 1866. This structure is used as the basis for an examination specific to the early modern period of the question of whether there is a *Sonderweg* or 'special path' in German History. Therefore intellectual and cultural history will also be touched upon to provide a wide coverage of the complex mentalities as well as the international and regional politics of this period. The first term will cover the period up to 1789 and topics analysed will include the reconstruction of Prussia under the Great Elector; the consolidation and expansion of the Habsburg Monarchy under Leopold I; the impact of Louis XIV within Germany; the significance of Pietism and the culture of the Baroque; the continuing importance of the structures of the Holy Roman Empire amidst attempts to reform them; the role of enlightened absolutism and cameralism; the diplomacy of the *Pragmatic Sanction*; the political and military achievements of Frederick the Great and the Habsburg response under Maria Theresia and Joseph II. In the second term there will be detailed assessment of the impact of the Revolutionary and Napoleonic Wars and the reconstructed Austrian Empire; the emergence of nationalism, liberalism and conservatism before 1848; the different ways in which the 'German Problem' might have been resolved; the reasons for the ultimate emergence of unification upon Prussian terms. The course will end in the summer term with a review of the overarching explanations for this outcome and an assessment of its significance for later German history.

Teaching Arrangements: Forty contact hours consisting of twenty lectures (HY223) and twenty classes (HY223.A).

Reading List: A full reading list will be issued at the start of the course, but the following works may be considered essential reading: *R. Vierhaus, *Germany in the Age of Absolutism* (1988); J. Gagliardo, *Germany under the Old Regime, 1600-1790* (1991); C. Ingraio, *The Habsburg Monarchy, 1618-1815* (1994); E. J. Feuchtwanger, *Prussia: Myth and Reality. The Role of Prussia in German History* (1970); J. J. Sheehan, *German*

History, 1770–1866 (1989); A. Sked, *The Decline and Fall of the Habsburg Empire, 1815–1918* (1989); J. Breuilly, *The Formation of the First German Nation State, 1800–1871* (1996); H. James, *A German Identity, 1770–1990* (1991).

Method of Assessment: Students are required to produce four essays in the course of the year, to do preparatory reading for the classes and give short talks in class. There will be a formal three-hour written examination in the Summer Term.

HY224

The Rise and Fall of the Spanish Monarchy and Empire (Not available 1998–99)

Teacher Responsible: Professor M. J. Rodríguez-Salgado, Room E603

Availability and Restrictions: For second and third year undergraduates. Available to General Course students and as an outside option where regulations permit.

Core Syllabus: A broad, thematic study of the Rise and Fall of the Spanish Monarchy and Empire from the late fifteenth to the late nineteenth century. It traces the political, commercial and cultural evolution of the Spanish Monarchy in its European and extra-European dimensions. Much of it deals with international relations, but economic and cultural factors play an important part.

Course Content: Among the topics covered are the political and religious wars that divided Christendom; the political and commercial struggles for domination of the Americas; the impact of ethnic cleansing and imposition of Catholic orthodoxy over the Hispanic world; as well as the role played by Spain in the development of British hegemony and Napoleon's fall. The Black Legend is dealt with, as is the impact of Spanish culture and hispanism on friend and foe. The course ends with a discussion of the extent to which its history can be used as a paradigm from which to evaluate the pattern of present day empires (namely USA and USSR/Russia).

Teaching Arrangements: Forty hours of lectures (HY224) and classes (HY224.A). Two revision classes. A chance to discuss essays individually. Students are required to do reading for classes and to write four essays.

Reading List: A full bibliography will be issued at the beginning of the course. The following are essential reading: J. H. Elliott, *The Hispanic World. Civilization and Empire. Europe and the Americas. Past and Present* (Thames & Hudson, London, 1991); J. H. Elliott, *Imperial Spain, 1469–1719* (1963); H. Kamen, *Spain, 1469–1714: A Society of Conflict* (2nd edn., 1991); J. Lynch, *Bourbon Spain, 1700–1808* (1989); R. Carr, *Spain, 1808–1975*; J. H. Elliott, *Spain and its World, 1500–1700* (Cambridge, 1989); J. H. Parry, *The Spanish Seaborne Empire* (London, 1966); M. Lunenfeld (Ed.), *1492: Discovery, Invasion, Encounter* (Lexicon, 1991).

Methods of Assessment: There will be a three-hour unseen examination in the Summer Term.

HY225

Germany, 1866–1945: Empire, Republic and Dictatorship

Teacher Responsible: Dr. Truman Anderson, Room E602

Availability and Restrictions: Primarily for second year undergraduates. Other students may take this course as permitted by the regulations for their degrees. Knowledge of German is not required. This course is not available to students who have taken the course **Autocracy, Dictatorship and Democracy: Germany and Austria from 1815 to the Present**.

Core Syllabus: An in-depth look at the history of the German nation-state from unification under Prussian auspices to the destruction of the Third Reich in 1945, including political, economic, social and cultural dimensions. Major subjects covered include: Bismarck and the Wars of Unification, the consolidation of the Empire, German industrialization, the rise of Social Democracy, German imperialism, 'Navalism', Wilhelmine society, the Great War, the Revolution of 1918, the politics of the Weimar Republic, Weimar culture, the rise of National Socialism, Hitler's *Machtergreifung* and consolidation of power, German society under the Third Reich, the Nazi economy, Nazi foreign policy and the origins of the Second World War, Germany's conduct of the War, the Holocaust, resistance to Hitler and the destruction of the Third Reich.

Teaching Arrangements: Twenty-two lectures and twenty-two classes. Students will submit four essays in the course, two in the Michaelmas Term and two in the Lent Term. The two Lent Term

essays will be assessed and will together constitute 25% of the final mark for the course (see below).

Reading List: A full reading list will be issued at the start of the course. The following books are important and will provide a good introduction to the subjects covered: Gordon Craig, *Germany, 1866–1945*; Hans-Ulrich Wehler, *The German Empire, 1871–1918*; Theodore Hamerow, *The Social Origins of German Unification*; David Blackbourn & Geoff Eley, *The Peculiarities of German History*; Gordon Martel (Ed.), *Modern Germany Reconsidered*; Lothar Gall, *Bismarck*; Volker Berghahn, *Germany and the Approach of War in 1914*; Jürgen Kocka, *Facing Total War: German Society, 1914–1918*; Detlev Peukert, *The Weimar Republic*; Ian Kershaw, *The Nazi Dictatorship*; Michael Burleigh & Wolfgang Ippenmann, *The Racial State*.

Methods of Assessment: Assessment will be based upon two essays submitted in the Lent Term (25%) and on a three-hour examination in the Summer Term.

HY226

The Great War, 1914–1918

Teachers Responsible: Dr. T. Anderson, Room E601 and Professor D. Stevenson, Room E604

Availability and Restrictions: This course is intended primarily as a second- or third-year option for undergraduate students. It is available to General Course students and as an outside option for students taking other LSE first degrees as regulations and timetabling permit.

Core Syllabus: The international and comparative history of the First World War. The military, diplomatic, political, economic, social, and cultural aspects of the conflict will all receive attention. **Course 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 Arrangements: Twenty-two lectures (HY226) will be given by Dr. Anderson and Professor Stevenson. Twenty-two classes (HY226.A) will be given by Professor Stevenson.

Written Work: Students will be required to write two 2,000-word essays in the Michaelmas Term and two 2,000-word essays in the Lent Term.

Reading List: H. Herwig, *The First World War: Germany and Austria-Hungary, 1914–1918* (London, 1997); M. Eksteins, *Rites of Spring: the Great War and the Birth of the Modern Age* (1989); G. Hardach, *The First World War, 1914–1918* (1977); J. Joll, *The Origins of the First World War* (1984); A. Millett & W. Murray (Eds.), *Military Effectiveness, Volume I. The First World War* (1988); D. Stevenson, *The First World War and International Politics* (1988); A. J. P. Taylor, *The First World War: an Illustrated History* (1963); J. M. Winter, *The Experience of World War I* (1989).

Methods of Assessment: Seventy-five percent of the final mark will be awarded on the basis of performance in a three-hour written examination taken in the Summer Term. Candidates will be expected to answer four out of twelve questions. Twenty-five percent of the final mark will be awarded on the basis of the two 2,000-word essays submitted in the Lent Term.

HY227

From Adam Smith to Globalisation: the international history of free trade since 1776

Teacher Responsible: Dr. A. C. Howe, Room E600

Availability and Restrictions: Primarily for second and third year students. Available as an outside option where regulations permit.

Core Syllabus: The course provides a historical background to recent debates on globalisation by tracing the history of free trade since Adam Smith's *Wealth of Nations* (1776) with reference to its intellectual background, its impact upon the international trade policies of the leading world powers, and their attempts to construct an international economic order, which in recent years has been an integral part of the trend towards globalisation.

Course Content: Adam Smith's *Wealth of Nations*, the ideal of a 'free trade world' and the critique of mercantilism; the diffusion of free trade ideas in Britain, Europe and America; the Repeal of the Corn Laws (1846) and British economic hegemony in the 19th century world order; the 'free trade interlude' in France; Germany, customs unions, and the rise of economic nationalism; the genesis of a common market in nineteenth century Europe; the impact of

the 'Great Depression' and the German protectionist model; free trade and Europe's imperial expansion, 1860–1914; the climax of free trade, 1890–1914; the First World War and the breakdown of the international economic order; attempts to reconstruct world trade and the emergence of freer trade in the United States; the Second World War and the rethinking of the international economic system (including the LSE contribution of Meade and Robbins); American hegemony and international trade diplomacy from GATT to WTO; the re-emergence of a Smithian economic world order and the debate on globalisation.

Teaching Arrangements: Teaching is by a combination of lectures, classes and individual study. The principal lecture course is HY227. Weekly classes will be given during the Michaelmas and Lent Terms, with two revision classes in the Summer Term. Students may also wish to attend lectures for EH101 The Internationalisation of Economic Growth.

Written Work: Students will be expected to produce at least four essays during the year, and should also be prepared to give short class presentations.

Reading List: No one book covers the whole course, but the following cover substantial segments of it: H. Mizuta & C. Sugiyama, *Adam Smith: International Perspectives* (1993); D. Verdier, *Democracy and International Trade* (1994); A. C. Howe, *Free Trade and Liberal England* (1997); D. Irwin, *Against the Tide: an Intellectual History of Free Trade since 1776* (1996); A. Marrison (Ed.), *Free Trade and its Reception, 1815–1960* (1998); P. Hirst & G. Thompson, *Globalisation in Question* (1996).

Method of Assessment: There will be a formal three-hour written examination in the Summer Term.

HY228

Leadership or Detachment? British Policy Towards Western Europe, 1947–1973

Teacher Responsible: Dr. Piers Ludlow, Room E508

HY300

Essay Option

Teacher Responsible: Departmental Tutor

Availability and Restrictions: For third year historians.

Core Syllabus: An essay of not more than 10,000 words on a topic to be approved by the candidate's teachers. It is designed to allow a detailed and thorough exploration of an area of interest to the candidate. The essay should be on a topic within the field of the degree course. It should normally include the examination of some primary sources, printed or in manuscript form, although it may also be limited to the analysis and appraisal of existing literature.

Teaching Arrangements: Candidates should secure the agreement of their personal tutor on a suitable topic before the end of the Lent Term of their second year, and submit a title to the Departmental Tutor by 1 May in their second year. Tutors can be expected to offer advice on reading, guidance on the construction of the work, and will read an outline of up to 1,000 words. Where appropriate, another teacher in the Department may serve in place of the personal tutor, if he or she is willing to do so.

Methods of Assessment: The essay must be submitted to the LSE Examinations Office by 1 May in the student's third year. It should be typewritten. Precise details on format and presentation will be issued by the Department at the end of the second year of study. Candidates may be called for an oral examination if the Examiners wish to satisfy themselves that the essay is the candidate's own work.

HY301

The Norman Conquest

Teacher Responsible: Professor J. Gillingham

Availability and Restrictions: For third year History students. No foreign languages are required, but it is assumed that students will already have taken *either The Making of England or England and the Celtic Realms*.

Core Syllabus: English and Norman history from the early eleventh century to 1087.

Course Content: This course will consider all aspects of the Conquest: not merely the violent and dramatic events of 1066 and after, but also the social, cultural and political processes which transformed England during the reign of William the Conqueror. In order to put these developments into 11th century perspective it will also include some consideration of the impact of the Danish conquest of England; Norman history from the accession of William the Bastard in 1035.

Teaching Arrangements: Teaching begins October (with a 'starter' class in the preceding Summer Term) and consists of 22 two-hour classes (HY301).

Written Work: Students will be required to write two essays and do weekly gobbits.

Reading List: A list of set texts and of secondary literature will be provided.

Methods of Assessment: There will be one three-hour examination and an essay not exceeding 10,000 words.

HY302

Anglo-Spanish Relations in the Age of Elizabeth I and Philip II

Teacher Responsible: Professor M. J. Rodríguez-Salgado, Room E603

Availability and Restrictions: Primarily for second and third year undergraduates. Available to General Course students and as an outside option where regulations permit. Students who have not studied this period are advised to read at least some of the general texts before embarking on this course.

Core Syllabus: A document-based study of relations between England and Spain in the second half of the sixteenth century, concentrating on political, ideological and military developments, but also looking at commercial and cultural exchanges.

Course 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 New World 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, Hawkins, Raleigh, Granvelle, Antonio Pérez, 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 Arrangements: Forty contact hours of lectures (HY302), and classes (HY302.A). Two revision classes. An opportunity to discuss essays individually. Students are required to reading for classes and to write four essays.

Reading List: A full reading list will be issued at the beginning of the course, but the following are essential: G. Parker, *Philip II*; P. Pierson, *Philip II of Spain*; R. B. Wernham, *Before the Armada*; R. B. Wernham, *After the Armada*; C. Read, *Mr. Secretary Walsingham and the Policy of Queen Elizabeth*; W. T. MacCaffrey, *Elizabeth I*; M. J. Rodríguez-Salgado et al., *Armada. Catalogue of the National Maritime Museum Exhibition*; W. T. MacCaffrey, *Queen Elizabeth and the making of Policy*; W. T. MacCaffrey, *The Shaping of the Elizabethan Regime 1572–88*.

Methods of Assessment: There will be a three-hour examination in the Summer Term.

HY303

The Russian Revolutions and Europe, 1917–1921

Teacher Responsible: Dr. Janet Hartley, Room E405

Availability and Restrictions: Primarily for third year historians. Some knowledge of European or Russian history of the period is desirable but not essential.

Core Syllabus: This course involves a detailed study, based on documentary material, of the two revolutions of 1917 and the consolidation of Bolshevik rule, with reference to both internal developments and foreign relations.

Course 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 Arrangements: Twenty-two meetings of one-and-a-half-hours (HY303) throughout the Session.

Written Work: Students are required to write four essays and to present class papers.

Reading List: Documents from Martin McCauley (Ed.), *The Russian Revolution and the Soviet State, 1917-21*. Introductory reading: E. Acton, *Rethinking the Russian Revolution*; S. Fitzpatrick, *The Russian Revolution*; R. Service, *Society and Politics in the Russian Revolution*; D. Kaiser (Ed.), *The Workers Revolution in Russia 1917: The View from Below*; D. Koenker (Ed.), *Party, State and Society in the Russian Civil War*.

Methods of Assessment: There will be a formal three-hour examination in the Summer Term in which students will be required to answer one gobbet question (requiring the identification and elucidation of several quoted passages from the required documentary readings), and three others out of ten questions.

HY304

Germany's New Order in Europe, 1939-1945

Teacher Responsible: Dr. Truman Anderson, Room E602

Availability and Restrictions: Primarily for third year historians. The course has no formal pre-requisites, and a reading knowledge of German is not required.

Core Syllabus: The twelve years of the Nazi regime have been more extensively studied than any other period of German History. Despite an immense increase in detailed knowledge since 1945, scholars continue to disagree about fundamental questions of interpretation. This course uses selected printed primary sources and a large secondary literature to seek understanding of the history of Nazi Germany, of its attainment and exercise of European domination during the Second World War, and of the salient debates on its nature, actions and place in European and world history. Topics covered in lectures and discussion will include: the structure of Nazi 'government' and the role of its leader; the nature and role of ideology; the 'partial identity of aims' between the Nazi movement and key German elites such as big business and the officer corps; the radicalization of Nazi domestic and foreign policy; the murder of the European Jews; Nazi long-range racial-demographic planning; Nazi rule, collaboration and resistance in occupied Europe; the German people and the processes of domination and extermination; science, technology and ideology; Gestapo terror and the Germans: an interactive process; the German resistance; defeat, denazification and the regime's imprint on post-war German society.

Teaching Arrangements: Twenty-two lectures (HY304), and 22 classes (HY304.A) based on student presentations followed by group discussion.

Written Work: Students will be expected to submit two 2,500-word essays each term in Michaelmas and Lent terms, to be marked and assessed by the class teachers.

Reading List: A detailed course outline and reading list, subdivided by weekly topics, will be distributed at the beginning of the session. The following books cover most aspects of the course and should be regarded as essential by way of introduction: J. Noakes & G. Pridham (Eds.), *Nazism 1919-1945: A Documentary Reader*, Vols 1-3 (Exeter, 1983-1988); A. Hitler, *Mein Kampf* (New York/London, 1943) (R. Mannheim translation); D. Peukert, *Inside Nazi Germany* (London, 1989); I. Kershaw, *Hitler* (London, 1991) and *The Nazi Dictatorship* (London, 3rd edn., 1988); K. Hildebrand, *The Third Reich* (London, 1984) and *The Foreign Policy of the Third Reich* (London, 1973); M. Marrus, *The Holocaust in History* (London, 1987).

Methods of Assessment: There will be a three-hour formal examination in the Summer Term based on the full syllabus, not merely on topics covered in lectures and classes. Candidates will be expected to answer four questions, one of them a compulsory document question.

HY305

The Reshaping of Europe 1943-57

Teacher Responsible: Professor D. Stevenson, Room E604

Availability and Restrictions: Primarily for third year historians; available as an outside option. If students have no prior knowledge of the topic, they are advised to do preliminary reading from the list given below.

Core Syllabus: The evolution of the postwar settlement in Europe from the Teheran Conference to the Treaties of Rome.

Course Content: The major themes considered are: 1. the

World War II background and the origins of the Cold War, 2. the Great Powers and the German question, 3. the evolution of American policy towards Western Europe, 4. the formation and consolidation of the Soviet bloc, 5. Western European integration from the Marshall Plan to the EEC.

Teaching Arrangements: Teaching will be by a course of 12 lectures (HY305) and 22 classes (HY305.A).

Written Work: Students will be required to write three essays during the course.

Reading List: M. McCauley, *The Origins of the Cold War* (London, 1983); W. Loth, *The Division of the World* (London, 1988); A. W. Deporte, *Europe between the Superpowers* (New Haven, 1983); V. Mastny, *Russia's Road to the Cold War* (New York, 1979); A. S. Milward, *The Reconstruction of Western Europe, 1945-1951* (London, 1984); M. J. Hogan, *The Marshall Plan* (Cambridge, 1987); J. W. Young, *Britain, France and the Unity of Europe, 1945-1951* (Leicester, 1984); J. L. Gaddis, *Strategies of Containment* (Oxford, 1982).

Prescribed Documents: A list is available from Professor Stevenson.

Methods of Assessment: The course will be assessed by a three-hour written examination in the Summer Term. Students will be expected to answer four questions, one of which will consist of extracts for comment from the prescribed documents.

HY306

Henry Kissinger and the Crisis of American Foreign Policy, 1969-76

Teacher Responsible: Dr. J. Hanhimäki, E407

Availability and Restrictions: Primarily for third year historians. Some knowledge of American diplomatic history or American foreign policy-making is a pre-requisite.

Core Syllabus: This course will look at the issues of war, diplomacy and foreign policy-making through the personality, ideas and policies of Henry Kissinger in his period as American National Security Adviser and Secretary of State.

Course Content: The background to American foreign policy in 1968; Kissinger's character, career and his outlook on foreign policy issues, the aims of Kissinger and Nixon in 1969 and development of the 'Nixon Doctrine', the settlement of the Vietnam War and the aftermath in South-East Asia; the policy of detente with Russia, including the Moscow summit and SALT I agreement, the Helsinki accords, and Kissinger's concept of 'linkage'; 'triangular diplomacy', the opening to China, and its effect on America's Far Eastern allies, particularly Taiwan and Japan; the Atlantic Alliance and the EEC; the Middle East and the Yom Kippur War; the Indian subcontinent and the Bangladesh crisis; Africa and the end of the Portuguese Empire; Latin America and the fall of Allende; Kissinger's relationship with Presidents Nixon and Ford, and their impact on foreign policy.

Teaching Arrangements: There will be ten lectures (HY306) and twenty-two classes (HY306.A).

Written Work: Students are required to write three essays.

Prescribed Documents: The course is based on documents selected from the following sources: Henry A. Kissinger, *The White House Years* (1979) and *Years of Upheaval* (1982); Richard Nixon, *The Memoirs of Richard Nixon* (1978); J. Mayall & C. Navari (Eds.), *The End of the Post-War Era: Documents on Great Power Relations, 1968-75* (1980); Anatoly Dobrynin, *In Confidence* (1996). A full bibliography will be issued at the start of the course.

Methods of Assessment: There will be a formal three-hour examination in the Summer Term in which students will be required to answer four questions including a compulsory 'gobbet' question (requiring the identification and brief elucidation of several quoted passages from the documentary reading) and three others.

HY311

The US and the Vietnam War (New course for 1999-2000)

Teacher Responsible: Dr. J. Hanhimäki, Room E407

HY312

Britain, the United States and Arab Nationalism, 1955-1961

Teacher Responsible: Dr. Nigel Ashton, Room E409

INTERNATIONAL RELATIONS

Course Guides

IR300.1	Foreign Policies of the Powers
IR300.3	Decisions in Foreign Policy
IR413.1	The External Relations of the European Union
IR421	Concepts and Methods of International Relations
IR900	Current Issues in International Relations
IR901	The Moral Imagination in the Late 20th Century
IR902	New States in World Politics
IR903	Disarmament and Arms Limitation
IR904	International Verification
IR906	Capital Reading Group
IR907	Economic Diplomacy

These courses are not for examination at undergraduate level, but are offered to interested students, or, in some cases, as a supporting course for one which is examinable. Details are to be found with the Master's degree Course Guides.

IR100

The Structure of International Society

Teachers Responsible: Professor M. Leifer, Room D508 and Mr. Geoffrey Stern, Room D509

Availability and Restrictions: Course intended primarily for B.Sc. International Relations, B.Sc. International History and B.Sc. International Relations and History; outside option for first year students in other degrees.

Core Syllabus: An examination of the nature and functioning of an international society of states distinctive in the absence of a common government.

Course Content: The nature and evolution of international society; sovereignty, nationalism and national interest. The instruments of state policy. Diplomacy, international law and morality. Security options: the balance of power, collective security and war. The United Nations and the control of force. The relevance of non-state and inter-state actors and the problem of international order.

Teaching Arrangements: There is one lecture a week accompanied by a class. Lectures - IR100, *The Structure of International Society*, 20 Michaelmas and Lent Terms. Classes: IR100.A beginning early Michaelmas Term - with members of the International Relations Department.

Written Work: Each student is required to write three essays of approximately 1,500 words, which will be set and marked by tutors and class teachers, and give a minimum of one class presentation.

Introductory Reading List: A fuller course description and extensive reading guide will be made available to all interested students. H. Bull, *The Anarchical Society*; K. J. Holsti, *International Politics*; C. Brown, *Understanding International Relations*; F. S. Northedge, *The International Political System*; C. Kegley & E. Wittkopf, *World Politics*; R. Little & M. Smith (Eds.), *Perspectives on World Politics*; P. Calvo-coressi, *World Politics since 1945*; G. Stern, *The Structure of International Society*.

Methods of Assessment: There is one three-hour formal written examination in the Summer Term. The paper contains twelve questions of which four are to be answered. All questions count equally; there is no coursework component. Copies of previous years' papers are included in the fuller course description.

IR200

International Political Theory

Teachers Responsible: Dr. E. Benner, Room D615 and Dr. P. Wilson, Room D516

Availability and Restrictions: Course intended primarily for B.Sc. International Relations and B.Sc. International Relations and History; B.A./B.Sc. c.u. The lectures (IR200) are also appropriate for those M.Sc. and Diploma students who wish to strengthen their background in this field.

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.

Course 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 Arrangements: There are twenty lectures (IR200) in the Michaelmas and Lent Terms. For B.Sc. International Relations and General Course students, there are also twenty classes, beginning in the third week of the Michaelmas Term (IR200.A). There will also be four revision classes in the Summer Term. Tutors will also provide further teaching support for B.Sc. International Relations students in their third year.

Written Work: Students are required to write three essays of approximately 1,500 words to be set and marked by class teachers. They are also expected to give at least one class presentation. In their third year, B.Sc. International Relations students will write revision essays for their tutors.

Readings: Chris Brown, *Understanding International Relations*; H. Bull, *The Anarchical Society*; E. H. Carr, *The Twenty Years' Crisis*; I. Clark, *The Hierarchy of States*; M. Donelan, *Elements of International Political Theory*; A. J. R. Groom & M. Light, *Contemporary International Relations: A Guide to Theory*; F. H. Hinsley, *Power and the Pursuit of Peace*; E. Luard (Ed.), *Basic Texts in International Relations*; T. Nardin & D. Mapel (Eds.), *Traditions of International Ethics*; M. Wight, *International Relations: The Three Traditions*.

Supplementary Materials: At the first lecture a reading list will be distributed setting out the structure and content of the course and providing detailed guidance on reading, sample examination questions, suggested essay titles, and topics for class discussion.

Methods of Assessment: There will be a three-hour examination paper in late May or early June which requires that four questions be answered out of twelve. Candidates for the B.Sc. International Relations are required to attend the lectures and classes in their second year of registration, but to sit the examination at the end of their third year of registration. All other students will normally sit the examination in the same year as that in which they attend lectures and classes.

IR300

Foreign Policy Analysis I

Teacher Responsible: Dr. M. Light, Room D411

Availability and Restrictions: Third-year course for B.Sc. International Relations and B.Sc. International Relations and History. The course is available as an option to other Bachelor's degree students where regulations permit, and to full-year General Course students, but they should be aware that B.Sc. students normally attend the various associated lecture courses (see below) over two years.

Core Syllabus: The course analyses various perspectives on foreign policy, and the means of conduct of the main actors in the international system towards each other. It focuses mainly, but not entirely, on states.

Course Content: The various influences, external and internal, on decision-making in foreign policy; the importance of bureaucracy, of domestic political systems, of economic development, and the groups affected by foreign policy; the problems arising from the formulation of goals and the choice of policy instruments; psychological elements in policy making; the effect of transnationalism on foreign policy. A detailed programme of lectures will be distributed at the start of the course.

Teaching Arrangements: Foreign Policy Analysis (IR300.2) 12 lectures in the Michaelmas and Lent Terms plus 3 revision lectures in Summer Term. Decisions in Foreign Policy (IR300.3) 6 lectures in the Lent Term. Third year undergraduates should have attended in their second year as many as possible of the IR300.1, *The Foreign Policy of the Powers* lectures. They will also find IR902, *New States in World Politics* (Dr. Lyon) useful. In addition, undergraduates will be assigned to small classes (IR300.2A) which meet for 15 sessions, beginning in week 6 of the Michaelmas Term.

Written Work: Students are expected to write at least three essays directly on questions arising out of the course. Topics should be chosen from the past examination papers provided. Essays should be handed in on the appointed dates to class teachers who will mark and return them. Other essays may be written either for tutors or class teachers, by mutual agreement.

Reading List: No single book is exactly coterminous with the syllabus. Students should try to buy (all are paperbacks): Roy Macridis (Ed.), *Foreign Policy in World Politics* (8th edn.), Prentice Hall, 1991; Philip Reynolds, *An Introduction to International Relations* (3rd edn.), Longmans, 1994; Lloyd

Jensen, *Explaining Foreign Policy*, Prentice Hall, 1982; Michael Clarke & Brian White (Eds.), *Understanding Foreign Policy*, Edward Elgar, 1989. Also highly recommended are: Stephen Ambrose, *Rise to Globalism* (4th edn.), Penguin, 1985; Kal Holsti, *International Politics: A Framework for Analysis* (6th edn.), Prentice Hall, 1992; Michael Smith, Steve Smith & Brian White (Eds.), *British Foreign Policy*, Unwin Hyman, 1988; Frederic J. Fleron, R. F. Laird & E. P. Hoffman (Eds.), *Classic and Contemporary Issues in Soviet Foreign Policy*, Aldine de Gruyter, 1991. A detailed reading list will be distributed at the beginning of the course.

Methods of Assessment: The three-hour examination in the Summer Term will be divided into equal halves: Section A (comparative and theoretical questions) and Section B (questions on the foreign policies of the UK, USA and USSR/Russia). All students have to answer 4 questions, at least one question from each section. Copies of previous years' papers will be provided with the lecture and class topics, deadlines, and further reading.

IR301

International Institutions I

Teacher Responsible: Professor P. Taylor, Room D610

Availability and Restrictions: Available where regulations permit to undergraduate students with solid foundations in International Relations (including international political theory, history and law).

Core Syllabus: Elements of international organisation: its theory and practice studied through the experience of selected international institutions.

Course Content: Major theoretical and empirical aspects of the work of international institutions and the role of international organisation. Integration and interdependence; regimes; the impact of international organisation on the practice of diplomacy between states, the maintenance of international peace and security, the management of international economic relations, and the promotion of standards for states and individuals. The development of procedures within international institutions, such as the methods of work of international secretariats and intergovernmental assemblies and councils. The course is mainly concerned with international organisation at the global level, but some attention will also be paid to regional and trans-regional arrangements. (**Note:** European Institutions are studied as a separate course, IR303).

Teaching Arrangements: Lecture series (IR301). Classes (IR301.A). There will be 20 lectures, throughout the Michaelmas and Lent Terms, and 15 classes, starting in week 6 of the Michaelmas Term and continuing to the end of the Lent Term.

Written Work: Students are expected to write 3 essays in addition to any introductions to discussion given in class. Class teachers will set and mark the essays.

Recommended Reading: David Armstrong, Lorna Lloyd & John Redmond, *From Versailles to Maastricht: International Organisation in the Twentieth Century*, Macmillan, 1996; Sydney D. Bailey & Sam Daws, *The United Nations: A Concise Political Guide* (3rd edn.), Macmillan, 1995; A. LeRoy Bennett, *International Organizations: Principles and Issues* (6th edn.), Prentice-Hall, 1995; Inis L. Claude, *Swords into Plowshares: The Problems and Progress of International Organization* (4th edn.), Random House, 1971; F. S. Northedge, *The League of Nations*, Leicester University Press, 1986; Adam Roberts & Benedict Kingsbury (Eds.), *United Nations, Divided World: The UN's Roles in International Relations* (2nd edn.), Clarendon Press, Oxford, 1993; Paul Taylor & A. J. R. Groom (Eds.), *International Institutions at Work*, Pinter, 1988; Paul Taylor, *International Organization in the Modern World*, Pinter, 1993. These are useful introductions, beyond which students are expected to read widely, in books and articles: lists to be issued in lectures and classes.

Methods of Assessment: One three-hour written examination in the Summer Term.

IR302

The Ethics of War

Teacher Responsible: Mr. M. D. Donelan

Availability and Restrictions: Course intended primarily for B.Sc. International Relations 3rd year.

Core Syllabus and Course Content: The beginnings of the ethical tradition: the right to go to war. Conditions governing the right. The pacifist challenge to the ethics of war. The realist challenge. Political control and economy of force as a substitute

for ethics. The development of rules of warfare, Geneva and the Hague. The basis of the rules: innocence and guilt, humanity and necessity. Ethical principles of warfare; discrimination, proportion, minimum force. Guerrilla warfare. The ethics of nuclear deterrence. Terrorism. The justification of the arms trade. World armaments and world poverty.

Teaching Arrangements and Written Work: 10 Lectures (IR302) and 10 classes (IR302.A) in the Michaelmas Term. Students deliver class papers and write essays for the class teacher on topics notified at the beginning of the session.

Reading List: The basic books are: M. Walzer, *Just and Unjust Wars*; I. Clark, *Waging War*; M. Howard (Ed.), *Restraints on War*. A detailed reading list is distributed at the beginning of the Session.

Methods of Assessment: Summer Term, formal, three hours, four questions chosen from twelve.

IR303

European Institutions I

Teacher Responsible: Dr. W. Wallace, Room D413

Availability and Restrictions: Course intended for B.Sc. 3rd year students. There are no formal pre-requisites but, as the course deals in part with contemporary problems of economic policy in Europe, an interest in such issues and an ability to deal with them is essential.

Core Syllabus: The lecture course focuses upon the progress and problems of regional integration in Western Europe since 1945.

Course Content: The emergence of the European Union: the European idea; the dynamics of integration, the institutions: structure and policy-making processes. The impact of the institutions upon state policy. Theoretical aspects: the notion of supranationality. The Federalist, the Functionalist and intergovernmental approaches to regional integration in Western Europe. European security and European integration.

Teaching Arrangements: In addition to 13 lectures (IR303) in the Michaelmas and Lent Terms, thirteen classes (IR303.A) for undergraduates are arranged for the Lent and Summer Terms.

Written Work: Three undergraduate essays are allocated in class.

Reading List: No single book is exactly coterminous with the syllabus. The following are useful introductions: Denis Swann, *The Economics of the Common Market*, Penguin (latest edition); Paul Taylor, *European Union in the 1990s*, Oxford, 1996; William Wallace & Helen Wallace (Eds.), *Policy Making in the European Union*, Oxford, 1996; Juliet Lodge (Ed.), *The European Community and the Challenge of the Future*, (2nd edn.), 1993; Robert Keohane & Stanley Hoffman, *The New European Community*, 1991; Desmond Dinan, *Ever Closer Union?*, Macmillan, 1994.

Methods of Assessment: There will be a three-hour written examination for undergraduates in late May or early June.

IR304

The Politics of International Economic Relations I

Teachers Responsible: Dr. S. Economides, Room D709 and Dr. P. Wilson, Room D516

Availability and Restrictions: Course intended primarily for B.Sc. International Relations 3rd year.

Core Syllabus: The economic factor in foreign policy; the development of thought about the relationship between international politics and the international economy.

Course Content: (i) The economic factor in foreign policy: the economic ambitions of states; economic constraints; economic resources for foreign policy; economic instruments. (ii) The development of thought about the relationship between international politics and international economics; mercantilism; economic liberalism; Marxism. (iii) The evolution of the Bretton Woods institutions and ideas about international commercial and monetary management. The challenge from the Third World. Regionalism. Globalization.

Teaching Arrangements and Written Work: 12 Lectures (IR304) and Classes (IR304.A) in the Michaelmas and Lent Terms. Students deliver class papers and write essays for the class teachers on topics notified at the beginning of the Session.

Reading List: The basic books are: D. Baldwin, *Economic Statecraft*; A. Brewer, *Marxist Theories of Imperialism*; S. Gill & D. Law, *The Global Political Economy*; R. Gilpin, *The Political Economy of International Relations*; L. Heilbroner, *The Wordly*

Philosophers; S. Krasner, *Structural Conflict*; W. Scammel, *The International Economy Since 1945*.

Methods of Assessment: Summer Term, formal, three-hour written examination, four questions chosen from twelve. Past examination papers may be seen in the Teaching Library.

IR305

Strategic Aspects of International Relations I

Teacher Responsible: Dr. C. Coker, Room D511

Availability and Restrictions: Course intended primarily for B.Sc. International Relations 3rd Year. A working knowledge of international history since 1815 and of traditional theories of international politics is desirable.

Core Syllabus: This is not a conventional Strategic Studies course. It is about the cultural context of international conflict both between and within states. The place of war in international relations, and the social, political, and economic consequences of the use of force. The greater part of the course is concerned with force in international relations since 1914.

Course Content: Twentieth Century and War. The French Revolution (1789) and the rise of wars of ideology. Discussions of war by the great 19th century philosophers: Hegel, Marx, Nietzsche. Social Darwinism. The role of modernity in modern warfare. Concepts of War and Peace. Post Modern Warfare. Post 1989 wars – with special reference to the non-western world. Islamic and Chinese methods of warfare. The threat of nuclear proliferation. Implications of military power on the present patterns of order.

Teaching Arrangements: The lecture course (IR305: 12 sessions in the Michaelmas and Lent Terms) is followed by classes (IR305.A: 15 in the Lent and Summer Terms), taught by Dr. Coker and others. The majority of taught topics will be on strategic aspects of postwar international relations and the examination paper will reflect this. The International Institute for Strategic Studies (IISS) and the Royal United Services Institute for Defence Studies (RUSIDS) are both nearby and students in Strategic Studies may be eligible for student membership, which gives access to certain meetings and to excellent specialised libraries.

Written Work: By arrangement with class teachers.

Reading List: The following short list comprises some of the most important and some of the best currently available books. R. Aron, *Peace and War*; C. M. Clausewitz, *On War* (Ed. by M. Howard & P. Paret); J. L. Gaddis, *Strategies of Containment*; M. E. Howard, *War and the Liberal Conscience*; F. M. Osanka, *Modern Guerrilla Warfare*; C. Coker, *War and the Twentieth Century*; J. Keegan, *A History of Warfare*; C. Coker, *War and the Illiberal Conscience*.

Methods of Assessment: For all students (except General Course students, who may elect) there is a three-hour formal examination held in the Summer Term. Four questions must be answered from twelve or more. Examples of recent past examination papers will be appended to the reading list.

IR399

Essay Option

B.Sc. (Econ.) Part II

This option is governed by the following provisions:

- The object of the essay option is to give candidates an alternative opportunity to demonstrate the quality of their unaided work, and Examiners to assess it. The essay should be an independent examination of an issue in which the candidate already has an interest. It should constitute a coherent body of argument expressing the candidate's own understanding of a particular subject; plagiarism must be avoided. It may rely entirely on books and journal articles. No

special credit will be given for original material such as unpublished documents, newspapers, files or personal interviews.

- The essay may be submitted under paper 12(f). It should normally be on a subject which lies within the field of International Relations as taught at this School. Candidates must secure the approval of their Tutor for the title of their essay, but the Tutor should not be expected to suggest a subject. The Tutor will in turn seek the Department's approval and inform the candidate when this has been given or the title referred back for further consideration. **Approval should therefore be sought in good time, normally before the end of the candidate's second year, but in any case no later than the end of the first term of their final year.**
- Examiners assessing the essay will look not only for factual accuracy but also for evidence of skill in analysis and logical reasoning and in organisation and relevance of material. The text should be satisfactory as to literary presentation and be accurate in point of spelling, grammar and punctuation.
- An indication of the sources used in the preparation of the essay should be provided in the form of a bibliography, but it need not be extensive.
- The number of footnotes should normally be kept to a minimum, but they should be inserted in support of the more particularist or contentious statements. Direct quotations from any published or unpublished work must be accurately cited in the text or by means of footnotes, and normal scholarly practice should be followed in acknowledging the contribution of the ideas of other scholars.
- The essay option is equal in value to each of the seven papers taken in the third year by the conventional examination method.
- Tutors may give candidates general guidance only. Thus, they may discuss the broad subject of the essay at the time of its submission for approval and suggest source material. They may also give general advice on points of difficulty which arise during its preparation, including such matters as footnoting and bibliography. But Tutors and any other teachers must not read a draft of the essay or any part of it. Candidates must not, therefore, invite their Tutors or any other teachers to comment on any draft of the essay.
- The essay must not exceed 10,000 words in length.** It should be typed in double spacing on one side of the paper only and with a wide margin. The pages should be numbered consecutively and adequately secured. The essay must not bear the candidate's name. Instead, the candidate's number (which will be received in good time from the Examinations Office) should be inscribed on the title page together with this rubric: B.Sc. International Relations 1998. Essay submitted in partial fulfilment of the requirements for the degree.
- The essay must be handed in to the Examinations Office not later than 1 May in the candidate's third year of study for the B.Sc. degree. The essay will not be returned: the candidate is advised, therefore, to retain a duplicate copy.
- Candidates may be called for an oral examination in which the Examiners may, among other things, wish to satisfy themselves that the essay is the candidate's own work. Any such examination will, of necessity, be arranged at short notice and will probably be held in the last week of June or in the first week of July. Candidates should, therefore, inform the Departmental Administrator as to where they may be contacted during that time if they will not be at the term-time address held in the Registry. Enquiries to the Chairman of Examiners in International Relations (currently Professor M. Yahuda, Room D408), who is responsible for the administration of this Essay Option on behalf of the Department.

LANGUAGE STUDIES

Course Guides

Specialist and Certificate Language Courses

LN100

Russian

(Availability in 1998-99 to be announced)**Teacher Responsible:** To be announced**Availability and Restrictions:** For Bachelor's degree students with specific interests in CIS and/or Eastern Europe where regulations permit. Normally an A-level pass in Russian or its equivalent is required. Applicants with O-level or less may be accepted but more intensive preparation will be required.**Core Syllabus:** Practical study of Russian language.**Course Content:** Extension of students' knowledge of Russian and Russian, translation from English into Russian and from Russian into English and oral practice in Russian. Also T.V. material.**Teaching Arrangements:** Teaching is made up of the classes (LN100.A). Any interested students should contact Dr. Johnson, Room C620, who will then make appropriate teaching arrangements with them.**Written Work:** Weekly language exercises, preparation and practice.**Reading List:** Borras & Christian, *Russian Syntax*, 2nd edn., Oxford University Press; I. Pulkina, *A Shorter Russian Reference Grammar*.**Methods of Assessment:** One three hour written examination comprising translation passages English-Russian and Russian-English, plus an oral examination in Russian.

LN110

German

Teacher Responsible: Mrs. A. Küllmann-Lee, Room C514**Availability and Restrictions:** For Bachelor's degree students where regulations permit. 'A' level German or equivalent is required.**Core Syllabus:** The aim of the course is to consolidate the student's command of written and spoken German post-'A' level.**Course Content:** Translation of topical texts. Discussion and essay work based on newspaper articles, and recorded material. Analysis and discussion of selected writings by modern authors.**Teaching Arrangements:** Two hours of class work (LN110.A) per week plus regular listening and oral practice, occasional grammar revision.**Written Work:** Weekly translations, occasional essays. Preparation of reading material for discussion.**Reading List:** There are 4-5 'set books' which change from year to year to reflect students' interests. The Language Laboratory provides German newspapers, periodicals, dictionaries and other reference books.**Methods of Assessment:** A three-hour paper: 1) translation into German, 2) translation into English, 3) an essay in German. Also a 15 minute oral examination of a general, conversational nature.

LN120

Spanish

Teacher Responsible: Ms. Mercedes Coca, Room C513**Availability and Restrictions:** For Bachelor's degree students where regulations permit. Admission to the course is only granted to applicants with a good A-level qualification or its equivalent.**Core Syllabus:** Advanced Spanish language study with reference to Spanish speaking society, contemporary issues, history and culture.**Course Content:** The course will focus on the translation of topical texts. Discussion and essay work based on newspaper articles, recording materials and selected writings by modern authors. It is essential for the student to have as basic tools a good bilingual dictionary such as those published by Larousse, Collins or OUP and a substantial reference grammar such as Butt & Benjamin's *A New Reference Grammar of Modern Spanish*.**Teaching Arrangements:** Two hour weekly language class throughout the three terms, together with tutorials for the discussion of written work and regular listening and oral practice. Tutorials will be arranged in accordance with individual requirements.**Written Work:** Weekly language exercises and translations. Three essays per term.**Reading List:** Students are encouraged to make full use of the resources of Spanish books in the Library as well as reference books. Students are also strongly advised to use the resources available on the World Wide Web. The following works are recommended: J. P. Fussi & J. Palafox, *España: el Desafío a la Modernidad 1808-1996*, 1997; E. Galeano, *Las Venas Abiertas de América Latina*, 1988; H. Graham & J. Labanyi, *Spanish Cultural Studies*, OUP, 1995; J. Hooper, *Los Nuevos Españoles*, 1996.**Methods of Assessment:** One three-hour written examination plus a 15-minute oral examination in Spanish.

LN130

French

Teacher Responsible: Mr. H. J. Didiot-Cook, Room C615**Availability and Restrictions:** For Bachelor's degree students where regulations permit. A good A-level, or its equivalent, pass in French will normally be required.**Core Syllabus:** Introduction to French Contemporary Society with reference to French History, Government, Politics and Economics through selected texts. Seminars/classes conducted in French.**Course Content:** Translation from French into English and from English into French; Essay in French; Oral practice and Presentation in French.**Teaching Arrangements:** A weekly topical/grammar seminar (sessional), weekly oral tuition in small groups arranged by the teacher (sessional), and weekly translation workshop. Occasional film sessions in the Language Laboratory of the Language Studies Centre. Attendance on a subsidised study trip to France is compulsory.**Written Work:** Weekly language exercises. Three essays per term.**Reading List:** Didier Daeninckx, *Meurtres pour mémoire*; Jean-Claude Moscovici, *Voyage à Pitchipoi*; Marcel Aymé, *Uranus*; Serge Bernstein & Pierre Milza, *Histoire de la France au XXe siècle*; René Rémond, *Notre siècle 1918-1988*. Students are also strongly advised to read the daily newspaper 'Le Monde' available from the Language Laboratory and through the LSE CWIS (Netscape) on a regular basis.**Methods of Assessment:** One 3 hour written examination, which will test the ability to translate from French to English and from English to French and to write an essay in French, plus a 20 minute oral examination in French.

LN200

Russian

(Availability in 1998-99 to be announced)**Teacher Responsible:** To be announced**Availability and Restrictions:** For second and third year Bachelor's degree students and others with specific interests in CIS and/or Eastern Europe where permitted by their degree regulations. Students should normally have an A-level pass in Russian and have completed the first-year Russian course, or equivalent qualifications. Exceptionally, other applicants may be accepted but a more intensive course will be required.**Core Syllabus:** Practical study of Russian language with reference to Soviet History, Government, Politics, Economics through selected texts. Also T.V. material. Exceptionally, with the approval of the teacher responsible, students with high qualifications may be allowed to take the exam after one year of the course.**Course Content:** Advancement of students' knowledge of Russian; study of texts of general and social science orientated content. Oral practice in Russian.**Teaching Arrangements:** Twice weekly language classes (LN200.A) during two sessions and weekly oral practice.**Written Work:** Weekly language exercises, preparation and practice.**Reading List:** Borras & Christian, *Russian Syntax* (2nd edn.), Oxford University Press; D. Ward, *Russian Today*; H. Billington, *The Icon and the Axe*; Comrie & Stone, *The Russian Language since the Revolution*, Oxford University Press; V. Klepko, *A Practical Guide to Russian Stress*, FLP, Moscow; A. Vilgelmina, *The Russian Verb*, FLP, Moscow; Akad, *Naibolee upotrebitel'nyye glagoly sovremennogo russkogo yazyka*, Nauk, USSR.**Methods of Assessment:** One three hour written examination comprising translation passages English-Russian and Russian-English, plus an oral examination.

LN201

Aspects of Russian Literature and Society

Teacher Responsible: Dr. B. S. Johnson, Room C620**Availability and Restrictions:** For B.Sc.(Econ.) Part II Russian Government, History & Language/B.Sc. Russian Joint Studies. Students should normally have completed A level Russian and the first-year Russian course, and should be taking LN200.**Core Syllabus:** Themes and problems of Russian and Soviet Society as portrayed in XIXth and XXth century Russian literature. Exceptionally, with the approval of the teacher responsible, students with high qualifications may be allowed to take the exam after one year of the course.**Course Content:** Study of two out of four recurrent themes through selected texts:

1. The Peasant Question. From Catherine the Great to the Khrushchev era.
2. Representatives of Their Times. The attitude of the thinking individual to the events and society of his times, 1825-1930.
3. Cataclysm, War and Revolution. The effects of war and violent upheaval on successive generations, 1850-1950.
4. The Tribulations and Exploits of Soviet Man. The evolution of the Soviet 'ideal pattern' individual from 1905 to the post-Stalin era.

Teaching Arrangements: Weekly class (LN201.A) Michaelmas Term, plus tutorials.**Written Work:** Fortnightly essay.**Reading List:** 1. **The Peasant Question:** W. S. Vucinich, *The Peasant in Nineteenth-Century Russia*; J. Blum, *Lord and Peasant in Russia*; M. Lewin, *Russian Peasants and Soviet Power*; E. Strauss, *Soviet Agriculture in Perspective*; Radishchev, *Puteshestviye iz Peterburga v Moskvu*; Pushkin, *Derevnya*; Turgenev, *Zapiski Okhotnika*; Grigorovich, *Derevnya*; Anton Goremyka; Nekrasov, *Moroz, krasnyy nos*; Hertsen, *Sorokavrovka*; Reshetnikov, *Polipovtsy*; Bunin, *Derevnya*; Chekhov, *Muzhiki*; Sholokhov, *Podnyataya tselina*; Stadnyuk, *Lyudi ne angely*; Panfyorov, *Otrazheniya*; Ovechkin, *Rayonnyye budni*; *Trudnaya vesna*; Soloukhin, *Vladimirskiye proselki*; Abramov, *Vokrug da okolo*; Putipereput'ya; Prasliny; G. Uspensky, *Vlast' zemli*; Gorky, *O russkom krest'yanstve*.2. **Representatives of Their Times:** Pushkin, *Yevgeniy Onegin*; Lermontov, *Geroy nashego vremeni*; Goncharov, *Oblomov*; Turgenev, *Rudin*; *Otsy i deti*; *Nov*; Chernyshevsky, *Chto delat*; Tolstoy, *Anna Karenina*; Dostoyevsky, *Besy*; Zlatovratsky, *Osnovy*; Gorky, *Mat*; *Ispoved*; Zamyatin, *My*.3. **Cataclysm, War and Revolution:** Tolstoy, *Sevastopolskiye rasskazy*; Garshin, *Chetyrye dnya*; Fedin, *Goroda i gody*; Leonov, *Barsuki*; Sholokhov, *Tikhii Don*; A. Tolstoy, *Khozhdeniye po mukam*; Serafimovich, *Zheleznyy potop*; Babel, *Konarmiya*; Simonov, *Dni i nochi*; V. Nekrasov, *V okopakh Stalingrada*; Leonov, *Vztyatiye Velikoshumska*; Bek, *Volokolamskoye shosse*; Baklanov, *Yul' 1941*; Balter, *Do svidaniye, malchiki*.4. **Tribulations of Soviet Man:** Ivanov, *Brnyepoezd 14-39*; Furmanov, *Chapayev*; Fadeev, *Razgrom*; Gladkov, *Tsement*; Leonov, *Sot*; Ostrovsky, *Kak zakalyalas' stal*; Platonov, *Kotlovani*; Ilf & Petrov, *Zolotay telyonok*; Polevoi, *Povest' o nastoyashchem cheloveke*, Granin, *Iskateli*; Nekrasov, *V rodnoy gorode*; Dudintsev, *Ne khlebom yedinyim*; Kochetov, *Braty'a Yershovy*; Solzhenytsin, *Odin den' Ivana Demisovicha*.**Methods of Assessment:** One three-hour written examination in the final year. Candidates will be required to answer question(s) on both their chosen themes.

LN210

German

Teacher Responsible: Mrs. A. Küllmann-Lee, Room C514**Availability and Restrictions:** For second and third year Bachelor's degree students where permitted by their degree regulations. Students should either have completed the first-year course in German or a good 'A' level pass which has been supplemented by an extended stay in a German-speaking country.**Core Syllabus:** A two-year course designed for students with a sound grasp of the language who wish to gain proficiency in the skills of writing, speaking and translating at an advanced level. Exceptionally, with the approval of the teacher responsible, students with high qualifications may be allowed to take the exam after one year of the course.**Course Content:** Translation of general and specialised modern texts. Analysis and discussion of selected writings by modern authors.**Teaching Arrangements:** Two hours of class work (LN210.A) per week plus regular aural and oral practice.**Written Work:** Regular weekly translations. Preparation of reading material for discussion and occasional paper or project.**Reading List:** There are no 'set books'. Students are encouraged to make full use of the resources of German books in the Library as well as of reference books, newspapers and periodicals in the Language Lab.**Methods of Assessment:** A three-hour paper in the Summer Term of the final year (comprising compulsory passages for translation into German and English) together with an extended essay in German (1500-2000 words). There is an oral examination of about 30 minutes when candidates are given an opportunity to talk on their special topic.

LN220

Spanish

Teacher Responsible: Ms. Mercedes Coca, Room C513**Availability and Restrictions:** Admission to the course will be granted only to applicants who have successfully completed the first year Spanish course (LN120) or who can furnish other evidence of the necessary degree of proficiency. Normally this is a two-year course however with the approval of the teacher responsible, students with high qualifications may be allowed to take the exam after one year.**Core Syllabus:** The aim of the course is to bring the student's knowledge of Spanish to a high degree of refinement, especially in the areas of semantic discrimination and style.**Course Content:** The course will focus on the translation of topical texts. Discussion and essay work based on newspaper articles, recording materials and selected writings by modern authors. The stress will be on material of socio-political and historic nature.**Teaching Arrangements:** Two hour weekly language class throughout the three terms, together with tutorials for the discussion of written work and regular listening and oral practice. Tutorials will be arranged in accordance with individual requirements.**Written Work:** Weekly translations and summary writing. Three essays per term.**Reading List:** Students are encouraged to make full use of the resources of Spanish books in the Library as well as reference books. Students are also strongly advised to use the resources available on the World Wide Web. The following works are recommended: C. Alcalde, *Mujeres en el Franquismo: exiliadas, nacionalistas y opositoras*, 1996; R. Carr, *Latin American Affairs*; P. Donaghy & M. Newton, *Spain, a Guide to Economic and Political Institutions*, Cambridge University Press, 1987; J. P. Fussi & J. Palafox, *España: el Desafío a la Modernidad 1808-1996*, 1997; E. Galeano, *Las Venas Abiertas de América Latina*, 1988; H. Graham & J. Labanyi, *Spanish Cultural Studies*, OUP, 1995; J. Hooper, *Los Nuevos Españoles*, 1996; S. G. Payne, *La España Contemporánea*, Editorial Playor, 1987; P. Preston, *El Triunfo de la Democracia en España: 1969-1982*, 1982; P. Preston, *Las Tres Españas del 36*, 1997; A. Smith, *Historical Dictionary of Spain*, 1996.**Methods of Assessment:** A three-hour paper including a translation into Spanish, a translation into English and an essay in Spanish, and a 20-minute oral examination in Spanish.

LN230

French

Teacher Responsible: Mr. H. J. Didiot-Cook, Room C615**Availability and Restrictions:** For second and third year Bachelor's degree students where allowed by their degree regulations. Students should have completed the first-year French course, or show other evidence of necessary proficiency.**Core Syllabus:** Advanced French Language with reference to French History, Government, Politics, Economics and International Relations through selected texts. Exceptionally, with the approval of the teacher responsible, students with high qualifications may be allowed to take the exam after one year of the course. Seminars/classes conducted in French.**Course Content:** Translation from French into English; and from English into French. Extended Essay in French; Presentation in French.**Teaching Arrangements:** A weekly two-hour topical seminar/translation workshop (sessional), weekly oral tuition in small groups arranged by the teacher (sessional). Occasional grammar workshops and film sessions in the Language Laboratory of the Language Studies Centre. Attendance on a subsidised study trip to France is compulsory.

Written Work: Weekly language exercises. Three essays per term.

Reading List: Daniel Pennac, *La fée carabine*; Serge Bernstein & Pierre Milza, *Histoire de la France au XXe siècle*; René Rémond, *Notre siècle 1918-1988*; Hubert Védérine, *Les mondes de François Mitterrand*. Students are also strongly advised to read the daily newspaper 'Le Monde' available from the Language Laboratory and through the LSE CWIS (Netscape) on a regular basis.

Methods of Assessment: One 3 hour written examination plus a 30 minute oral examination in French.

LN250

Literature and Society in Britain 1900 – Present Day

Teachers Responsible: Mr. Angus Wrenn, Room C521 and Mrs. Sonia Baker, Room C520

Availability and Restrictions: For Bachelor's degree students where permitted by their degree regulations. A level or equivalent in English Literature useful.

Core Syllabus: Critical appreciation of British Literature considering the elements of style in prose and poetry. A study of twentieth century British Literature in its social and political context. Two course components: study of individual authors; study of themes e.g. War; Empire; Writing and Gender, etc.

Course Content: Study of authors, themes, texts and stylistic analysis.

Teaching Arrangements: Twenty-two lectures throughout the year given on a range of authors (see below) and also themes (e.g. Poetry of War; Writing and Gender). Classes consist of teachers' input and students' presentations. Lectures: 22 (LN250)

Classes: 24 (LN250.A)

Written Work: 3 essays on writers and themes during the year.

Reading List: Poetry: Thomas Hardy; Wilfred Owen; W. B. Yeats; T. S. Eliot; W. H. Auden; Philip Larkin; R. S. Thomas; Iain Crichton Smith; Seamus Heaney.

Fiction: D. H. Lawrence, *Sons and Lovers*; *Women in Love*; Katherine Mansfield, *Collective Short Stories*; Virginia Woolf, *Mrs Dalloway*; *To the Lighthouse*; James Joyce, *Portrait of the Artist as a Young Man*; *Dubliners*; *Ulysses*; E. M. Forster, *Howards End*; *Passage to India*; George Orwell, *Coming up for Air*; *Animal Farm*; *Nineteen Eighty-Four*; (also *Essays*; either in *Decline of the English Murder* and *Inside the Whale* or in the 4 volumes of collected letters and journalism); Doris Lessing, *The Grass is Singing*; *The Golden Notebook*; Graham Greene, *Brighton Rock*; *Monsignor Quixote*; Iris Murdoch, *The Bell*; William Golding, *Lord of the Flies*; *The Paper Men*; John Fowles, *The French Lieutenant's Woman*; *Daniel Martin*. The books are available in the Library.

Drama: Bernard Shaw; Terence Rattigan; Samuel Beckett; John Osborne; Harold Pinter; Peter Shaffer; David Hare; Tom Stoppard. A full reading list is supplied at the start of the course.

Supplementary Reading List: C. B. Cox & A. E. Dyson (Eds.), *The Twentieth-Century Mind*, 3 Vols.; A. J. P. Taylor, *English History 1914-1945*; J. I. M. Stewart, *Oxford History of English Literature*, Vol. 12; W. Robson, *Modern English Literature*; E. M. Forster, *Aspects of the Novel*; V. Woolf, *A Room of One's Own*; T. S. Eliot, *Notes Towards the Definition of Culture*; William Empson, *Seven Types of Ambiguity*; Malcolm Bradbury, *The Modern British Novel*.

Methods of Assessment: 3 hour paper in the Summer Term; 3 essay-questions.

LN300

Report on a subject within the field of Russian Studies

Availability and Restrictions: For B.Sc. (Econ.) Part II Russian Government, History and Language/B.Sc. Russian Joint Studies.

Core Syllabus: There is no formal syllabus.

Course Content: The Report may be on any topic within the area of Russian Studies covered by the course. The student's choice must be approved by the Tutor responsible for the course, and, where necessary, by a specialist in the field relative to the topic. The tutor must normally be satisfied that the student has special reasons, and/or qualifications for substituting the Report for paper 6(a), that there is an adequate body of relevant literature and source material available and that the topic is of manageable proportions.

Teaching Arrangements: There are no formal teaching arrangements but tutors will advise students on scope, topic and

relevant reading as well as on general approaches. Tutors are not permitted to read or comment on drafts of the Report.

Written Work: The Report should be not more than 15,000 words of main text, excluding bibliography. In students own interests the Report should be typed in double spacing as if prepared for publication with all relevant references and a bibliography. The Report must be handed in to the School's Examination Office by 1st May of the student's final year but work and supervision for the topic is expected to begin in the first term of the student's second year. Students are advised to retain a copy of their Report for their own reference.

Methods of Assessment: See written work above. The Examiners reserve the right to question the student on the Report during the Oral Examination for Paper 5.

LN900

Russian Language (Beginners) (Classes) (Availability in 1998-99 to be announced)

Teacher Responsible: To be announced

Availability and Restrictions: For M.Sc. in Government, International Relations and other graduate students, but Bachelor's degree and General Course students welcome.

Core Syllabus: A basic practical course of Russian grammar and syntax primarily for reading purposes.

Teaching Arrangements: Classes (LN900.A), Sessional. This course includes Language Laboratory work.

Course book: *Penguin Russian Course*, et. al.

LN901

Russian Language (Intermediate) (Classes) (Availability in 1998-99 to be announced)

Teacher Responsible: To be announced

Availability and Restrictions: For M.Sc. in Government, International Relations and other graduate students but others welcome including undergraduates and General Course students.

Core Syllabus: A continuation of (LN900) above. Study and translation of selected nineteenth and twentieth century texts, contemporary material, T.V. news and newspaper articles.

Teaching Arrangements: Classes (LN901.A), Sessional. This course includes Language Laboratory work.

LN902

Russian Language (Advanced) (Classes) (Availability in 1998-99 to be announced)

Teacher Responsible: To be announced

Availability and Restrictions: For M.Sc. in Government, International Relations and other graduate students but others welcome.

Core Syllabus: A continuation of (LN901) above. Study and translation of selected nineteenth and twentieth century texts.

Teaching Arrangements: Classes (LN902.A), Sessional. This course includes Language Laboratory work, and T.V. material.

LN910

German Language Level 1 (Absolute Beginners 1)

Teacher Responsible: Mrs. A. Küllmann-Lee, Room C514

Availability and Restrictions: Only for postgraduate students.

Core Syllabus: An intensive course of spoken and written modern German, primarily for post-graduates, but other highly motivated students may be accepted.

Teaching Arrangements: Sessional classes (LN910.A). Two hours per week. Any interested student should contact Frau Küllmann-Lee, Room C514 and consult the adjacent notice-board.

Books: *Themen Neu, Kursbuch 1* and *Arbeitsbuch 1* plus cassettes; Langenscheidt: *Lesekurs Deutsch Textbuch + Grammar Handbook for Reading German Texts* (H. & W. Rogalla).

LN911

German Language Level 1 (Absolute Beginners 2)

Teacher Responsible: Mrs. A. Küllmann-Lee, Room C514

Availability and Restrictions: Only for students preparing German for research.

Core Syllabus: A basic practical course of written modern German, primarily for post-graduates, but other highly motivated students may be accepted.

Teaching Arrangements: Sessional classes (LN911.A). Two hours per week. Any interested student should contact Frau Küllmann-Lee, Room C514 and consult the adjacent notice-board.

Books: *Themen Neu, Kursbuch 1* and *Arbeitsbuch 1* plus cassettes; Langenscheidt: *Lesekurs Deutsch Textbuch + Grammar Handbook for Reading German Texts* (H. & W. Rogalla).

LN912

German Language Level 1 (Restarters)

Teacher Responsible: Mrs. A. Küllmann-Lee, Room C514

Availability and Restrictions: Only for students preparing for research.

Core Syllabus: A basic practical course of spoken and written modern German (fast progression).

Teaching Arrangements: Sessional classes (LN912.A). Two hours per week. Any interested student should contact Frau Küllmann-Lee, Room C514 and consult the adjacent notice-board.

Books: *Themen Neu, Kursbuch 1* and *Arbeitsbuch 1* plus cassettes; Langenscheidt: *Lesekurs Deutsch Textbuch + Grammar Handbook for Reading German Texts* (H. & W. Rogalla).

LN913

German Language Level 2 (Beginners)

Teacher Responsible: Mrs. A. Küllmann-Lee, Room C514

Availability and Restrictions: Primarily for students preparing for research.

Core Syllabus: As LN910, but only for students with basic knowledge of German (i.e. one year at school).

Teaching Arrangements: Sessional classes (LN913.A). Two hours per week. Any interested student should contact Frau Küllmann-Lee, Room C514 and consult the adjacent notice-board.

Books: *Themen Neu, Kursbuch 2* and *Arbeitsbuch 2* plus cassettes.

LN914

German Language Level 2 (Advanced Beginners)

Teacher Responsible: Mrs. A. Küllmann-Lee, Room C514

Availability and Restrictions: Primarily for students preparing for Certificate in German.

Core Syllabus: A continuation of German Language (Beginners) above.

Teaching Arrangements: Sessional classes (LN914.A). Two hours per week. Any interested student should contact Frau Küllmann-Lee, Room C514 and consult the adjacent notice-board.

Books: *Themen Neu, Kursbuch 2* and *Arbeitsbuch 2* plus cassettes.

LN915

German Language Level 3 (Lower Intermediate)

Teacher Responsible: Mrs. A. Küllmann-Lee, Room C514

Availability and Restrictions: Primarily for students preparing for Certificate in German.

Core Syllabus: A continuation of German Language above.

Teaching Arrangements: Sessional classes (LN915.A). Two hours per week. Any interested student should contact Frau Küllmann-Lee, Room C514 and consult the adjacent notice-board.

Books: *Themen Neu, Kursbuch 3* and *Arbeitsbuch 3* plus cassettes.

LN916

German Language Level 3 (Higher Intermediate)

Teacher Responsible: Mrs. A. Küllmann-Lee, Room C514

Availability and Restrictions: Primarily for students preparing for Certificate in German.

Core Syllabus: A continuation of German Language above.

Teaching Arrangements: Sessional classes (LN916.A). Two hours per week. Any interested student should contact Frau Küllmann-Lee, Room C514 and consult the adjacent notice-board.

Books: *Themen Neu, Kursbuch 3* and *Arbeitsbuch 3* plus cassettes.

Books: *Themen Neu, Kursbuch 3* and *Arbeitsbuch 3* plus cassettes.

LN917

German Language (Advanced Revision)

Teacher Responsible: Mrs. A. Küllmann-Lee, Room C514

Availability and Restrictions: Only for students preparing for the Certificate in German.

Core Syllabus: Study of modern German texts, advanced grammar.

Teaching Arrangements: Sessional classes (LN917.A). Two hours per week. One hour for guided conversation. This course starts in week four and runs for 4 weeks in the Summer Term.

Books: J. Schumann, *Mittelstufe Deutsch in einem Band* (Neubearbeitung) plus cassette.

LN918

German Language (Advanced – Post-A-Level/ Post-Bac.)

Teacher Responsible: Mrs. A. Küllmann-Lee, Room C514

Availability and Restrictions: Only for students preparing for the Certificate in German.

Core Syllabus: Study of modern German texts, advanced grammar.

Teaching Arrangements: Sessional classes (LN918.A). Two hours per week. One hour for guided conversation, one hour for grammar revision. This course starts in week four and runs for 4 weeks in the Summer Term.

Books: No set course books.

LN919

German Language for Management and Business Students

Teacher Responsible: Mrs. A. Küllmann-Lee, Room C514

Availability and Restrictions: Only for students from the Institute of Management who wish to take part in the CEMS programme and others who need to specialise in commercial German.

Core Syllabus: A practical course for spoken and written business German, primarily for undergraduates.

Teaching Arrangements: Sessional classes (LN919.A). Two hours per week. Any interested student who has obtained a good pass mark at O-Level or equivalent should contact Frau Küllmann-Lee, Room C514 in the third week of term.

Books: *Business auf Deutsch* (Klett); *Talking Business in German* (Barron's Bilingual Business Guides); *Deutsches Business Magazin* (Hodder & Stoughton).

LN920

Spanish Language for Social Scientists (Ab-imitio)

Teacher Responsible: Ms. Mercedes Coca, Room C513

Availability and Restrictions: For those proposing to carry out research in the Hispanic sphere. No previous knowledge of Spanish required.

Core Syllabus: A basic course in general Spanish.

Course Structure and Teaching Arrangements: Sessional two hours weekly classes.

Course Book and Materials: *Practical Spanish Grammar*, Marcial Prado, John Wiley & Sons, Inc.

Methods of Assessment: Students will be awarded the LSE Certificate of Proficiency in Spanish (Elementary, Level 1) after successfully passing an oral and written examination at the end of the course.

LN921

Spanish Language for Social Scientists (Elementary)

Teacher Responsible: Ms. Mercedes Coca, Room C513

Availability and Restrictions: For those proposing to carry out research in the Hispanic sphere. Previous basic knowledge of Spanish required (1 or 2 years introductory language course).

Core Syllabus: A continuation of Spanish Language (ab-initio). Special reference to Spanish speaking society through selected texts.

Course Structure and Teaching Arrangements: Sessional two hours weekly classes.

Course Book and Materials: *Practical Spanish Grammar*, Marcial Prado, John Wiley & Sons, Inc.
Methods of Assessment: Students will be awarded the LSE Certificate of Proficiency in Spanish (Elementary, Level 2) after successfully passing an oral and written examination at the end of the course.

LN922

Spanish Language for Social Scientists (Lower Intermediate)

Teacher Responsible: Ms. Mercedes Coca, Room C513
Availability and Restrictions: For those proposing to carry out research in the Hispanic sphere. Previous knowledge of Spanish required O level/GCSE in Spanish or its equivalent (exam, professional or adult education...) i.e. 3 to 4 years of language tuition in secondary education.

Core Syllabus: A continuation of Spanish Language (elementary). Special reference to Spanish speaking society through selected texts.

Course Structure and Teaching Arrangements: Sessional two hours weekly classes.

Course Book and Materials: *Practical Spanish Grammar*, Marcial Prado, John Wiley & Sons, Inc. Use of original documents (advertisement, press cuttings...), listening comprehension material (Radio programmes, songs...) and resources available on the World Wide Web.

Methods of Assessment: Students will be awarded the LSE Certificate of Proficiency in Spanish (Elementary, Level 3) after successfully passing an oral and written examination at the end of the course.

LN923

Spanish Language for Social Scientists (Higher Intermediate)

Teacher Responsible: Ms. Mercedes Coca, Room C513
Availability and Restrictions: For those proposing to carry out research in the Hispanic sphere. Previous knowledge of Spanish required AS level in Spanish or its equivalent (Foreign exam, professional or adult education...) i.e. 5 to 7 years of language tuition in secondary education.

Core Syllabus: A continuation of Spanish Language (Lower Intermediate). Special reference to Spanish speaking society through selected texts.

Course Structure and Teaching Arrangements: Sessional two hours weekly classes.

Course Book and Materials: *Avance*, Curso de Español Nivel Intermedio, SGEL. Use of original documents (advertisement, press cuttings...), listening comprehension material (Radio programmes, songs...) and resources available on the World Wide Web.

Methods of Assessment: Students will be awarded the LSE Certificate of Proficiency in Spanish (Elementary, Level 4) after successfully passing an oral and written examination at the end of the course.

LN924

Spanish Language for Social Scientists (Advanced)

Teacher Responsible: Ms. Mercedes Coca, Room C513
Availability and Restrictions: For those proposing to carry out research in the Hispanic sphere. Advanced knowledge of Spanish required (A-level qualification or its equivalent).

Core Syllabus: Advanced Spanish Language with reference to Spanish society (Contemporary issues, International Relations, History, Culture...).

Course Structure and Teaching Arrangements: Sessional one hour weekly classes.

Course Book and Materials: No set text. Use of original documents (advertisement, press cuttings...), listening comprehension material (Radio programmes, songs...) and resources available on the World Wide Web.

Methods of Assessment: Students will be awarded the LSE Certificate of Proficiency in Spanish (Elementary, Level 5) after successfully passing an oral and written examination at the end of the course.

LN930

French Language for Social Scientists (Ab initio)

Teacher Responsible: Mr. H. J. Didiot-Cook, Room C615
Availability and Restrictions: Intended for students of

European Studies and International Relations. No previous knowledge of French language required.

Core Syllabus: A basic course in general French, with special reference to French contemporary society through selected texts.

Teaching Arrangements: Sessional classes three hours per week. This course may only start in the second semester.

Course Books: *Le Nouvel Espaces 1*, Hachette. Full reading list will be distributed during the first class.

Method of Assessment: Students of the course are expected to take written and oral examinations for the LSE Certificate of Proficiency in French (Elementary Level I) during the fourth week of the Summer Term.

LN931

French Language for Social Scientists (Beginners)

Teacher Responsible: Mr. H. J. Didiot-Cook, Room C615

Availability and Restrictions: Intended for graduate students of European Studies and International Relations. A previous basic knowledge of French is required, (1 or 2 year introductory language course).

Core Syllabus: A continuation of French Language (Ab initio) above, with special reference to French contemporary society through selected texts.

Teaching Arrangements: Sessional, two hours weekly language classes.

Course Books: *Le Nouvel Espaces 1*, Hachette. Full reading list will be distributed during the first class.

Method of Assessment: Students of the course are expected to take written and oral examinations for the LSE Certificate of Proficiency in French (Elementary Level II) during the fourth week of the Summer Term.

LN932

French Language for Social Scientists (Lower Intermediate)

Teacher Responsible: Mr. H. J. Didiot-Cook, Room C615

Availability and Restrictions: Intended for graduate students of European Studies and International Relations. O-level/GCSE, or its equivalent in French is required.

Core Syllabus: A continuation of French Language (Beginners) above, with special reference to French contemporary society through selected texts.

Teaching Arrangements: Sessional, two hours weekly language classes.

Course Books: *Le Nouvel Espaces 1*, Hachette. Full reading list will be distributed during the first class.

Method of Assessment: Students of the course are expected to take written and oral examinations for the LSE Certificate of Proficiency in French (Lower Elementary Level) during the fourth week of the Summer Term.

LN933

French Language for Social Scientists (Higher Intermediate)

Teacher Responsible: Mr. H. J. Didiot-Cook, Room C615

Availability and Restrictions: Intended for graduate students of European Studies and International Relations. AS-level, or its equivalent in French is required.

Core Syllabus: A continuation of French Language (Lower Intermediate) above, with special reference to French contemporary society through selected texts.

Teaching Arrangements: Sessional, two hours weekly language classes.

Course Books: *Le Nouvel Espaces 2*, Hachette. Full reading list will be distributed during the first class.

Method of Assessment: Students of the course are expected to take written and oral examinations for the LSE Certificate of Proficiency in French (Higher Intermediate Level) during the fourth week of the Summer Term.

LN934

French Language for Social Scientists (Advanced)

Teacher Responsible: Mr. H. J. Didiot-Cook, Room C615

Availability and Restrictions: Intended for graduate students. A-level, or its equivalent is required.

Core Syllabus: A continuation of French Language (Higher Intermediate) above. Advanced French language course with special reference to French contemporary society (Politics, History, International Relations...) through selected texts.

Teaching Arrangements: One hourly weekly language class. (Sessional)

Course Books: No set text. Full reading list will be distributed during the first class.

Method of Assessment: Students of the course are expected to take written and oral examinations for the LSE Certificate of Proficiency in French (Advanced Level) during the fourth week of the Summer Term.

LN935

French Language for Management and Business (Advanced)

Teacher Responsible: Mr. H. J. Didiot-Cook, Room C615

Availability and Restrictions: Intended for students of Management Studies. Priority given to CEMS students and undergraduates who expect to join the programme.

Core Syllabus: A continuation of French Language (Higher Intermediate) above. Advanced French Language with special reference to Management and Business French through selected texts.

Teaching Arrangements: A two hours weekly language seminar (Sessional).

Course Books: No set text. Full reading list will be distributed during the first class.

Method of Assessment: Students of the course are expected to take written and oral examinations for the LSE Certificate of Proficiency in French (Advanced Level) during the fourth week of the Summer Term.

LN936

French Language for Lawyers (Advanced)

Teacher Responsible: Mr. H. J. Didiot-Cook, Room C615

Availability and Restrictions: Intended for students of law (LL.F., LL.B. and LL.M.) and research students/staff. A-level, or its equivalent in French is required.

Core Syllabus: A continuation of French Language (Higher Intermediate) above. Advanced French Language course with reference to the legal environment. Using selected texts.

Teaching Arrangements: One hour weekly language seminar (Sessional).

Course Books: No set text. Full reading list will be distributed during the first class.

Method of Assessment: Students of the course are expected to take written and oral examinations for the LSE Certificate of Proficiency in French (Advanced Level) during the fourth week of the Summer Term.

LN937

French Language for European Studies (Advanced)

Teacher Responsible: Mr. H. J. Didiot-Cook, Room C615

Availability and Restrictions: Intended for students of European Studies, Government and International Relations. Priority given to graduate students. A-level, or its equivalent in French is required.

Core Syllabus: A continuation of French Language (Higher Intermediate) above. Advanced French Language course with reference to contemporary issues in Europe. Using selected texts. Teaching Arrangements: One hour weekly language seminar (Sessional).

Course Books: No set text. Full reading list will be distributed during the first class.

Method of Assessment: Students of the course are expected to take written and oral examinations for the LSE Certificate of Proficiency in French (Advanced Level) during the fourth week of the Summer Term.

LN990

English as a Second Language

Teacher Responsible: Mr. Angus Wrenn, Room C521 and Mrs. Sonia Baker, Room C520

Availability and Restrictions: For students whose first language is not English (not beginners).

Course Content: All aspects of spoken and written English with an academic context for all accepted levels of ability. Some English for specific purposes: e.g. English for Lawyers, English for Economists.

Teaching Arrangements: Practical classes (LN990.A) in listening, speaking, reading and writing held from Monday to Friday, Michaelmas, Lent and Summer Terms.

Methods of Assessment: LSE Certificate of Proficiency in English: an optional exam in May.

LAW

Course Guides

LL101

English Legal Institutions

Teacher Responsible: Professor Michael Zander, Room A149

Availability and Restrictions: This course is available to students on any Bachelor's degree, where regulations permit and to General Course students.

Core Syllabus: The aim is to introduce students to the basic features of the legal system: the law making system especially through legislation and the common law; and the civil and criminal justice system.

Course Content: Sources of law; case law and the theory of binding precedent; legislation and statutory interpretation; custom. Reform of the law and codification. The organisation of the courts; their jurisdiction and the types of cases with which they deal. Civil and criminal process, including an outline of pre-trial proceedings; police powers, evidence and procedure of trial. The personnel of the law including judges, magistrates, juries, barristers and solicitors. Legal aid and advice. Appeals. Students are not expected to have any knowledge of the substantive rules of law in contract, tort, criminal law or in the other branches of the law.

Teaching Arrangements: There are two lecture courses each accompanied by a class as follows: Lectures (LL101):

(i) **The Law Making Process** (10M)

(ii) **Courts and the Trial Process** (14LS)

Classes: LL101.A: Weekly Michaelmas, Lent and Summer.

Written Work: Depends on class teacher, but usually three or four pieces of written work per term.

Reading List: For (i) the basic text (which should be bought) is Michael Zander, *The Law Making Process*.

For (ii) the basic text (which should also be bought) is Michael Zander, *Cases and Materials on the English Legal System*.

Methods of Assessment: There is a three-hour formal examination in the Summer Term based on the full syllabus. Students must do four questions out of ten.

LL104

Law of Obligations I

Teacher Responsible: Dr. J. Fulbrook, Room A368

Availability and Restrictions: This is a compulsory course for Intermediate LL.B. and LL.B. (French Law) students, and B.A. 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).

Course Content: Michaelmas Term: 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. Lent and Summer Terms: Introduction to the principles of the law of unjust enrichment or restitution. Liability in tort for personal injuries, including trespass, negligence, and statutory liabilities. Other bases for liability in tort. Remedies for torts, including alternative compensation systems.

Teaching Arrangements: the course is taught by means of two lectures (LL104) per week and one class (LL104.A) per week. The lectures will be given by a number of different teachers. The basic work is done through classes, and the lectures are designed to introduce the topics on the syllabus.

Written Work: A student will be expected to produce at least four pieces of written work in the course of the year. This will be set, marked and returned by each class teacher.

Reading List: A general reading list will be issued at the commencement of each term. Students should follow the advice of their class teachers as to the textbooks to be read.

Methods of Assessment: There is a three-hour formal examination in the Summer Term, which requires candidates to answer questions in contract, tort, and unjust enrichment (restitution). There is a resit examination in this paper in September.

LL105

Property I (Half unit course)

Teacher Responsible: Alain Pottage, Room A372

Availability and Restrictions: This is a compulsory course for LL.B and LL.B (French) Intermediate students and 2nd year B.A. Anthropology and Law.

Core Syllabus: The aim is to introduce students to the role of property concepts in legal and social thought. Particular attention is paid to the context, development and function of property forms in English law.

Course 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 Arrangements: Two lectures a week (LL105) and one 2-hour seminar (LL105.A).

Reading List: Murphy & Roberts, *Understanding Property Law*; Ryan, *Property and Political Theory*; Ryan, *Property*.

Methods of Assessment: There is a two-hour formal examination in the Summer Term on which the entire assessment for the course is based.

LL106

Public Law: Elements of Government

Teacher Responsible: Professor C. R. Harlow, Room A541

Availability and Restrictions: This is a compulsory course for first year LL.B. and LL.B. (French) students and B.A. Anthropology and Law students. It is also available to those studying Law and Government. All students are advised that they can also attend GV101, *Introduction to the Study of Politics I*.

Core Syllabus: The course covers the institutions of government, Parliament, and the law relating thereto. The course is a general introduction to public law and government in the U.K. It also covers judicial remedies and provides an introduction to administrative law and civil liberties.

Course Content:

(1) The characteristics of the British Constitution in the context of European Union.

(2) The institutions of government: (a) The Crown, The Prime Minister, Cabinet, central government departments, civil service. (b) Devolved functions and independent agencies. (c) Parliament; representation, elections. (d) The judiciary and judicial review; (e) Civil liberties and the European Convention of Human Rights.

Teaching Arrangements: Lectures (LL106); Michaelmas and Lent Terms, two lectures and one class a week (LL106.A).

Written Work: Will be indicated by the class tutor. Three essays will be required.

Reading List: Texts will be recommended by individual class teachers.

Supplementary Reading List: A detailed study guide with a detailed further reading list including periodical literature is available in the Library.

Methods of Assessment: Three hour written examination.

LL107

Introduction to Law and Institutions of the E.U.

(Not available 1998-99)

LL108

Criminal Law

Teacher Responsible: Professor N. Lacey, Room A463.

Availability and Restrictions: The course is compulsory for LL.B. and LL.B. (French) 1st year/Intermediate students and B.A. Anthropology and Law 3rd year students. There are no pre-requisites for it.

Core Syllabus: The aim of the course is to provide a grounding in the general principles of criminal law and to examine the application of these principles to certain specific offences. Policy issues surrounding both principles and offences are also discussed.

Course Content: Mens rea; actus reus; defences to crime; strict liability; parties to crime; homicide; defences to murder; infanticide; rape; incest; theft; fraud as dealt with in the Theft Acts 1968 and 1978; handling stolen property; robbery (in outline only); commercial offences.

Teaching Arrangements: Teaching is by 40 lectures (LL215) and 23 classes (LL215.A). Detailed reading lists are provided and students are expected to be fully prepared beforehand in order to be able to participate in class.

Written Work: This will be set by the teacher in charge of the class. A minimum of two pieces of written work will be required, usually one essay and one problem.

Reading List: Students will be expected to read the relevant parts of N. Lacey & C. Wells, *Reconstructing Criminal Law* (2nd edn., 1998); they may also find it useful to buy Andrew Ashworth, *Principles of Criminal Law* (2nd edn., 1995); or M. Allen, *Introduction to Criminal Law* (3rd edn., 1997). They will also be expected to read all cases and materials marked as primary on the detailed reading lists provided. Additional reading in the shape of cases and materials designated as secondary is set out on the reading sheets.

Methods of Assessment: One three-hour paper. Four questions to be answered out of nine or ten.

LL109

Introduction to the Legal System

(Half unit course)

Teacher Responsible: Mr. W. T. Murphy, Room A372

Availability and Restrictions: For LL.B. and LL.F. students

Core Syllabus: The course is designed as a foundation course to make law students familiar with the basic institutions of the legal system.

Course Content:

1. The legislature, the courts and other methods of dispute settlement
2. The personnel of the legal system, including judges, lawyers, and magistrates.
3. The basic divisions of substantive law: Criminal law and civil law; domestic, transnational and international law.
4. The major differences between Civil Law and Common Law systems.
5. Basic techniques of legal reasoning: precedent and statutory interpretation.
6. The provision and delivery of legal services to society.

Teaching Arrangements: Lectures: weekly M Classes: weekly M. The Lectures will be given by Mr. Jacob, Dr. Malleson, Mr. Murphy and Professor Roberts.

Methods of Assessment: A formal two-hour examination.

LL201

Administrative Law

Teachers Responsible: Professor C. R. Harlow, Room A541 and Mr. R. Rawlings, Room A356

Availability and Restrictions: This course is optional for 2nd or 3rd year LL.B. and LL.B. (French) students and B.A. Anthropology and Law, and compulsory for those studying Law and Government.

Core Syllabus: The course examines the law relating to public administration and, in particular, the possibilities, limitations and desirability of legal intervention.

Course Content: History and theories of Administrative Law; the Administrative Process and its characteristics; Administrative Tribunals; Judicial Review and the Ombudsmen. Special studies will be made of the relationship between Administrative Law and e.g. (i) Welfare Benefits; (ii) Immigration Control; (iii) Regulation; (iv) Citizens' Charter; (v) European Community Law.

Teaching Arrangements: (1) 25 2-hour Seminars (LL201) held weekly. These are conducted by Mr. R. Rawlings and Professor Carol Harlow. (2) Occasional seminars (LL201), conducted jointly with visiting speakers in the Lent Term.

Written Work: A minimum of two essays will be required.

Reading List: Harlow and Rawlings, *Law and Administration* (2nd edn., 1997). Further reading includes the following list. Books marked with an asterisk have two copies available in the Teaching Library. Articles will be recommended and supplied. P. Craig, *Administrative Law* (3rd edn., 1994)*; M. Dimock, *Law and Dynamic Administration* (1980)*; P. Cane, *Introduction to Administrative Law* (3rd edn., 1996); K. C. Davis, *Discretionary Justice* (1969)*; G. Ganz, *Administrative Procedures* (1974)*; D. Foulkes, *Administrative Law* (8th edn., 1995)*; Bailey, Cross & Mowbray, *Cases and Materials in Administrative Law* (2nd edn., 1992); G. Richardson & H. Genn (Eds.), *Administrative Law and Government Action* (1994); C. Harlow, *Compensation and Government Torts* (1982)

Methods of Assessment: One three-hour examination. The paper will contain nine questions of which four are to be answered.

LL203

Law of Business Associations

Teachers Responsible: Vanessa Finch, Room A540; Judith Freedman Room A158; Dr. Julia Black, Room A461; Professor

Paul Davies, Room A457 and Dr. Sarah Worthington, Room A326.

Availability and Restrictions: This course is for 2nd and 3rd year LL.B. and LL.B. (French) students and B.A. Anthropology and Law only. (Not available for General Course students). Some background knowledge of contract and agency principles, as well as trust law, is desirable.

The emphasis in this course is on registered companies with reference made to Partnership Law and other forms of business association to the extent necessary to provide background to the study of Company Law. The use of the corporate structure for different types of enterprise is examined and the relationships, rights and duties of the various parties involved in the corporation are explored.

Course Content:

- (1) Partnership: The nature of partnership; relation of partners externally and inter se; partnership property; dissolution of partnership.
- (2) Basic Company Law: (a) Introduction to history of company law and company law reforms; company administration extra statutory regulation; the role of company law and the nature of the company. (b) Types of companies and their functions; the process of incorporation; preincorporation contracts; corporate personality. (c) Constitution; the doctrine of ultra vires; the contract in the articles; the liability of the company in contract, tort and crime; the distribution of power in a company. (d) Duties of directors, fraud on the minority, class rights. (e) Company finance - classes of securities, floating charges; maintenance of capital; regulation of public offers. (f) Reconstruction, Mergers, Winding Up and Takeovers. (g) Enforcement of Company Law, Investigations, securities regulations.

Teaching Arrangements: There are 40 lectures (LL203), two lectures per week and one 2 hour fortnightly seminar (LL203.A). Main Lecturers: V. Finch, J. Freedman, Dr. J. Black, Professor P. Davies and Dr. S. Worthington.

Selected essay questions and problems will be discussed in class.

Written Work: There will be at least three written assignments during the course.

Reading List: Recommended: Gower's, *Principles of Modern Company Law*; J. H. Farrar, *Company Law*; Parkinson, *Corporate Power and Responsibility*; Cheffins, *Company Law, Theory, Structure and Operation*; *The Company Lawyer* (bi-monthly periodical, Oyez Longman); L. S. Sealy, *Cases and Materials on Company Law*; H. R. Hahlo, *Casebook on Company Law*; CCH, *British Companies Legislation or Butterworths, Company Law Handbook*. More detailed reading lists will be provided during the course. The latest edition of books should be consulted in each case.

Methods of Assessment: There is a three-hour formal examination in the Summer Term, based on the full syllabus. Four questions must be answered. The paper counts for 100% of the assessment. Students are permitted to bring into the examination their own copies of the relevant legislation, with non verbal markings only.

LL207

The Law Relating to Civil Liberties in England and Wales

(Not available 1998-99)

Teachers Responsible: Mr. D. N. Schiff, Room A153, Dr. K. Malleson and Dr. J. Peay.

Availability: This is an optional course for LL.B. and LL.B. (French) Part I and Part II and B.A. Anthropology and Law.

Core Syllabus: The aim of this course is to discuss the legal protection of civil liberties in England and Wales from a domestic standpoint. It deals with the following: theories of civil liberties; public order and the right to protest; rights of mental patients; police powers and suspects rights; prisoners rights; freedom of expression; freedom of religion; bills of rights.

Course Content:

- A. Theories of civil liberty and their protection.
- B. Public order and the right to protest: general and historical; breach of the peace; legislation relating to public order; picketing.
- C. Rights of mental patients: compulsory treatment in hospital; treatment/control in the community; health rights and 'ordinary' legal rights.
- D. Police powers and suspects rights: detention; the right to silence; terrorism.
- E. Prisoners rights.
- F. Freedom of expression: censorship; obscenity and indecency; video and computer pornography; terrorism.

G. Freedom of religion (various manifestations).
H. Bills of Rights.

Teaching Arrangements: This is a seminar course. 21 two-hour seminars are held. There are no lectures.

Method of Assessment: A three-hour unseen written examination will be held in June.

Reading List: A detailed reading list will be available at the beginning of the course.

Principal books: D. Feldman, *Civil Liberties and Human Rights in England and Wales* (1993); S. H. Bailey, D. J. Harris & B. L. Jones, *Civil Liberties, Cases and Materials* (4th edn., 1995).

General Guides: K. Ewing & C. Gearty, *Cases and Materials on Civil Liberties* (1997); H. Fenwick, *Civil Liberties* (1994); G. Robertson, *Freedom, the Individual and the Law* (7th edn., 1993); R. Stone, *Civil Liberties* (2nd edn., 1997); J. Wadham (Ed.), *Your Rights: The Liberty Guide* (1994).

General Debate: R. Clutterbuck, *Public Safety and Civil Liberties* (1997); K. Ewing & C. Gearty, *Freedom Under Thatcher* (1990).
General Essays: C. Gearty & A. Tomkins (Eds.), *Understanding Human Rights* (1997); F. Klug, K. Starmer & S. Weir, *The Three Pillars of Liberty: Political Rights and Freedoms in the United Kingdom* (1996).

LL209

Commercial Law

Teachers Responsible: Dr. S. Worthington, Room A326 and Mrs. V. Prais, Room Y121.

Availability and Restrictions: This course is available to Bachelor's degree and Diploma students where regulations permit. There is no pre-requisite law subject for this course.

Core Syllabus: The aim of this course is to introduce non-law students to the fundamental principles and problems of contract law and company law.

Course Content:

- (1) Contract: essentials of a valid contract; capacity; privity; content; factors of invalidation; discharge; remedies.
- (2) Company Law: incorporation; constitutional documents; ultra vires doctrine; liability of the company; directors; majority rule and minority protection; DTI investigations; insider dealing; secured lending; receiverships; liquidations.

Teaching Arrangements: Each week for 20 weeks there are two one-hour lectures (LL209), accompanied by a one-hour class (LL209.A).

Reading List: McKendrick, *Contract Law*; Griffin, *Company Law: Fundamental Principles*; Dine, *Company Law*.

Supplementary Reading List: Collins, *The Law of Contract*; Sealy, *Company Law*; Gower's, *Modern Company Law*.

Methods of Assessment: There is a three hour formal examination in the Summer Term, based on the full syllabus. The paper contains ten questions, of which four are to be answered. The examination counts for 100% of the assessment of the course.

LL210

Computers, Information and Law

(Not available 1998-99)

Teachers Responsible: Mr. J. Jacob, Room A341 and Mr. W. T. Murphy, Room A372

Availability and Restrictions: This course is optional for Parts I and II of LL.B. and LL.B. (French) students and B.A. Anthropology and Law.

Core Syllabus: This course provides an introduction to the use of computers in legal practice and an assessment of the effects of changing technologies on social, in particular legal, cultures.

Course Content: Module 1. *Information Technology and Information Handling by Lawyers* (LL210.1): Computer hardware and software, information systems development and operation and application of information technology. The use of micro computers with personal databases, integrated packages and wordprocessing.

(A) The public databases (including LEXIS): an introduction to their logical structures and search strategies.

Module 2. *Communication, Technology and Legal Systems* (LL210.2). (A) Communication and Law: (i) Communication and Society: the storage, retrieval, and use of information.

(ii) The 'legal system' as a communication network: historical perspectives.

(B) Information technology and Law.

(iii) What is technology?

(iv) What is information? Expert systems in Law.

Teaching Arrangements:

Module 1 (LL210.1) will be taught by lectures and classes (LL210.1A) in the Michaelmas Term. The classes are used to clarify lecture material. This module will be taught together with relevant parts of **Introduction to Data Management Systems**, IS142.

Module 2 (LL210.2) will be taught by ten one-hour seminars in the Lent Term.

Reading List: Reading for each of the modules will be supplied both before and during the course.

Methods of Assessment: There will be two two-hour examinations each carrying equal weight. The first will contain questions from module 1, the second from module 2.

LL212

Conflict of Laws

Teacher Responsible: To be announced

Availability and Restrictions: This course is optional in the LL.B and LL.B. (French) students and B.A. Anthropology and Law. Students are not recommended to take this course before their third year of the LL.B. course. A good knowledge of law is required.

Core Syllabus: This subject concerns the legal problems resulting from a situation which has contacts with more than one country: how does the English legal system deal with international cases of a private (not government-to-government) nature?

Course Content:

General: Introduction; domicile.

Family Law: Formal and essential validity of marriage; polygamy; divorce jurisdiction; recognition of foreign divorces.

Jurisdiction (Traditional Rules): Service of writ on individuals in England; service abroad under R.S.C. Ord. 11; jurisdiction over companies; jurisdiction agreements; forum non conveniens; Mareva injunctions.

Foreign Judgements: Jurisdiction of foreign courts; defences; procedures.

Brussels Jurisdiction and Judgements Convention: Scope of convention; domicile; special jurisdiction; jurisdiction agreements; *lis alibi pendens*; recognition of judgements.

Contract: Rome Convention on the Applicable law for Contracts.

Teaching Arrangements: 20 2-hour Seminars: LL212 – Michaelmas and Lent Terms.

Reading List: Morris, *The Conflict of Laws*.

Reference: J. G. Collier, *Conflict of Laws*; A. J. E. Jaffey, *Introduction to the Conflict of Laws*; A. V. Dicey & J. H. C. Morris, *Conflict of Laws*. Full reading lists and problem sheets are provided for the seminars and students are expected to work through these in advance. Some topics dealt with in seminars are not covered in the textbooks. For this reason good attendance is important.

Methods of Assessment: Normal three hour written examination paper.

LL215

Criminal Law

Teacher Responsible: Professor N. Lacey, Room A463.

Availability and Restrictions: The course is compulsory for LL.B. and LL.B. (French) Part I students and B.A. Anthropology and Law 3rd year students. There are no pre-requisites for it.

Core Syllabus: The aim of the course is to provide a grounding in the general principles of criminal law and to examine the application of these principles to certain specific offences. Policy issues surrounding both principles and offences are also discussed.

Course Content: *Mens rea; actus reus;* defences to crime; strict liability; parties to crime; homicide; defences to murder; infanticide; rape; incest; theft; fraud as dealt with in the Theft Acts 1968 and 1978; handling stolen property; robbery (in outline only); commercial offences.

Teaching Arrangements: Teaching is by 20 2-hour lectures (LL215) and 23 classes (LL215.A). Detailed reading lists are provided and students are expected to be fully prepared beforehand in order to be able to participate in class.

Written Work: This will be set by the teacher in charge of the class. A minimum of two pieces of written work will be required, usually one essay and one problem.

Reading List: Students will be expected to read the relevant parts of N. Lacey and C. Wells, *Reconstructing Criminal Law* (2nd edn., 1998); they may also find it useful to buy Andrew

Ashworth, *Principles of Criminal Law* (2nd edn., 1995); or M. Allen, *Introduction to Criminal Law* (3rd edn., 1997). They will also be expected to read all cases and materials marked as primary on the detailed reading lists provided. Additional reading in the shape of cases and materials designated as secondary is set out on the reading sheets.

Methods of Assessment: One three-hour paper. Four questions to be answered out of nine.

LL221

Law of Domestic Relations

Teacher Responsible: Mr. D. C. Bradley, Room A465

Availability and Restrictions: This is an optional course for LL.B. and LL.B. (French) 2nd or 3rd year and B.A. Anthropology and Law 2nd or 3rd year students.

Core Syllabus: The aims of the course are to examine issues of contemporary importance in the law of domestic relations and to investigate the development and institutional significance of this branch of the law.

Course Content: Topics will be selected from the following:

- (i) The evolution of marital capacity law.
- (ii) Transsexualism.
- (iii) The code of sexual morality.
- (iv) Abortion and sexual equality.
- (v) Matrimonial property.
- (vi) Marriage as a source of financial support.
- (vii) Domestic violence.
- (viii) Divorce.
- (ix) Mediation, marriage contracts and private ordering.
- (x) Children and divorce.
- (xi) Child protection and local authority care.
- (xii) Adoption.
- (xiii) Unmarried cohabitation.
- (xiv) Children of unmarried parents.

Teaching Arrangements: There is one lecture (LL221) and one seminar (LL221.A) every week throughout Michaelmas and Lent Terms. Students should note that lectures provide the background for seminar work. Students must be prepared to work independently for the seminars.

Reading Lists will be distributed.

Written Work will be required by seminar teachers.

Methods of Assessment: This course will be assessed by examination and an essay written during the course. Students may use their own copy of a collection of statutes to be specified in the examination in accordance with School and University Regulations.

LL223

Economic Analysis of Law

(Not available 1998-99)

Teacher Responsible: Dr. B. V. Hindley, Room S583

Availability and Restrictions: This course is optional for LL.B. and LL.B. (French) 2nd and 3rd year students, B.A. Anthropology and Law and for other degrees where regulations permit. Students would benefit from some knowledge of elementary microeconomics.

Core Syllabus: An introduction to applications of elementary microeconomics to law.

Course 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 Arrangements: Lectures (LL223): 1 a week.

Classes (LL223.A): 1 a week.

Written Work: Students are encouraged but not required to write one short paper each term.

Reading List: Detailed advice will be given at the beginning and during the course. Reference will be made to Cooter & Ulen, *Law and Economics*; Posner, *Economic Analysis of Law* (3rd edn.); Polinsky, *An Introduction to Law and Economics* (2nd edn.); and a limited number of journal articles.

Methods of Assessment: Three-hour formal examination, Summer Term. Four questions to be attempted from about twelve.

LL226

Elements of Labour Law

Teacher Responsible: Ms. L. Barmes

Availability and Restrictions: This course is available to B.Sc. Management Science students and other Bachelor's degree students where regulations permit. While any previous knowledge and/or experience of the law in industrial relations is an advantage it is NOT essential.

Core Syllabus: The aim of the course is to examine the role of the law in British industrial relations. It is divided into two parts. The first covers the collective labour relations between trade unions and employers. The second is concerned with the individual labour relationship between each individual worker and his or her employer.

Course Content: Collective labour law:

Trade unions' organisational rights; legal status of trade unions; the individual right to organise and right to dissociate – the closed shop; time off work for union activities. Internal trade union management; admission and expulsion; members' rights; union democracy; union political activities; mergers, inter-union relations.

Collective bargaining and the law: union recognition; legal status of collective agreements; disclosure of information. Consultation rights. Legal regulation of strikes and other forms of industrial conflict; picketing; individual workers' rights; civil liabilities for organising industrial action; state emergency powers.

Individual labour law:

Legal nature of individual employment relationship: employee status contrasted with self-employment; relationship of individual contract to collective agreements. Individual rights during employment: pay – guarantee pay, sick pay, maternity rights including maternity pay; working time – time off work, holidays. Discrimination in employment: sex discrimination, including equal pay, discrimination on racial grounds, disability discrimination. Termination of employment: different types of termination; rights of dismissed employees – wrongful dismissal, unfair dismissal, redundancy. Health and safety at work.

Teaching Arrangements: The course will be taught by 22 weekly seminars (one and a half hours) (LL226) in the Michaelmas, Lent and Summer Terms unless the numbers taking it are sufficient to justify a weekly lecture plus a weekly class (LL226.A).

Written Work: Students will be required to do two pieces of written work each term.

Reading List: Students are advised to purchase one of the following: Deakin & Morris, *Labour Law*; Smith & Wood, *Industrial Law*.

They should consult the following regularly: Wedderburn, *The Worker and the Law*.

Supplementary Reading List: Hepple & Fredman, *Labour Law and Industrial Relations in Britain*; Anderman, *Labour Law: Management Decisions and Workers' Rights*; Pitt, *Employment Law*; Pitt, *Cases and Materials on Employment Law*.

Methods of Assessment: There is a three hour formal examination in the Summer Term based on the syllabus above. The paper contains 10 questions of which four have to be attempted.

LL231

The Substantive Law of the European Union

Teachers Responsible: Mr. D. Chalmers, Room A361

Availability and Restrictions: This is an optional course for LL.B. Parts I and II, LL.B. (French) students and B.A. Anthropology and Law. Students must have completed or be taking LL107 or demonstrate knowledge to an equivalent level. No knowledge of a foreign language is necessary.

Core Syllabus: An introduction to the substantive law of the European Union.

Course Content: *The Constitutional Freedoms of the Single European Market*; Freedom of movement of goods, persons, services and capital.

The Law of Citizenship of the European Union.

The Law of Economic and Monetary Union: The obligation placed on Member States in the run up to Economic and Monetary Union; the Institutional framework governing economic and monetary union.

The Law of External Relations of the European Union: The common commercial policy, common foreign and security policy, common visa policy, cooperation in justice and home affairs.

EC Competition Law: EC cartel, anti-trust and merger law. Enforcement of EC competition law. Issues of harmonisation:

legal base of legislation in the European Community, subsidiarity, legislative approaches to harmonisation.

Teaching: 22 one hour lectures (LL231) per week plus a one hour seminar a week (LL231.A), Sessional.

Written Work: In addition to the assessed essay, a minimum of two pieces of written work will be required.

Reading List: Weatherill & Beaumont, *EC Law* (Penguin, 1996); Craig & De Burca, *EC Law* (Sweet & Maxwell, 3rd edn., 1993); Whish, *Competition Law* (EC Law Text, Cases and Materials, 1995); Hartley, *The Foundations of European Community Law* (Clarendon, 3rd edn., 1994); and Chalmers & Szyszczak, *Towards European Polity?* (Ashgate, 1998).

Methods of Assessment: The scheme of examination will be:

- 25% assessed essays of between 3,500–4,000 words. The essay must be selected from an area that falls within one of the Community's flanking or horizontal policies. It must be submitted by the end of the Lent Term.
- 75% three hour examination. Unmarked copies of either Rudden & Wyatt, *Basic Community Laws*, Sweet & Maxwell's *European Community Treaties* or Blackstone's *EC Legislation* may be taken into the examination.

LL233

Law of Evidence

Teacher Responsible: Alain Pottage, Room A358.

Availability and Restrictions: This course is optional for LL.B. and LL.B. (French) Part I and II and B.A. Anthropology and Law. It is better viewed as a final year subject. First year law training, and preferably second year as well is required.

Core Syllabus: This course explores technologies of proof and information processing in law.

Course Content: The use of evidence; evidence as information; adjectival and evidential law; forms of reasoning; techniques of inference and deduction; relevancy and proof; Bayesian and Pascalian probability; legal and scientific proof; relevancy and proof; incidence of proof; direct and circumstantial evidence; writing and documentation; form and substance in the construction of proof; techniques of information gathering.

Teaching Arrangements: 22 weekly two-hour seminars (LL233), Sessional.

Reading List: Twining, Wigmore and Bentham on Evidence; Zuckerman, *The Principles of Criminal Evidence*.

The full reading list will be available at the beginning of the year.
Methods of Assessment: There will be one three-hour examination.

LL235

Housing Law

(Not available 1998–99)

Teacher Responsible: Mr. R. L. Nobles, Room A328

Availability and Restrictions: This is an optional course for Part I and II – LL.B. and LL.B. (French) degree and B.A. Anthropology and Law.

Core Syllabus: This course will examine the legal framework surrounding the provision of housing.

Course Content:

- The History of Housing Policy.
- Housing Finance
Mortgages and tax reliefs
Local Authority finance and housing subsidies
Housing Benefit
Housing Corporation funding
- Housing Standards
Building Regulations; Repair Law; Public Health; Overcrowding and Multioccupancy; Clearance; Improvements.
- Rights of Tenure
Owner occupation
Private rented sector
Council housing.
- Right of Access
Homelessness, Squatting, Housing (Homeless Persons) Act, Racial Discrimination.

Teaching Arrangements: There will be a two-hour seminar (LL235) each week throughout the Michaelmas Term, and for the first five weeks of the Lent Term. 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, e.g. *LAG Bulletin*, *ROOF*; statutory material; Rent Acts, Housing Acts and Public Health Acts.

Methods of Assessment: The examination and the supervised research essay each count for 50% of the final mark. Where a research essay overlaps substantially a course topic the student will not be allowed to answer a question on that topic in the examination.

LL241

Introduction to Civil Law

Teacher Responsible: Dr. U.-I. A. Stramignoni, Room A469.

Availability and Restrictions: This course is available to all LL.B. students, whilst attendance is compulsory for LL.F. students. All students are required to have a good command of the French language.

Core Syllabus: The course's aim is to introduce students reading law for a Common Law degree to some key concepts and institutions at the heart of the Civil Law. This is done mainly by looking at certain aspects of the legal system and tradition in France.

Course Content: A Legacy of the Renaissance: The Political Discourse (& the Law) in XVIIIth Century Continental Europe. The French Revolution, and the Emergence of a New Legal Order. The Sources of the Civil Law. Le Code Civil des Français: Structure, and Significance. Demarcation and Afforcement of the Public Law in France: Introducing the Constitution. The French System of Private Law: Droits Subjectifs, Juridical Facts, and Juridical Acts. The Emergence of Contract: Consentment. The Pathology of Contract: Les Vices du Consentment; Nullity; Exécution Forcée; Mise en Demeure; Résolution; Damages. Special topics (to be determined each year). The Civil Law Today: Integration, or Dis-integration?

Teaching Arrangements: 21 2-hour seminars per week (in English) (LL241) MLS, plus one 1 hour class per week (in French) (LL241.A).

Written Work: This depends on the class teacher.

Reading List: All students are asked to buy their own copy of H. Mazeaud et al., *Leçons de droit civil*, Tome I/Première Volume, Introduction à l'étude du droit (10e édition par François Chabas, Montchrestien, Paris, 1991). In addition, *The French Civil Code* (available in paperback), and O. Kahn-Freund, C. Lévy & B. Rudden, *A Source-Book on French Law* (3rd revised edn., Clarendon, 1991), will have to be consulted on a regular basis (but students are not required to buy their own copy).

Method of Assessment: One 3 hour written examination in the Summer Term (in English).

LL242

International Protection of Human Rights

Teacher Responsible: Dr. C. Beyani, Room A456

Availability and Restrictions: This is an optional course for LL.B. and LL.B. (French) Parts I and II, B.A. Anthropology and Law students and other Bachelor's degrees as regulations permit. Students need to have already taken and done well in a course in Public International Law or in Civil Liberties Law. Numbers of those admitted will be restricted.

Core Syllabus: Introduction to the rapidly expanding international law of human rights, both at a universal and regional level.

Course Content: Conceptual Issues: definitions of human rights; distinguishing features from international law generally; the individual and the state; the relevance of different cultures, stages of development, ideologies; human rights as absolute or qualified rights; individual and group rights.

The UN System and human rights. Detailed examination of the various UN institutions and techniques for the protection of human rights.

The Inter-American System and the OAU and human rights: the Commission and the Court.

The European Convention on Human Rights: the institutions of the European Convention and procedural requirements.

About half of the course is devoted to a study of specific rights, drawing largely upon the case law of the European Convention, the American Convention and the African Charter but also of the UN Covenants. Among the rights examined through the case law

are freedom of expression; right to life; privacy; freedom from torture; and non-discrimination; minority rights; rights of indigenous groups; the prohibition on genocide; rights of women, children and refugees; economic, social and cultural rights.

Also various non-institutional methods of promoting human rights, including treaty making and the question of the incorporation of international rights into domestic law. Non-Governmental Organisations.

Teaching Arrangements: This course is taught by 11/2 hour weekly seminars (LL242) 11 in Michaelmas Term, 9 in Lent Term; and tutorial classes (Group A and Group B); supplemented by writing requirements and consultation on these.

Reading List: Course materials are available for purchase, refundable if returned unmarked.

Methods of Assessment: There is a three hour formal examination in the Summer Term, based on the syllabus in the Michaelmas and Lent Terms. There are usually 8 or 9 questions, of which 4 are to be answered. The paper comprises both essay and problem questions.

LL247

Land Development and Planning Law

(Not available 1998–99)

Teacher Responsible: To be announced

Availability and Restrictions: This course is optional for LL.B. and LL.B. (French) Parts I and II and B.A. Anthropology and Law. **Core Syllabus:** The aim of this course is to introduce students to the role of law in planning for land use, regulating land development and regulating environmental pollution.

Course Content:

- Setting the Scene:
 - Actors and Institutions: Central and Local Government; the Courts, Planners and Lawyers.
 - Ideas and Ideologies: market, plan; land as private property; land as a national resource; public and private.
- The Plan:
 - The legal framework; nature; purpose; function; roles of the actors public participation and debate. The future of development plans.
- Land Development:
 - 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.
 - Public Development; compulsory acquisition and compensation; joint ventures; public authorities as developers; conflicts of interests.
 - Large-scale Development; EIA; Private Bill procedures; Big Public Inquiries; Statutory Undertakers.
- Inner City Regeneration:
 - UDCs; HATS; derelict land; urban development grants; development trusts; economic development initiatives by local authorities; EZs.
- Protection and Use of the Countryside:
 - National Parks and development therein; AONBs; Management agreements; Mineral development; access to the countryside; regulation of agriculture; caravans; waste disposal.
- The European Dimension:
 - The single European Act; EIAs; the environmental programme of the EEC.

Teaching Arrangements: 20 seminars (LL247) Sessional.

Methods of Assessment: The examination scheme is: an essay, counting for 25% of the marks; and an examination, consisting of three questions over three hours, and counting for 75% of the marks.

LL250

Law and the Environment

Teacher Responsible: Damian Chalmers, Room A359.

Availability and Restrictions: This course is optional for Parts I and II of LL.B., LL.B. (French), and B.A. Anthropology and Law; other students with a keen interest in the environment are welcome.

Core Syllabus: The aim of this course is to assess from an interdisciplinary perspective the role of U.K. law in the environmental field.

Course Content:

- Issues of the environment: philosophies of the environment; politics of the environment; law, technology and the

environment.

- Critical analysis of the supranational and international environmental framework.
- Domestic approaches to the environment: theories of environmental regulation – markets and economics; best practicable environmental options and integrated pollution control; the Environment Agency.
- Issues in environmental conflict: adjudication, mediation and negotiation.
- Policy issues underlying the control of water pollution, air pollution and waste disposal (including nuclear waste).
- The relationship between environmental law and planning law; problems raised by the built environment.

Teaching Arrangements: 20 seminars (LL250) Michaelmas and Lent Terms.

Reading List: There is no set book that covers the course. Students will receive some handouts of materials and a detailed reading list for each topic. Useful introductory books include: J. Young, *Post Environmentalism*, 1990; A. Dobson, *Green Political Thought*, 1990; Churchill, Warren & Gibson (Eds.), *Law, Policy and the Environment*, 1991; N. Evernden, *The Natural Alien*, 1993.

Methods of Assessment: The scheme of examination will be:

- 25% assessed essays of between 4,000–5,000 words;
- 75% three hour examination in which three out of at least eight questions will have to be answered.

LL251

Intellectual Property Law

Teacher Responsible: Anne Barron, Room A155

Availability and Restrictions: This course is optional for Parts I and II LL.B., LL.B. (French).

Core Syllabus: An introduction to the law relating to patents, trademarks, industrial designs and copyright, and the related common law doctrines of passing-off and breach of confidence.

Course Content:

- The history and theoretical foundations of Intellectual Property Law. Intellectual Property in international trade. Trends towards the global harmonisation of Intellectual Property Law; the impact of these trends upon the trajectory of UK law, Intellectual Property in an information economy.
- Property in Information
History and theoretical foundations of the tort of breach of confidence.
- Copyright.
The 'author' and the 'work': the subject matter of copyright protection. Artistic copyright and identical designs. The nature of copyright protection; duration of copyright; criteria for determining ownership of copyright; the rights of the owner, the criteria for infringement of the copyright work, and defences to a claim of infringement. Moral rights. Dealings with copyright: assignment and licensing. Control of the copyright monopoly in domestic and EC law.
- Trade Marks.
Protection at common law. Criteria for registration; the definition of 'trade mark'; distinctiveness; absolute and relative grounds for refusing registration. Removal of registered marks. Infringement. Assignment and licensing of trade marks. Image merchandising.
- Patents.
Justification for patents. Criteria of patentability: novelty, obviousness, industrial application. Entitlement and ownership; employee inventions. The scope of the patent right. Biochemistry patents.

Teaching Arrangements: 23 two-hour seminars per week. In addition, students should expect to have to attend tutorials, which will be arranged as appropriate in the course of the session.

Reading List: The recommended text will be W. R. Cornish, *Intellectual Property and Allied Rights* (Sweet and Maxwell 1996), 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.

Methods of Assessment: The course will be assessed by way of a three hour examination in the Summer Term.

LL253

The Law of Corporate Insolvency

Teacher Responsible: Vanessa Finch, Room A540

Availability and Restrictions: This course is optional for Parts I and II LL.B., LL.B. (French), and B.A. Anthropology and Law.

(Not available for General Course students.) Students will be required to have either studied **The Law of Business Associations** LL203 (Company Law) or be taking that course concurrently.

Core Syllabus: The course looks at the legal rules affecting insolvent companies and those concerned with them and assesses the justifications and issues underlying a corporate insolvency regime. Corporate insolvency law bears a close relationship to Company Law and study of both these subjects will give students a broad understanding of major themes relating to corporate activity.

Course Content:

I The Role and Objectives of Corporate Insolvency Procedures

- Introduction: Aims and Objectives
- The Legal Identity of the Enterprise and the Significance of Limited Liability
- Outline of Procedures available: Insolvency Practitioners.

II Corporate Borrowing

- Outline of corporate borrowing and development and nature of security interests: fixed and floating charges; security by the use of ownership rights
- Types of creditor.

III Averting Liquidation

- Rescue Procedures I*
Causes of corporate failure: the decision to rescue or wind-up. Bank rescues.

- Rescue Procedures II*

- Receiverships: Administration Orders; Liability of Receivers and Administrators; Comparisons with US Bankruptcy Code Ch 11; Voluntary Arrangements; Role of Creditors and Management?

IV Liquidation

- Winding-Up and Control of Procedures
- Liquidators
- The Winding-Up Process: Gathering Assets
- The Distribution of Assets
- The Avoidance of Transactions.

V Repercussions of Corporate Insolvency on Individuals

- Company Directors
- Employees

VI The European and International Dimensions

Draft Bankruptcy Conventions of EU and the Council of Europe – the road to a universal bankruptcy system for Member States and to international co-operation on insolvency matters? Reciprocal assistance between insolvency courts?

Teaching Arrangements: Teaching is by way of 23 seminars (LL253) of 2 hours duration. Detailed reading lists are provided to enable students to be fully prepared and participate in class discussion.

Written Work: There will be at least 3 written assignments during the course.

Reading List: Goode, *Principles of Corporate Insolvency*; Farrar, *Company Law*; CCH, *British Companies Legislation*. More detailed reading lists will be provided during the course. The latest edition of books should be consulted in each case.

Methods of Assessment: There is a three-hour formal examination in the Summer Term, based on the full syllabus and forming the entire assessment for the course. An approved version of the relevant legislation may be taken into the examination.

LL256

Law of Obligations II

Teacher Responsible: Professor H. Collins, Room A340.

Availability and Restrictions: This is a compulsory course for LL.B. Part I students and compulsory for B.A. Anthropology and Law students requiring exemption from the Law Society's Part I exam. Students must first have completed **Law of Contract and Tort** LL104.

Core Syllabus: The aim of the course is to provide an advanced study of the general principles of law governing obligations arising from the law of contract, the law of tort, and the law of unjust enrichment in commercial contexts.

Course Content: The course considers a number of topics concerned with liability arising in commercial contexts including: Privity of contract and liability for economic loss in negligence; Liability for statements; Estoppel; Economic torts and liability for interference with business contracts; Obligations arising in the course of contractual negotiations; Liability of occupiers of land; Nuisance and protection of the environment; Liability of

professionals; Vicarious Liability; Modification and adjustment of contracts; Breach of contract; Principles governing the assessment of damages; Protection of personal property; Strict liability and fault liability in contract and tort; Theories of liability in contract and tort. Outline of the principles of the law of restitution. Special topics will be added to this list to reflect issues of current concern in commercial law.

Teaching Arrangements: 24 two-hour seminars each week taught in small groups (LL256.A).

Written Work: This will be set, marked and returned by each class teacher. A student will be required to produce at least four pieces of written work in the course of the year.

Reading List: Texts will be recommended by each class teacher.

Methods of Assessment: There is a three hour formal examination in the Summer Term.

LL257

Labour Law

Teachers Responsible: Mr. R. C. Simpson, Room A157 and Professor H. Collins, Room A340.

Availability and Restrictions: The option is open to LL.B. and LL.B. (French) students in their second, third or fourth year, but most students find it better to study this subject in their third or fourth year. Also open to B.A. Anthropology and Law 2nd and 3rd year students.

NOTE: Further information is available in the Law Department's annual Memorandum on Options available for Parts I and II of the LL.B. Degree. A good knowledge of the basic legal subjects (especially Contract and Tort) is required.

Core Syllabus: A basic introduction to the elements of labour law including employment and trade union law.

Course Content: (in outline) The contract of employment; 'employees', 'workers' and 'atypical' work relationships. Formation and content of the contract. Statutory and common law regulation of obligations and rights of employer and employee. Discrimination in employment. Equal pay. Maternity rights. Termination of employment – redundancy; unfair dismissal; notice; remedies. Influence of European Community social policy. Collective bargaining and the law. The right to organise and the right to dissociate; recognition of unions and disclosure of information. Collective information and consultation rights. Collective agreements.

Trade unions, legal structure and members' rights. Industrial conflict – strikes, lock-outs etc. Picketing; rights of individual workers who take industrial action; civil liabilities for organising industrial action; state emergency powers.

Teaching Arrangements: Mr. R. C. Simpson and Professor H. Collins teach the course. There are 22 two hour seminars (LL257).

Reading List: Students should read the latest edition of a basic text book for example, S. Deakin & G. Morris, *Labour Law*; I. Smith & J. Wood, *Industrial Law*. They will also need Butterworths' *Employment Law Handbook* (plus any statutory material later in date) or Blackstone's *Statutes on Employment Law*.

Various other works will be recommended in the course, including Wedderburn, *The Worker and the Law*; O. Kahn-Freund, *Labour and the Law* (Eds. P. Davies & M. Freedland); P. Davies & M. Freedland, *Labour Law, Text and Materials*; H. Collins, *Justice in Dismissal*.

Methods of Assessment: There is a three-hour written examination. Candidates are allowed to take with them into the examination an unmarked copy of the statutory materials specified for the relevant year.

LL259

Legal and Social Change Since 1750

Teacher Responsible: Mr. W. T. Murphy, Room A372

Availability and Restrictions: This course is optional for LL.B. and LL.B. (French) Parts I and II and other degrees as regulations permit, including B.A. Anthropology and Law. The course assumes a basic knowledge of the history of modern Britain. Students who lack this background should obtain the preliminary reading guide for the course from the teacher named above before the summer vacation.

Core Syllabus: The course aims to present aspects of the historical development of English law in their social, political and economic context during the period 1750–1950.

Course Content: The relationship of legal and social change in England from 1750. The history of the following will be considered.

- Changes in methods of law-making, administration of the law and dispute adjudication. The influence of ideas and of interest groups upon such changes.
- Reforms in one or more of the following areas of substantive law: (a) Land law: settlements, inheritance and land reform; conveyancing reform; tenancies; controls over land use and housing. (b) Commercial law: theories of contract and property; credit and its legal regulation; sale of goods and consumer protection. (c) The law governing the formation of capital; the legal control of market dominance and anti-competitive combination. (d) The legal regulation of labour. (e) The prevention of, and compensation for, accidents. (f) The legal foundations of systems of social welfare and education, public and private. (g) Family law: marriage and divorce; family property; children. (h) Criminal Law: its substance enforcement, and penal consequences.

Teaching Arrangements: The course meets once a week for a two-hour seminar (LL259) in Michaelmas and Lent Terms.

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.

Methods of Assessment: A three-hour formal examination in the Summer Term, 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 Michaelmas Term), a full-unit essay on a topic approved by the subject examiners.

LL265

Legislation

Teacher Responsible: Mr. J. Jacob, Room A341

Availability and Restrictions: This is an optional course for LL.B. and LL.B. (French) Parts I and II and B.A. Anthropology and Law.

Core Syllabus: The examination is by extended essay on a subject of the student's choice and approved by Joe Jacob rather than by a written paper. The essay itself should throw new light on the legislative process. This may be done either by a case study of e.g. the passage of a Bill or by examining the operation of a legislative institution. It is to be noted that some of the most rewarding case studies have been on a basis which includes looking at Departmental files at the Public Record Office. In approving the subject of an essay, account is taken of whether it is within the syllabus and the proposed methodology including the availability of materials.

Course Content:

- Sources of Legislation: Pressure Groups; Royal Commission and Committee Reports; The Law Commission; The Civil Service; Cabinet Committees.
- Parliamentary Procedure and Scrutiny of Legislation: Standing Committees; Delegated Legislation; Private Bills; The Role of the House of Lords.
- The Role of Private Members: (a) Government Bills and (b) Private Members Bills.
- Ethics: Lobbying; Conflict of Interest.
- Draftsmanship and Parliamentary Counsel.
- Interpretation of Statutes and the Role of the Courts.
- Statutory Instruments.
- Access to Legislation.
- The reform of each of the above matters.

Teaching Arrangements: Seminar (LL265), two hours each week. See Scope above.

Reading List: Reading will be suggested during the course.

Methods of Assessment: The essay will be about 10,000–12,000 words in length. It is preferred that it is word processed. It must be submitted by the end of the Lent Term. There will be an oral examination soon after the beginning of the Summer Term. This will test further the student's knowledge and understanding of the subject on which he has written his essay and the syllabus in general. In assessing the final result both the essay and an oral examination will be taken into account.

LL269

Civil Litigation – Processes and Functions

Teacher Responsible: Mr. J. Jacob, Room A341

Availability and Restrictions: This course is optional for Parts I and II of the LL.B., LL.B. (French) students and B.A. Anthropology and Law.

Core Syllabus: The course offers an overview of the civil litigation processes and their functions. It builds on most of the compulsory courses of the LL.B. The course aims (a) to explain

the nature and functions of negotiation within the litigation process; (b) to determine various functions of litigation; (c) to explore what lawyers do in practice; (d) to outline civil litigation; and (e) to focus on current debates and controversies.

This course deals with aspects of Public Law. It is assumed that procedure of the courts is the means by which the State gives expression to the Rule of Law. The course explains the effect of non-criminal litigation processes on that foundational concept of the constitution. Largely, but not exclusively, it analyses the procedure of the civil courts in terms familiar to students of Public Law. Although the course avoids teaching the nuts and bolts of civil procedure (that is the concern of post-graduate professional training), it will be of help to those with any intention of a career which might be affected by litigation. This obviously includes those who want to go to the bar or litigation departments of solicitors. It also goes further. By providing an overview of litigation as a whole, beyond these professional ambitions, the course has a utility for all those who want to know how law works.

Course Content

- Lawyers and Lawyering:** (i) Litigation: Disputes and their relation to litigation; Litigation as an authoritative resolver of issues. (ii) The symbolism of the forum. (iii) Types of party. (iv) The supporting cast, professional lawyers, non-lawyers, and enforcing officers. (v) Costs. (vi) Types and forms of action. (vii) Openness. (viii) The powers of the Court.
- Civil Litigation:** (i) Remedies; (ii) Enforcement; (iii) Commencement; (iv) Limitation of actions. (v) Interlocutory Proceedings. (vi) Trial; role, effects and limits of orality. (vii) Appeals.

Teaching Arrangements: 22 2-hour seminars per week, Sessional.

Written Work: A minimum of two essays will be required but they will not count towards the examination.

Reading: There is a shortage of accessible material and certainly no fully suitable text. Most of the assigned readings will be in the form of legal material held by the library and photocopies from legal and non-legal journal articles not so easily available. Some will be distributed and some placed on deposit in the off-print collection. There is much useful material in, among other journals, *Civil Justice Quarterly*, Neil Andrews's *Principles of Civil Litigation* (1994) is the further reading.

Method of Assessment: One three-hour examination in the Summer Term.

LL270

Mercantile Law

Teacher Responsible: To be announced

Availability and Restrictions: This is an optional course for LL.B. and LL.B. (French) students - generally in 3rd or 4th year as well as B.A. Anthropology and Law students. Knowledge of Contract essential; Tort and equity very useful.

Core Syllabus: A study of selected commercial law topics presently, sale of goods, finance and security.

Course Content: *Sales:* all aspects of sale of goods, but particularly implied terms, the passing of property in goods and transfer of title by non-owners, remedies, international sales, documentary credits.

Finance and security: negotiable instruments, letters of credit, receivables financing, security.

Teaching Arrangements: There will be one two-hour seminar a week. Classes meet every three weeks. An outline with main topics, cases and other references is distributed. Work sheets are given out for each class. Lectures (LL270) and Classes (LL270.A): Rooms and times to be announced.

Written Work: Generally two pieces (problems and essays) in the course of the year will be set.

Reading List: Text: L. Sealy & R. Hooley, *Text and Materials in Commercial Law*; R. Goode, *Commercial Law*, 2nd edn., (1995). Reference: Iwan Davies, *Commercial Law*, Blackstone, 1992; Atiyah, *The Sale of Goods* (8th edn.); Benjamin's, *Sale of Goods* (4th edn.); Markesinis & Munday, *An Outline of the Law of Agency* (3rd edn.); *Bowstead on Agency* (14th edn.); Cranston (Ed.), *Commercial Law* (1992); Cranston, *Principles of Banking Law* (1997). This will be supplemented by reference to articles and other books in the lecture outline.

Methods of Assessment: The paper is divided into essay and problem questions. Prescribed statutes can be taken into the exam.

LL272

Outlines of Modern Criminology (Half unit course)

Teacher Responsible: Professor R. Reiner, Room A463

Availability and Restrictions: This course is optional for LL.B. and LL.B. (French) Part I and II and B.A. Anthropology and Law. Some familiarity with sociological or psychological literature would be an advantage, but is not a pre-requisite.

Core Syllabus: This half-unit course aims to give an introduction to selected aspects of Modern Criminology, lasting one term. The course is highly selective and every effort is made to hold the reading requirements within reasonable limits. It is suitable for General Course Students, and a limited number may be admitted on application. The main theories about crime and its explanation are examined, including biological, psychological and psycho-analytical theories. The emphasis is on sociological theories about crime, including modern critical theories. Also included are an evaluation of: criminal statistics; the role of victims in crime and criminal justice process; policing and crime prevention; women, crime and justice.

Course Content:

1. The history of criminological theory.
2. Individual explanations of crime: biological, psychological, and psycho-analytical theories.
3. Sociological explanations of crime; including recent critical theories.
4. Crime statistics: how can official statistics be interpreted. The role of crime surveys.
5. The role of the victim in regard to (a) the crime, and (b) the criminal justice process.
6. Policing and Crime Prevention.
7. Women, crime and the criminal justice system.

Teaching Arrangements: A weekly two-hour seminar (LL272) and no class, in the Michaelmas Term.

Written Work: Essays or past examination questions will be set from time to time.

Reading List: Useful introductions which can be read in advance are: F. Heidensohn, *Crime and Society* (1989), and/or K. Williams, *Textbook on Criminology* (1991). A text covering most topics on the course in sufficient depth is M. Maguire, R. Morgan & R. Reiner (Eds.), *The Oxford Handbook of Criminology* (1997). Other recommended texts: D. Downes & P. Rock, *Understanding Deviance* (1988); P. Rock (Ed.), *A History of British Criminology* (1988); G. Vold & T. Bernard, *Theoretical Criminology* (1986); I. Taylor, P. Walton & J. Young, *The New Criminology* (1973); J. Shapland, *Victims in the Criminal Justice System* (1985); R. Reiner, *The Politics of the Police* (2nd edn., 1992); A. Bottomley & K. Pease, *Crime and Punishment: Interpreting the Data* (1986); F. Heidensohn, *Women and Crime* (1985).

Methods of Assessment: There will be one two-hour examination.

LL275

Property II

Teacher Responsible: Mr. R. Nobles, Room A328

Availability and Restrictions: This is an optional course for LL.B. and LL.B. (French) Part I and II and compulsory for B.A. Anthropology and Law 2nd or 3rd year students requiring exemption from the Law Society's Part I exam. Students must have completed Property I (LL105).

Core Syllabus: The aim of the course is to explore key conceptual problems in English land transfer law and the law of trusts.

Course Content: The general principles of English land transfer law: the evolution of the system of registration of titles and the structure of property in land. The general nature of equitable principles and remedies. The structure of commercial interests in land: leases, mortgages and land obligations. A historical introduction to the trust form in commercial and family contexts: perspectives on the judicial approach to the acquisition of shares in family property; a treatment of the issues raised by pension trusts; the nature of trusteeship; evolution of trusteeship.

Note: the content of this course is under review and may be changed.

Teaching Arrangements: 22 two-hour seminars each week taught in small groups (LL275A).

Reading List: S. Gardner, *An Introduction to the Law of Trusts*; J. Hackney, *Understanding Equity and Trusts*; Maudsley & Burn, *Land Law: Cases and Materials*; Moffat, *Trusts Law: Text and Materials*; Murphy & Roberts, *Understanding Property Law*.

Methods of Assessment: There is a three-hour formal examination in the Summer Term on which the entire assessment for the course is based.

LL278

Public International Law

Teacher Responsible: Professor C. J. Greenwood, Room A387

Availability and Restrictions: This is an optional course for LL.B. and LL.B. (French) Parts I and II, B.A. Anthropology and Law and for other Bachelor's degrees where regulations permit.

Core Syllabus: The aim of the course is to introduce students to the nature, role and content of public international law.

Course Content:

1. **Introduction:** Nature and basis of international law.
2. **Sources of International Law.**
3. **Treaties.**
4. **International Law and National Law:** the relationship between international law and national law.
5. **Participants in the International Legal System – States; Governments; International organizations; Individuals; Other participants:** (e.g. NGOs).
6. **Territory:** The extent of state territory; acquisition and maintenance of title to State territory.
7. **Jurisdiction:** The bases of asserting jurisdiction over persons and events.
8. **Immunities from Jurisdiction:** State immunity; act of State; diplomatic and consular immunity; immunity of international organisations.
9. **State Responsibility:** General principles of responsibility; imputability of acts of individuals to States; circumstances excluding responsibility; procedures.
10. **Treatment of Aliens:** Duties owed to aliens.
11. **International Claims:** The legal basis for international claims.
12. **The Use of Force:** The prohibition of aggression; self-defence; reprisals; humanitarian intervention.
13. **Dispute Settlement:** Methods of settlement: International Court of Justice.

Teaching Arrangements: Lectures: The lecture course (LL278) is given by Professor Greenwood, Professor Chinkin and Mr. Bethlehem and consists of two hours for 10 weeks in Michaelmas and Lent Terms and for one week in the Summer Term. Classes: Students receive one hour of classes per week for 10 weeks in Michaelmas and Lent Terms; and one hour for 2 weeks in Summer Term (LL278.A for non-specialists and LL278.B for specialists).

Reading List: D. J. Harris, *International Law: Cases and Materials* (5th edn., 1997); M. Shaw, *International Law* (4th edn., 1997) and either I. Brownlie, *Basic Documents in International Law* (4th edn., 1995); or M. Evans, *International Law Documents* (1997 edn.).

Public international law involves the application of legal principles and techniques to the most complex and contentious problems of international affairs. It is therefore invaluable for those contemplating an international career, as diplomats, government legal advisers, officials of international organisations or lawyers with an international practice. In addition, points of international law arise with increasing regularity in English courts.

Methods of Assessment: There is a three hour formal examination in the Summer Term, based on the entire syllabus. There are usually 10 questions, of which 4 are to be answered. The paper comprises both essays and problem questions. Class teachers also require essays in the Michaelmas and Lent Terms.

LL282

Law of Restitution

(Not available 1998–99)

Availability and Restrictions: This course is optional for LL.B. and LL.B. (French) Part I and II students and B.A. Anthropology and Law. A general knowledge of the law of contract is essential. A knowledge of the fundamental principles of property law is advisable.

Course Syllabus: The aim of the course is to build an analytical framework for the Law of Restitution and to analyse the relationship between restitution on the one hand and contract and tort on the other hand.

Course Content:

1. Historical and analytical introduction to the structure of the law of restitution.
2. 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.
3. 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.
4. Restitution and free acceptance.
5. Restitution and wrong doing.

6. Restitution in the second measure, with particular reference to the rules of tracing.

7. Defences to a restitutionary claim.

Teaching Arrangements: Teaching is by way of 21 seminars (LL282) of 2 hours duration. Detailed reading lists are provided and students are expected to be fully prepared beforehand in order to be able to participate in class discussion.

Written Work: This will be set by the teacher in charge of the course. A minimum of 2 pieces of written work will be required, usually 1 essay and 1 problem.

Reading List: P. B. H. Birks, *An Introduction to the Law of Restitution* (Oxford, 1989). Reference should also be made to Goff and Jones, *The Law of Restitution* (3rd edn., 1986).

Methods of Assessment: There is a three-hour formal examination in the Summer Term on which the entire assessment for the course is based.

LL284

Sentencing and Treatment of Offenders

(Half unit course)

Teacher Responsible: Dr. J. Peay, Room A462

Availability and Restrictions: This course is optional for LL.B. and LL.B. (French) Part I or II and B.A. Anthropology and Law students. Most students coming to this course will be familiar with the structure of the English courts, both at trial and appeal levels. As the course is geared to the English system it is not so suitable for General Course students though some have opted for it in the past.

Core Syllabus: This course, which is a half unit course for the purpose of the LL.B., lasts one term. Criminal justice is now a topic of considerable political debate and change. The syllabus is liable, therefore, to alter year by year. It examines the aims and justifications of punishment, looking both at its development and areas of current controversy. The question of how courts carry out their sentencing function, both in theory and practice, is supplemented by consideration of proposals for sentencing reform. It goes on to examine the various custodial and non-custodial measures available and their effectiveness, and focuses particularly on recent attempts to promote 'punishment in the community'. Mentally disordered offenders raise particular problems, as do 'dangerous' and persistent offenders – the course will examine these and the responses they provoke, together with an examination of the reality of treatment within confinement.

Course Content:

Punishment – its history, aims and justifications
Sentencing – theory, practice and possibilities for reform
Custody – containment, treatment, rights and release
Community based penalties – their scope and future
Mentally disordered, dangerous and persistent offenders – the penal response to problematic groups.

Teaching Arrangements: 10 2-hour seminars (LL284) in the Lent Term. Teaching is by a combination of formal student presentations and group discussion.

Reading List: A list will be supplied at the beginning of the term together with key questions to be addressed in class. The recommended text for the course is Andrew Ashworth, *Sentencing and Criminal Justice* (Weidenfeld & Nicolson, 1995).

Methods of Assessment: There will be one two-hour examination.

LL287

LL288

Social Security Law I and II (Half unit courses)

Teacher Responsible: Dr. Julian Fulbrook, Room A368

Availability and Restrictions: These courses are optional for LL.B. and LL.B. (French) – Parts I and II, B.A. Anthropology and Law. SS I is a pre-requisite for SS II.

Core Syllabus: SS I aims to survey the basic legal theory of the subject. SS II is an advanced practical course on lawyering technique.

Course Content:

- (1) *Social Security I:* General Introduction to National Insurance and Income Support Law. Terminology and specialist citations. Historical perspectives: the Poor Law, the 1909 Royal Commission, the 1911 Act, the 1934 'double decker' system. The Beveridge structure. Contributions. Types of benefits. Social Security Appeal Tribunals. The Commissioners. Job Seeker's Allowance. Sickness and Incapacity Benefits. Income Support. Social Security and strikes.

(2) *Social Security II:* Interviewing. Audio Visual practice. Negotiating. The administrative process. Tribunal advocacy: opening submission, examination-in-chief, cross-examination and final submissions. Tribunal hearings. Appellate work and counselling.

Teaching Arrangements: The course is taught by 2-hour seminars (LL287 weekly Michaelmas Term/LL288 weekly Lent Term). Lectures are used to cover a lot of ground quickly, whereas the seminars enable us to discuss issues and details on the basis of prior reading. The aim is to analyse the technicalities of the law but also to put the issues into context – millions of people who every year rely on social security for their basic income.

Reading List: Ogus, Barendt & Wikeley, *The Law of Social Security* (Butterworths, 1995); Julian Fulbrook, *Administrative Justice and the Unemployed* (1978); Max Atkinson, *Our Masters' Voices* (1984); Marcus Stone, *Cross-Examination in Criminal Trials* (1988).

Methods of Assessment:

- (1) SS I: There is a two-hour paper with two questions:
 - (a) A *Legal problem* in which the student is expected to demonstrate knowledge and familiarity with the statutes and case law.
 - (b) A general essay on a question which will deal with one of the following topics: (i) The historical origins of social security, (ii) The tribunal system; (iii) Social security and strikes.
- (2) SS II: A two-hour paper with two questions based on a transcript of an interview, negotiation or tribunal hearing.

LL293

Taxation

Teachers Responsible: Mrs. J. Freedman, Room A158 and Dr. I. Roxan, Room A460

Availability and Restrictions: This course is for LL.B. and LL.B. (French) second and third year students and B.A. Anthropology and Law. It is not available to General Course students.

Core Syllabus: The aim of the course is to examine the U.K. tax system against a background of tax law principles and to study selected policy problems as they arise during the course of this examination.

Course Content:

1. General principles of taxation, objectives of a tax system, types of taxation, income and expenditure taxes, capital and revenue, local taxation. Structure and administration; powers of the Inland Revenue. Outline of British tax system.
2. Application and interpretation of tax legislation by the Courts; evasion and avoidance and methods of controlling them.
3. *Employment income* (Sch.E) application of income tax and national insurance contributions.
4. *Business income* (Sch.D, Cases I, II & VI) – income taxation of profits of unincorporated business, national insurance contributions and value added tax.
5. *Expenditure* – examination and comparison of deductions available from income in respect of capital and revenue expenditure of different types. (Capital allowances, Sch.D Cases I & II and Sch.E deductions).
6. *Land and other property* – income tax treatment.
7. Tax treatment of capital accretions. Annual wealth tax and taxes on the transfer of wealth – objectives and effectiveness. Capital gains tax and inheritance tax.
8. *The individual's tax position.* Personal allowances and assessment of total income, the choice of unit of taxation for income and capital taxes (taxation of the family, married couples or individuals?), relationship between tax and social security system and proposals for integration.
9. *Corporations.* Reasons for taxing corporations, corporation tax, integration with taxation of individuals, distributions to shareholders, comparison between incorporated and unincorporated businesses, close companies and groups.

Teaching Arrangements: Two-hour weekly seminars (LL293) plus occasional additional classes as necessary at times arranged with class (up to 6 classes) given by J. Freedman and I. Roxan. Sessional.

Written Work: Will form an integral part of the course although it will not be assessed for degree mark purposes.

Recommended Reading: Detailed reading lists will be distributed during the course.

Basic Texts: Whitehouse, *Revenue Law*; Shipwright and Keeling, *Revenue Law*; Tiley and Collison's, *UK Tax Guide and Policy Supplement*; Easson, *Cases and Materials*; Kay & King, *The British Tax System*; James and Nobes, *The Economics of Taxation*.

Legislation: Butterworths, *Orange Tax Guide*; *Yellow Tax Guide*; or CCH, *British Tax Legislation*. Detailed reading lists will be provided during the course.

Methods of Assessment: One 3-hour paper. Copies of any books listed under 'Legislation' above may be taken into the examination room, with non verbal markings only.

LL294

Law, Theory and Policy of Consumer Markets

Teacher Responsible: Colin Scott, Room A340

Availability and Restrictions: This course is optional for LL.B. and LL.B. (French) Part I and II students and B.A. Anthropology and Law. Contract and Tort Law, Obligations, Public Law and Criminal Law are all desirable but not essential background.

Core Syllabus: The course seeks to explore the selected areas of law relating to activity in consumer markets, in the context of theories of consumption and consumer transactions and public policy in relation to such activity.

Course Content: Topics selected from the following:

1. Consumption, Consumerism and Regulation
Theory and Practice of Modern Consumption; Rationales for Regulating Consumer Transactions; Institutions of Consumer Regulation
2. Advertising and Marketing
Marketing Technique and Theories of Advertising; Common Law Approaches; Criminal Law; Self-Regulation; Agency Regulation
3. Financial Services
Marketing of Financial Services; Consumer Credit Regulation; Consumer Insurance; Banking
4. Consumer Safety
Risk and Safety in Consumer Markets; Product and Food Safety in the UK within the EC; Negligence Liability and Product Liability; Class Actions
5. Quality of Goods and Services and Consumer Redress
Contract Regulation; Small Claims; Self-Regulation and Alternative Dispute Resolution
6. Competition Policy and Privatisation
Competition Policy and Consumer Markets; Restrictive Trade Practices; Control of Monopoly; EC Competition Policy; Regulation of Privatised Industries; The Citizen's Charter Programme
7. International Consumer Protection

Teaching Arrangements: There are 22 weekly two hour seminars (LL294).

Written Work: Students will be expected to prepare two short essays during the year in addition to the assessed essay.

Selected Reading List: G. Howells & S. Weatherill *Consumer Protection Law* (1995); I. Ramsay, *Consumer Protection: Text and Materials* (1989); R. Cranston, *Consumers and the Law* (2nd edn., 1984); B. Harvey & D. Parry, *The Law of Consumer Protection and Fair Trading* (5th edn., 1996); L. Kramer, *EEC Consumer Law* (1986); D. Oughton, *Consumer Law: Text, Cases and Materials* (1991); G. Pitt (Ed.), *Butterworths Commercial and Consumer Law Handbook* (1995); *Consumer Law Encyclopedia*.

Methods of Assessment:

1. Assessed essay on a topic to be approved by the responsible teacher (50%). Suggested topics will be handed out in a document giving advice on research and writing. Students will have the opportunity to discuss their research and writing plans with the teacher responsible.
2. Two hour formal examination in which candidates will be asked to answer 2 questions from a choice of 10-12 (50%). Unmarked statutory material may be taken into the examination.

LL297

Women and the Law

(Not available 1998-99)

Availability and Restrictions: This course is optional for 2nd and 3rd year LL.B. and LL.B. (French) students and B.A. Anthropology and Law.

Core Syllabus: The course looks at the position of women in society; discrimination and inequality; and the possibilities and limitations of legal intervention.

Course 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 Arrangements: One two-hour seminar (LL297) held weekly. Seminars are conducted by Dr. E. Szyszczak.

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*.

Methods of Assessment: Those taking the course have a choice of being assessed 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 the oral examination required by the London University regulations. Students opting for assessment by examination will be required to answer three questions, one at least from each of two sections. Students opting for assessment on the basis of an essay must notify the responsible teachers of their decision by the end of the Michaelmas Term.

LL298

Essay on an Approved Legal Topic

The regulations for the LL.B. degree provide that where a student is taking the equivalent of three-and-a-half subjects he/she may make up the final half-subject by writing an essay on a legal topic approved by the School.

This may be done by either Second or Third Year students (subject only to the rule that no one may do more than 25% of their examination by way of essays). Any student thinking of doing the approved legal topic essay should discuss the matter with his/her tutor.

The selection of an appropriate topic would be for the student in consultation with his or her tutor or, if the tutor is not to be the supervisor for the essay, with the supervisor. Once they have settled on a topic it must be approved by the Chairman of the Part I and Part II LL.B. Board.

There is no rule that the topic cannot be from an area covered by a subject being taken (or having been taken) as an ordinary examination subject. But in that case the supervisor and the Chairman of the Examiners will need to consider to what extent the subject is different from what would be done in the other course. Obviously it is not possible to do an essay on a subject which simply repeats material covered elsewhere.

The length of the essay should be 6,000 to 8,000 words (excluding footnotes). In the interests of the candidate a typescript is preferred. Footnotes may be placed at the end of the text or at the bottom of the page to which they relate. The latter is preferable. The essay should include a bibliography.

The supervisor will be available to provide some guidance but basically it is intended that the student should do his own research. The essay should be handed in to the Examinations Office not later than 1 May.

LL299

Full unit Essay Option

The current regulations permit a student taking the LL.B. or LL.B. (French) degree to make up courses to the value of three and a half subjects in either Part I or Part II by writing a half subject essay of about 6,000-8,000 words on a legal topic approved by the School. This option has now been extended to include a full subject essay of about 12,000-15,000 words.

The conditions attached to the full essay option are broadly the same as those which currently apply to the half subject essay option. It is necessary for a student to have the approval of both a member of staff who is willing to supervise the essay and the Chair of the LL.B. Part I and II Examiners for the proposed essay. The essay must be submitted by the first day of the Summer Term.

It may be possible to use the essay option to do some work in a subject which is not being offered as a taught course in the year in question. Alternatively, students may be able to use it to do some more detailed work on a topic of particular interest to them, providing that this does not overlap with any course which they are taking to an unacceptable extent. It should be stressed that no member of staff is under an obligation to agree to supervise any proposed essay and that the approval of the chair of examiners must be obtained by 31 October of the year in question. Where this option is taken students can expect to see the essay supervisor to discuss their work on a regular basis in each of the first two terms with at least three meetings in each term.

Finally, it should be noted that it will not be possible to submit a full subject essay and half subject essay in the same year.

LL305

Jurisprudence

Teachers Responsible: Ms. A. Barron, Room A155; Professor

H. Collins, Room A340; Professor N. Lacey, Room A463; Mr.

R. Nobles, Room A328 and Professor R. Reiner, Room A463

Availability and Restrictions: This course is compulsory for LL.B. and LL.B. (French) Part II.

Core Syllabus: Introduction to philosophy of law and to topics in moral and political philosophy of special interest to lawyers.

Course Content: Philosophy of Law: Theories of Aquinas, Austin, Bentham, Hart, Fuller, Kelsen, Olivercrona, Dworkin, Weber, Rawls and Unger.

Selected topics from Law and Economics, Feminist Jurisprudence, Autonomy of Law, Disobedience to Law, Marxism and Law, Law and Power, Justice.

Teaching Arrangements: 2 lectures (LL305) each week, 1 class (LL305.A) each week.

Written Work: Students will be expected to write essays each term.

Reading List: Michaelmas Term - *Lloyds Introduction to Jurisprudence*; Austin, *Province of Jurisprudence Determined*; Hart, *The Concept of Law*; Kelsen, *The Pure Theory of Law*; Dworkin, *Taking Rights Seriously*; Laws *Empire*; Fuller, *The Morality of Law*; Bentham, *Introduction to the Principles of Morals and Legislation*; Rawls, *A Theory of Justice*.

Lent Term - materials handed out to students in mimeograph form.

Methods of Assessment: 3 hour formal examination in Summer Term.

MANAGEMENT

Course Guides

MN100

Orientation for Management Students
Teacher Responsible: Dr. Celia Phillips, Room G509
Availability and Restrictions: Compulsory course for first year B.Sc. Management students.
Course Content: The course combines informal seminars covering broad management issues with a coordinated approach to career development. Occasional outside speakers are invited to contribute to seminars on specific topics.
Reading List: There is no reading list for the course.
Teaching Arrangements: Seminars (MN100) are held regularly during the Michaelmas, Lent and Summer Terms.
Method of Assessment: The course is not examined.

MN200

The Process of Management
Teacher Responsible: Dr. James Montgomery, Room G508
Availability and Restrictions: This course is compulsory for the B.Sc. Management 2nd year. Students from other departments must have already taken SO105 Industrial Enterprise in Comparative Perspective.
Core Syllabus: The application of social science concepts to the analysis of management and the social organisation contexts in which managers operate. The way management has been conceptualised and key concepts in the understanding of managerial action. The exploration of applied issues in management by means of case studies.
Course Content: The development of management, ownership and control. The boundaries of the organisation: markets, hierarchies, and networks. Organisational structure and behaviour. Power and politics in organisations. Strategic management. Human resources management. Corporate culture. Public management. Process management. Cross-cultural management. Women in management.
Teaching Arrangements: Lectures: (MN200.1) 20 Michaelmas and Lent Terms. Classes (MN200.1A) 22: Michaelmas (10) Lent (10) Summer (2). Case study classes (MN200.2) are organised in the Lent Term (10).
Written Work: Students are expected to produce two pieces of written work per term.
Reading List: There is no suitable textbook. A reading list will be available to students taking the course.
Methods of Assessment:
1. A formal 3 hour examination - 80%
2. Case study reports - 20% (10% 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 Lent Term and the first week of the Summer Term.

MN201

Economics for Management
Teacher Responsible: Dr. Diane Reyniers, Room G510
Availability and Restrictions: This course is optional for the B.Sc. Management, 2nd year.
Core Syllabus: The objective of the course is to provide students with insights from economic theory which are relevant to applications in managerial decision making. The emphasis is on problem solving and applying microeconomics ideas.
Course 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 Arrangements: Lectures (MN201): 2 hours x 10 Michaelmas and Lent Terms, 2 hours x 2 Summer Term
Classes (MN201.A): 1 hour x 10 Michaelmas: 1 hour x 10 Lent: 1 hour x 2 Summer Term.
Reading List: No textbook covers the whole course but Hal R. Varian, Intermediate Microeconomics (1990) is a good reference book for the course. In addition students are advised to use T. C. Bergstrom & H. R. Varian, Workouts in Intermediate Microeconomics (1990); P. Milgrom & J. Roberts, Economics, Organization and Management (1992) and J. Tirole, The Theory of Industrial Organization (1990) will also be referred to.

Methods of Assessment: The course is assessed by two, two-hour, end of term written exams counting for 15% each and a three-hour written final exam counting for the remaining 70%.

MN202

Seminar for 2nd Year Management Students
Teacher Responsible: Dr. Celia Phillips, Room G509
Availability and Restrictions: Compulsory course for second year B.Sc. Management students.
Course Content: The course combines informal seminars covering broad management issues with a co-ordinated approach to career development and general Institute matters.
Teaching Arrangements: Seminars (MN202) are held regularly during the Michaelmas, Lent and Summer Terms.
Reading List: There is no reading list for the course.
Method of Assessment: The course is not examined.

MN301

Management in the International System
Teacher Responsible: Dr. James Montgomery, Room G508
Availability and Restrictions: This course is compulsory for the B.Sc. Management 3rd year.
Core Syllabus: It aims to apply social science theory to the analysis of the conduct and management of transnational activities; to contrast international management structures and processes with those found in the purely domestic context; to examine the various forms of organisation that carry out activities internationally; and to delineate the international political, economic, social and legal structures and environments within which management takes place.
Course Content: The course has two main sections, one on the functioning of the international system and the other examining management in the international context.
I The Functioning of the International System (10 Lectures)
The nature of the contemporary global political economy. The changing position of the State in a global economy. The globalization of business, finance and trade in goods and services. Global competition. The transnational corporation in the global economy. The evolution and operation of international organisations and regimes to manage activities across national frontiers. Global interdependence and integration: record and prospects.
II Management in the International Context (10 Lectures)
Culture. International entry. Impact of multinational firms and business diplomacy. Global business strategy. Strategic alliances.
Teaching Arrangements: Lectures (MN301): Michaelmas Term 10 x 1 hour, Lent Term 10 x 1 hour.
Classes (MN301.A): Michaelmas Term 8 x 1 hour, Lent Term 10 x 1 hour, Summer Term 2 x 1 hour.
Reading List: Michael R. Czinkota, Ilkka A. Ronkainen & Michael H. Moffett, International Business, 3rd edn. (1994); John D. Daniels & Lee H. Radbaugh, International Business, 7th edn. (1995); Stefan H. Robock & Kenneth Simmonds, International Business and Multinational Enterprises, 4th edn. (1989); Christopher A. Bartlett & Sumantra Ghoshal, Transnational Management, 2nd edn. (1995).
Methods of Assessment:
1. A formal 3-hour examination - 75%
2. One 2,500-word written essay - 25%

MN302

International Marketing and Market Research
Teacher Responsible: Dr. Celia Phillips, Room G509
Availability and Restrictions: This course is for the B.Sc. Management 3rd year. Students must have already passed ST104 or MA105 in Quantitative Methods.
Core Syllabus: The course covers the main methods used in Market Research and emphasises applications as part of the Marketing process both in the UK and internationally.
Course Content: The market research industry, data sources, censuses, survey design, sociodemographics, opinion polls, readership and audience research, product research, the measurement of advertising effectiveness. An introduction to attitude and taste measurement, causation, and multivariate analysis.
Teaching Arrangements: Lectures: 20 one-hour lectures (MN302) in the Michaelmas Term. Fifteen one-hour classes (MN302.A) in the Michaelmas and Lent Terms beginning in the

fourth week of the Michaelmas Term. Case study meetings in the Lent Term.
Reading List: Main texts are Kinnear & Taylor, Marketing Research: An Applied Approach and Peter Chisnall, Marketing Research. Further references will be given during the Course. You are also advised to take the Library introduction to PROFILE.

Methods of Assessment:

- 1. One two hour examination at the end of the Michaelmas Term - 20%
2. One case study report - 30%
3. One formal three hour examination - 50%

MATHEMATICS

Course Guides

MA100

Mathematical Methods

Teachers Responsible: Dr. J. Davies and Dr. M. Harvey

Availability and Restrictions: This course assumes knowledge of the elementary techniques of mathematics including calculus, as evidenced for example by a good grade in A level mathematics. It is not available to students who have previously taken **Quantitative Methods (Mathematics)** (MA107). Such students should instead consider taking the two half-units **Further Quantitative Methods (Mathematics)** (MA207) and **Further Quantitative Methods (Statistics)** (ST204).

Core Syllabus: This is an introductory level course for those who wish to use mathematics seriously in social science, or in any other context. A range of basic mathematical concepts and methods in calculus of one and several variables and in linear algebra are covered and some applications illustrated. It is an essential pre-requisite for any mathematically orientated economics options and for many further mathematics courses.

Course 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.

Teaching Arrangements: The lecture course MA100 is 2 hours each week (1 hour of linear algebra and 1 hour of calculus) in the Michaelmas, Lent and early Summer Terms (44 lectures in all). In addition weekly classes MA100.A are given (MA100.B for B.Sc. Mathematics and Economics degree students).

Written Work: Students will be expected to complete exercises assigned weekly in the lectures. Written answers to specified exercises are submitted to the appropriate class teacher for evaluation. Success in this paper depends on dealing with this written work as it is assigned, in a regular and systematic manner.

Reading List: *Calculus* (C.U.P.) by K. G. Binmore, *Elementary Linear Algebra* by Howard Anton.

Methods of Assessment: The course assessment is based exclusively on a 3 hour formal examination in the Summer Term.

MA103

Introduction to Pure Mathematics

Teachers Responsible: Professor N. Biggs, Professor G. Brightwell and Dr. B. von Stengel

Availability and Restrictions: This is available to students in any year of study as permitted by the regulations for their degrees. The only pre-requisite is A Level Mathematics or equivalent.

Core Syllabus: This is an introduction to the use of formal definitions and proofs in mathematics. The basic results of, for instance, number theory and calculus are presented and proved.

Course Content: Logic, Integers, Sets and Functions, Prime Numbers, Relations, Real and Complex Numbers, \mathbb{R}^n as a Vector Space, Groups, Sequences, Limits, Continuity, Differentiation (if time allows).

Teaching Arrangements: The lecture course MA103 consisting of 2 lectures a week in the Michaelmas, Lent and Summer Terms (approximately 45 lectures in all). In addition weekly classes MA103.A are given (MA103.B for B.Sc. in Mathematics and Economics students); it is very important that students attend these classes.

Written Work: Students are expected to submit written work to the class teacher each week, and this will be discussed in the classes.

Reading List: *Numbers and Proofs*, by R. Allenby; *Discrete Mathematics* by N. L. Biggs; *Yet another Introduction to Analysis* by Victor Bryant; *Introduction to Real Analysis* by R. G. Bartle & D. R. Sherbert.

Methods of Assessment: There is a 3 hour formal examination in the Summer Term.

MA106

Introductory Quantitative Methods

(Mathematics) (Half unit course)

Teacher Responsible: Dr. J. van den Heuvel

Availability and Restrictions: This course is not available to students with A Level Mathematics, or to students with other experience of calculus.

Core Syllabus: This course is intended to provide elementary quantitative skills for students without mathematics or statistics to A level standard. Students will be introduced to basic mathematical concepts and manipulations. The presentation will indicate some applications of quantitative methods for economics and management.

Course Content: Mathematical operations, Powers and roots, Exponents and logarithms, Sets, Functions, Equations, Differentiation of functions of one variable, Maximization and minimization of functions, Integration, Matrix algebra, Systems of linear equations.

Teaching Arrangements: Lectures MA106: 20 hours Michaelmas Term. Classes MA106.A: 10 hours Michaelmas Term.

Written Work: Weekly example sheets will be set and students are expected to submit solutions each week.

Reading List: Notes covering all essentials will be handed out throughout the term. The following books provide additional material. Mike Rosser, *Basic Mathematics for Economists*; E. T. Dowling, *Mathematical Methods for Business and Economics*, Schaum's *Outline series*; I. Jacques, *Mathematics for Economics and Business*; J. M. Pearson, *Mathematics for Economics, a First Course*.

Methods of Assessment: There will be a two-hour written examination in the Summer Term.

MA107

Quantitative Methods (Mathematics)

(Half unit course)

Teacher Responsible: Dr. A. Ostaszewski

Availability and Restrictions: This is a basic course in mathematics intended primarily for students who have already reached A level standard in Mathematics. It is also accessible to students who have performed well at a level slightly lower than A level and are proficient in basic calculus.

Core Syllabus: The course is intended to give students the minimum additional mathematical tools necessary for further study in economics. While ideas are taught systematically, the emphasis is on the applicability of the methods to economic problems rather than the rigour that would be found in a pure mathematics course, and economic examples will be used liberally throughout the course to motivate and illustrate the subject matter.

Course Content: Each mathematical section of the course will be linked to one or more economic models; these are given in brackets in the following lists: Sets, functions, equations, graphs [supply and demand, equilibrium]. Difference equations, sequences, limits [interest and present value; cobweb model, stability of equilibrium, oscillatory behaviour]. Differentiation, inverse functions, exponential and logarithmic functions, optimization [total, average, marginal cost; profit maximization; continuous compounding]. Partial differentiation, chain rule, homogeneous functions [production functions]. Vector notation, geometry of lines and planes, convexity [bundles, preferences, utility functions]. Matrix notation, solution of linear systems, inverse matrices [input-output model]. Optimisation in two variables: unconstrained and constrained. Lagrange multiplier [elementary models of the firm and the household]. Integration. Differential equations.

Teaching Arrangements: Lectures MA107: 20 Michaelmas Term. Classes MA107A: 8 Michaelmas Term, 2 Lent Term.

Written Work: Written answers to set problems will be expected on a weekly basis.

Reading List: The course follows M. Anthony and N. L. Biggs, *Mathematics for Economics and Finance: Methods and Modelling*, Cambridge University Press, 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 enough to this course. Further information will be provided in the lectures.

Methods of Assessment: There will be one two-hour examination in the Summer Term.

MA200

Further Mathematical Methods (Calculus)

(Half unit course)

Teacher Responsible: Professor G. Brightwell

Availability and Restrictions: Ideally the course **Mathematical Methods** (MA100) or equivalent. This entails knowledge of an intermediate course of calculus, giving proficiency in techniques of differentiation and integration. Students who have taken **Quantitative Methods (Mathematics)** (MA107) are advised to take **Further Quantitative Methods (Mathematics)** (MA207) as preparation for this course.

Core Syllabus: This is one of two courses which develop the ideas and results first presented in **Mathematical Methods** (MA100). This course studies how integrals may be numerically calculated, or transformed by a variety of manipulations, and how they may be applied systematically to the solution of differential equations.

Course Content: Riemann-Stieltjes integral. Manipulation of integrals. Multiple integrals. Convolutions, Laplace Transforms. Application to Finance.

Teaching Arrangements: 20 lectures (MA200) Michaelmas Term accompanied by weekly MA200.A classes Michaelmas Term (MA200.B for B.Sc. Mathematics and Economics degree students).

Written Work: Written answers to set problems will be expected on a weekly basis.

Reading List: *Advanced Mathematical Methods* by A. Ostaszewski. Useful background texts are: *Advanced Calculus* by M. R. Spiegel. *Laplace Transforms* by M. R. Spiegel.

Methods of Assessment: There is a 2 hour formal examination in the Summer Term.

MA201

Further Mathematical Methods (Linear Algebra)

(Half unit course)

Teacher Responsible: Dr. M. Anthony

Availability and Restrictions: Ideally the course **Mathematical Methods** (MA100) or equivalent, entailing familiarity with linear independence, eigenvalues and diagonalisation. Students who have taken **Quantitative Methods (Mathematics)** (MA107) are advised to take **Further Quantitative Methods (Mathematics)** (MA207) as preparation for this course.

Core Syllabus: This course develops the ideas and results first presented in the algebra part of **Mathematical Methods**.

Course Content: Vector spaces, Wronskian, Inner Products, Orthogonality, Geometry of \mathbb{R}^n , Direct Sums, Projections, Least Squares, Spectral Theory, Generalized Inverses, and selected applications of the theory including an introduction to Games and Linear Programming.

Teaching Arrangements: Lecture course consisting of approximately 22 lectures (MA201) Lent Term accompanied by weekly MA201.A class (MA201.B for B.Sc. Mathematics and Economics students) in the Lent Term.

Written Work: Written answers to set problems will be expected on a weekly basis.

Reading List: *Advanced Mathematical Methods* by A. Ostaszewski. Additional background reading: *Mathematics for Economists*, by C. Simon & L. Blume (Norton, 1994) and *Elementary Linear Algebra: Applications version*, by H. Anton & C. Rorres (Wiley, 1991)

Methods of Assessment: There is a 2 hour formal examination in the Summer Term.

MA202

Convexity and Fixed Point Theorems

(Half unit course)

Teacher Responsible: Professor G. Brightwell

Availability and Restrictions: Pre-requisites are ideally the courses **Real Analysis** (MA203) and **Mathematical Methods** (MA100). The minimal requirement is a basic knowledge of the norm and inner product in \mathbb{R}^n , as covered in the course **Mathematical Methods** (MA100) and a familiarity with techniques for formal proofs.

Core Syllabus: This course is an introduction to the ideas from Linear Programming, Convexity and Fixed Point Theorems that have applications to Economics.

Course Content: Convex Sets, extreme points, separating hyperplanes, supporting hyperplanes in \mathbb{R}^n . Convex and concave functions. Linear programming, Farkas' Lemma, the Duality

Theorem and Complementary Slackness. (We do not cover computational methods for solving linear programs in this course). Brouwer's fixed point theorem. Set valued mappings. Kakutani's fixed point theorem. Banach's fixed point theorem. Applications.

Teaching Arrangements: 20 lectures (MA202) and 10 classes (MA202.A) in the Lent Term.

Written Work: Students are expected to submit written solutions to the weekly problem sheets.

Reading List: Notes covering all essentials will be handed out throughout the term. The following books provide additional material. *Advanced Mathematical Methods* by Adam Ostaszewski; *Methods of Mathematical Economics, Linear and Nonlinear Programming, Fixed Point Theorems* by Joel Franklin; *Convexity*, by Roger Webster; *Fixed Points*, by Yu. A. Shashkin; *Convex Structures and Economic Theory*, by Hukukane Nikaido.

Methods of Assessment: There is a 2 hour formal examination in the Summer Term.

MA203

Real Analysis (Half unit course)

Teacher Responsible: Professor S. Alpern

Availability and Restrictions: It is recommended that students have had some familiarity with formal proofs (for example attendance in **Introduction to Pure Mathematics** (MA103) or some equivalent).

Core Syllabus: The aim is to study the real numbers from several points of view; algebraic, analytical, topological. The emphasis is on the axiomatic method.

Course Content: Sets, cardinality, fields (ordered and Archimedean properties). We study aspects of equivalence of several axioms ('least upper bound', 'nested interval property', 'Cauchy property', 'Bolzano-Weierstrass property'). A brief introduction to general topology is given. Then, focusing on the real numbers, we study convergence of sequences and series, and the uniform convergence of continuous functions. Some elements of calculus may be studied at a formal level.

Teaching Arrangements: 20 lectures (MA203) and 8 problem classes (MA203.A) in the Michaelmas Term.

Written Work: Written answers to set problems will be expected on a weekly basis.

Reading List: Robert G. Bartle, *The Elements of Real Analysis*; K. G. Binmore, *Mathematical Analysis, a straightforward approach*; J. C. Burkill & H. Burkill, *A Second Course in Mathematical Analysis*; Hugh Thurston, *Intermediate Mathematical Analysis*. The main text is Schramm, *Real Analysis*.

Methods of Assessment: There is a 2 hour formal examination in the Summer Term.

MA205

Discrete Mathematics (Half unit course)

Teacher Responsible: Dr. J. van den Heuvel

Availability and Restrictions: Introduction to Pure Mathematics (MA103) (or some other course based on formal definitions and proofs) is a pre-requisite.

Core Syllabus: A course of discrete mathematics intended mainly for third-year students who have previously taken the **Introduction to Pure Mathematics** (MA103) course.

Course Content: Introduction to counting. Combinations and selections. Inclusion-exclusion. Recurrence relations and generating functions. Algorithms. Running times. Sorting. Error-correcting codes. Linear and cyclic codes.

Teaching Arrangements: 20 lectures (MA205) and 10 classes (MA205.A) in the Michaelmas Term.

Written Work: Weekly exercises will be set and marked.

Reading List: *Discrete Mathematics* by N. L. Biggs; *A First Course in Combinatorial Mathematics* by Ian Anderson. Notes containing the core material will be handed out throughout the term.

Methods of Assessment: There is a 2 hour formal examination in the Summer Term.

MA207

Further Quantitative Methods (Mathematics)

(Half unit course)

Teacher Responsible: Professor N. Biggs

Availability and Restrictions: This course is intended primarily for students of Management, Management Sciences, Economics

and Accounting and Finance who have previously taken **Quantitative Methods (Mathematics)** (MA107). It is not available to students who have taken **Mathematical Methods** (MA100), or equivalent, nor higher level methods courses.

Core Syllabus: This is a second course in quantitative methods, following on directly from the **Quantitative Methods (Mathematics)** (MA107). This course will contain further algebra and calculus. As with the course MA107, the emphasis will be on applications in economics and finance. It is suggested that this course be taken in conjunction with **Further Quantitative Methods – Statistics** (ST204), which will take place in the Michaelmas Term.

Course Content: Revision of matrix theory. Linear market equilibrium models. The rank of a matrix, and inverses. Determinants, eigenvalues and eigenvectors. Diagonalisation. Uncoupling connected variables. Markov chain models. Quadratic forms. Quadratic cost for inter-dependent outputs. Taylor's theorem. Numerical approximation and local convexity conditions for optimisation. Unconstrained optimisation in several variables: stationarity and the second order Hessian condition. Gradients and Lagrange multipliers. Edgeworth box and constrained optimisation. Second order difference equations. Economic dynamics. Differential equations, including first-order equations of linear, exact and homogeneous type. Price trend anticipation.

Teaching Arrangements: 20 Lectures (MA207) in the Lent and Summer Terms, and 10 classes (MA207.A).

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).

Methods of Assessment: One 2 hour paper in the Summer Term.

MA300

Game Theory

Teacher Responsible: Professor S. Alpern

Availability and Restrictions: Students should have a knowledge of mathematics including that covered in **Mathematical Methods** (MA100) possibly including **Further Mathematical Methods** (MA200 and MA201). For the more advanced economics material, a knowledge of economics as covered in EC202 **Microeconomic Principles II**. More important than a knowledge of specific techniques is the habit of thinking in the careful way required in mathematics and economic theory. Undergraduates are advised to take the course in their third year rather than their second year.

Core Syllabus: The theory of games and its applications in economics.

Course Content: Part I: same as for **Game Theory I** (MA301).

Teaching Arrangements: The lecture course MA300.1 **Game Theory I** consisting of 2 lectures a week in the Michaelmas Term. The lecture course MA300.2 **Game Theory II** consisting of 2 lectures a week in the Lent Term. Also 20 problem classes MA300.1A and MA300.2A are given throughout the year.

Written Work: Weekly problem sets are given. Written answers will be expected by the class teacher on a regular basis and the problems will be discussed in the class.

Reading List: The required text for the first part of the course is *Fun and Games* by Ken Binmore. *The book Game Theory* by D. Fudenberg & J. Tirole, will be extensively (but not exclusively) used in the second part of the course.

Methods of Assessment: Students are assessed on the basis of a three-hour formal examination in the Summer Term. The examination consists of a Part A based on the first half of the course and a Part B based on the second. Students are required to answer questions from both parts.

MA301

Game Theory I (Half unit course)

Teacher Responsible: Professor S. Alpern

Availability and Restrictions: Students should have basic knowledge of matrices as covered in **Mathematical Methods** (MA100) or **Further Quantitative Methods** (MA207) and some knowledge of probability.

Core Syllabus: The theory of games and its applications in economics.

Course Content: Basics of noncooperative game theory; extensive and normal forms, classification, Von Neumann-

Morgenstern utility theory. Zero sum games, mixed strategies. Minimax theorems and existence of Nash equilibria. Nash bargaining theory, noncooperative bargaining. Analysis of the Nash Threat Game. Also discussions of specific games such as hex, nim, duel.

Teaching Arrangements: The lecture course MA300.1 **Game Theory I** consisting of 2 lectures a week in the Michaelmas Term. Also about 10 problem classes MA300.1A.

Written Work: Weekly problem sets are given. Written answers will be expected by the class teacher on a regular basis and the problems will be discussed in the class.

Reading List: The text is *Fun and Games* by K. G. Binmore. **Methods of Assessment:** Students are assessed on the basis of a 2 hour formal examination in the Summer Term.

MA302

Topology (Half unit course)

(Not available 1998–99)

Teacher Responsible: Dr. M. Anthony

Availability and Restrictions: For students who already have a basic knowledge of analysis, such as that contained in **Introduction to Pure Mathematics** (MA103). Attendance at **Real Analysis** (MA203) is desirable but not essential.

Core Syllabus: An introduction to metric spaces and point-set topology.

Course Content: An introduction to "point-set" topology. Metric spaces and topological spaces are defined and properties such as continuity of mappings, compactness, convergence and connectedness are emphasised.

Teaching Arrangements: 20 lectures (MA302) and 10 classes (MA302.A) in the Michaelmas Term.

Written Work: Students are expected to submit written solutions to the problems assigned for the classes.

Reading List: *Introduction to Metric and Topological Spaces* by W. Sutherland; *The Theory and Problems of General Topology* by S. Lipschutz.

Methods of Assessment: There is a single 2 hour formal examination in the Summer Term.

MA303

Chaos in Dynamical Systems (Half unit course)

Teacher Responsible: Professor S. Alpern

Availability and Restrictions: Students should have already taken Calculus and Linear Algebra (for example the course **Mathematical Methods** (MA100)). However, mathematical maturity obtained from additional courses would be useful.

Core Syllabus: The aim of the course is to provide an introduction to the theory of chaotic behaviour of discrete dynamical systems.

Course Content: One dimensional dynamics; dynamics of the function $f(x) = ax(1-x)$, symbolic dynamics, topological conjugacy, "period three implies chaos" (Sarkovskii's Theorem). Fractals.

Teaching Arrangements: 10 lectures (MA303) each of two-hours duration and 10 classes (MA303.A) of one-hour in the Lent Term.

Written Work: Weekly exercises will be set and graded.

Reading List: Robert Devaney, *A First Course in Chaotic Dynamical Systems* is the required text. The same author's *Introduction to Chaotic Dynamical Systems* is also useful. Another good book is *Invitation to Dynamical Systems* by Edward Scheinerman.

Methods of Assessment: There is a 2 hour formal examination at the end of the Summer Term.

MA305

Control Theory and Calculus of Variations (Half unit course)

Teacher Responsible: Dr. A. Ostaszewski

Availability and Restrictions: The student should have attended a course in **Mathematical Methods**, ideally **Further Mathematical Methods (Calculus)** MA200.

Core Syllabus: A course in optimisation theory using the methods of the Calculus of Variations. No specific knowledge of functional analysis will be assumed and the emphasis will be on examples.

Course Content: Introductory examples including problems in Finance. Calculus of variations. Euler-Lagrange Equations. Necessary conditions. Maximum Principle. Extremal controls. Transversality conditions. Linear time-invariant state equations.

Bang-bang control and switching functions. Dynamical programming. Control under uncertainty. Applications to Economics and Finance.

Teaching Arrangements: 20 lectures (MA305) and 10 classes (MA305.A), in the Michaelmas Term.

Written Work: Written answers to set problems will be expected on a regular basis.

Reading List: A full set of lecture notes will be provided. G. Leitmann, *Calculus of Variations and Optimal Control*, Plenum; G. Hadley & M. G. Kemp, *Variational Methods in Economics*, North Holland.

Methods of Assessment: There is a 2 hour formal examination paper in the Summer Term.

MA307

Measure and Integration (Half unit course)

(Not available 1998–99)

Teacher Responsible: Professor S. Alpern

Availability and Restrictions: The course presupposes at least one course in formal real analysis together with the knowledge of some naive set theory and the elementary topological properties of \mathbb{R}^n , such as is covered in the course **Real Analysis** (MA203). Students who have not taken **Real Analysis** should consult the teacher responsible about their suitability of their mathematical background.

Core Syllabus: This is a third level course in Mathematics. The aim is to teach Measure Theory and Integration with applications to Probability Theory.

Course Content: Sigma-fields, measurable spaces, measures, probabilities and their properties. Construction and extensions of measures. Lebesgue measure on \mathbb{R}^n , probability distributions. Measurable functions, random variables and their properties. Integration, Monotone and Dominated Convergence theorems. Expectation of a random variable. Product measures, Fubini's and Tonelli's theorems. The Radon-Nikodym Theorem. Change of variable in the integral.

Teaching Arrangements: 20 lectures (MA307) and 10 classes (MA307.A) Michaelmas Term extending into Lent Term.

Written Work: Written answers to set problems will be expected on a weekly basis. Written work is of particular importance in this course.

Reading List: G. de Barra, *Introduction to Measure Theory*; H. L. Royden, *Real Analysis*; J. F. C. Kingman & S. J. Taylor, *Introduction to Measure and Probability*; R. B. Ash, *Real Analysis and Probability*; P. Billingsley, *Probability and Measure*.

Methods of Assessment: There is a 2 hour formal examination in the Summer Term.

MA308

Theory of Graphs (Half unit course)

Teacher Responsible: Professor N. Biggs

Availability and Restrictions: The course is available to students taking degrees with a mathematical component.

Core Syllabus: An introduction to the theoretical results which form the basis for using graphs and networks in applications.

Course Content: Graph colouring. Brooks' theorem. The five-colour theorem. Chromatic polynomials. Planarity. Connectivity and matchings. Hamiltonian properties. Ramsey Theory.

Teaching Arrangements: A course of 20 lectures (MA308) in the Lent Term.

Written Work: Regular sets of examples will be distributed to students, and students' work will be collected and marked.

Reading List: *Introduction to Graph Theory* by R. J. Wilson; *Graph Theory with Applications* by J. A. Bondy & U. S. R. Murty.

Methods of Assessment: There is a 2 hour paper taken in the Summer Term.

MA309

Complexity Theory (Half unit course)

Teacher Responsible: Dr. B. von Stengel

Availability and Restrictions: There are no formal prerequisites, but ideally students should have attended a course such as **Introduction to Pure Mathematics** (MA103) and should be familiar with the fundamental concepts of discrete mathematics (as presented, for instance, in **Discrete Mathematics** (MA205)).

Core Syllabus: The aim of the course is to provide an introduction to the theory of algorithmic complexity for problems arising in mathematics and computer science.

Course Content: Algorithms and running time. The time-complexity of a problem. Turing machines and computability. The complexity classes P and NP. Polynomial transformations, polynomial reducibility and NP-completeness. Cook's Theorem. Examples of NP-complete problems, e.g., Vertex Cover, Graph Colouring and Hamilton Cycle.

Teaching Arrangements: 20 lectures (MA309) and 10 classes (MA309.A), in the Michaelmas Term.

Written Work: Weekly exercises will be set and marked.

Reading List: H. S. Wilf, *Algorithms and Complexity* (Prentice-Hall); M. Garey & D. S. Johnson, *Computers and Intractability: A guide to the theory of NP-completeness* (Freeman).

Methods of Assessment: There is a 2 hour formal examination in the Summer Term.

MA310

Mathematics of Finance and Valuation

(Half unit course)

Teacher Responsible: Dr. A. Ostaszewski

Availability and Restrictions: Students should have attended courses in **Mathematical Methods and Statistics**. Either the combination **Quantitative Methods (Mathematics)** MA107, **Quantitative Methods (Statistics)** ST107 and **Further Quantitative Methods (Mathematics)** MA207, or the pair **Mathematical Methods** MA100 and **Elementary Statistical Theory** ST102 would be suitable. An intermediate level course in mathematics and/or statistics may prove helpful (eg. **Further Mathematical Methods** MA200/MA201 or **Probability, Distribution Theory and Inference** ST202).

Core Syllabus: An introduction to the main mathematical ideas involved in the modelling of asset price evolution and the valuation of contingent claims (eg. call and put options). Although discrete methods will dominate the course, a brief treatment of continuous modelling will be given.

Course Content: Two-period and Multiperiod modelling of asset price evolution. Risk-neutral valuation of call and put options associated with arbitrage. Replicating portfolios (hedging). Relation to mean-variance portfolio analysis. Arbitrage opportunities and martingale measure. Law of One Price. Binomial modelling and Tree-form representation of price evolution. American options. Path dependent options. Brief and informal treatment of the Black-Scholes equation will be given with simple applications in mind.

Teaching Arrangements: 20 lectures (MA310) and 10 classes (MA310.A), in Lent Term.

Written Work: Written answers to set problems will be expected on a weekly basis.

Reading List: The main text for the course will be: Stanley R. Pliska, *Introduction to Mathematical Finance*, Blackwell, 1997. Background texts to which we shall refer will include: J. Hull, *Options, Futures and other derivatives*, Prentice-Hall Int., 1977; P. Wilmott, S. Howison & J. Dewynne, *The Mathematics of Financial Derivatives*, CUP, 1995; M. Baxter & A. Rennie, *Financial Calculus*, CUP, 1996.

Methods of Assessment: There is a 2 hour formal examination in the Summer Term based on the full syllabus for the lecture course.

OPERATIONAL RESEARCH

Course Guides

OR201

Operational Research for Management

Teacher Responsible: Dr. James Valverde, Room G410.

Availability and Restrictions: The course is available to second and final year students on the B.Sc. degrees in Accounting and Finance, in Economics, in Management, and in Econometrics and Mathematical Economics; as an outside option to students on other degrees where permitted by the regulations; and for the Diplomas in Accounting and Finance, Business Studies, and Economics. Students will need a basic fluency in mathematical manipulations and statistical concepts such as is provided by **Introduction to Quantitative Methods**. For students who have already taken **Quantitative Methods, Operational Research for Management** will be very restrictive mathematically. They should instead take **Operational Research Methods**, where a rather fuller mathematical vocabulary permits the same techniques to be covered in greater depth.

Core Syllabus: The course is intended to give an elementary introduction to the formal techniques of operational research, an approach to the structuring and solution of managerial problems in large or complex organisations in business, industry and government. The techniques themselves are largely mathematical in nature, though only a basic knowledge of mathematics will be assumed; however a number of the techniques use probabilistic concepts, and the course therefore also includes an introduction to probability theory.

Course Content: Elements of Probability: Definitions and rules of probability; Bayes theorem; random variables and expectation; discrete and continuous distributions.

Operational Research for Management: Students will be introduced to methodological aspects of operational research, as well as some case studies of practical applications. Techniques treated include critical path analysis, scheduling, theory of games, linear programming, decision analysis, dynamic programming, replacement, Markov chains, queues, computer simulation, stock control, and problem structuring methods.

Teaching Arrangements: There are two components of the course, each accompanied by a class. They cover the two subdivisions of the syllabus listed above:

Lectures: OR201.1 **Elements of Probability** 6 Michaelmas Term
OR201.2 **Operational Research for Management** 25 Michaelmas, Lent and Summer Terms.

Classes: OR201.2A 18 Michaelmas Term, 10 Lent Term, 4 Summer Term.

Full lecture notes are provided for both components of the course.

Written Work: Exercises are distributed at each lecture, which are discussed in the following weekly class.

Reading List: Recommended books: For OR201.1 One of: M. Arthurs, *Probability Theory*, Routledge Kegan Paul; L. Lapin, *Statistics for Modern Business Decisions*, Harcourt Brace Jovanovich; T. H. Wonnacott & R. J. Wonnacott, *Introductory Statistics*, Wiley. For OR201.2 One of: D. R. Anderson, D. J. Sweeney & T. A. Williams, *An Introduction to Management Science*, West; L. Lapin, *Management Science for Business Decisions*, Harcourt Brace Jovanovich; S. French, R. Hartley, L. C. Thomas & D. J. White, *Operational Research Techniques*, Arnold; C. D. J. Waters, *A Practical Introduction to Management Science*, Addison Wesley; J. Rosenhead (Ed.), *Rational Analysis for a Problematic World*, Wiley.

Methods of Assessment: The course is examined by one three-hour formal examination in the Summer Term. The paper is divided into sections; the first (normally containing two questions) covers the material in OR201.2 on methodology and applications, the second section (normally two questions) covers OR201.1, while the third section (normally seven questions) covers the mathematical techniques content of OR201.2. Students are expected to attempt five questions, of which one must be from the first section, and at most one can be from the second section. Copies of previous years' papers are available.

OR202

Operational Research Methods

Teacher Responsible: Mr. Gwyn Bevan, Room G406

Availability and Restrictions: Mathematics, Statistics and Probability Theory to the level of the course **Quantitative Methods** is required. In particular, students should have covered

elementary distribution theory and the Poisson Process, and have a knowledge of linear algebra sufficient to handle matrix inversion and manipulation of partitioned vectors and matrices. It is NOT necessary to have any previous experience of computers, and no computer programming will be required, although students must be prepared to use computer packages when required.

Core Syllabus: The course gives an introduction to all the main theoretical techniques of Operational Research. It is possible to take a further course OR301 **Model Building in Operational Research** which extends the Mathematical Programming component of **Operational Research Methods** as well as covering Simulation in some detail.

Course Content: Students will be introduced to some methodological aspects of operational research, as well as gaining a grounding in some of the main O.R. techniques, including: Critical Path Analysis, Production, Scheduling, Markov Chains, Queueing Theory, Replacement, Simulation, Stock Control, Dynamic Programming, Decision Theory, Theory of Games, Mathematical Programming.

Teaching Arrangements:

OR202.1 24 Sessional; OR202.1A 25 Sessional. OR202.2 10 Michaelmas Term; OR202.2A 12 Michaelmas and Lent Term and 3 revision classes in the Summer Term.

OR202.1 **Operational Research Techniques.** This covers the whole foregoing syllabus except Mathematical Programming. Very full lecture notes are provided, and every week a set of problems in given out in the lecture. These are discussed in the following weekly class (OR202.1A). Most class teachers are part-time.

OR202.2 **Mathematical Programming.** Linear programming: starting from the most basic introduction up to sufficient conditions for optimality; duality; sensitivity of the solution; discovery of the solution to small problems by graphical methods, and proof of optimality by testing the sufficient conditions; solution to larger problems by using a computer package. Unimodular linear programming (transportation); properties of solution, connection with graph theory, an algorithm for hand computation. Very full lecture notes are provided, and every week a set of problems is given out in the lecture. These are discussed in the following weekly class (OR202.2A). Most class teachers are part-time.

Written Work: Students will be expected to prepare written answers to set problems in preparation for the weekly classes.

Reading List: Recommended books are H. G. Daellenbach, J. A. George & D. C. McNickle, *Introduction to Operations Research Techniques*, Allyn & Bacon; A. Ravindran, D. T. Philips & J. J. Solberg, *Operations Research*; H. P. Williams, *Model Building in Mathematical Programming*, Wiley, available in paperback; H. P. Williams, *Model Solving in Mathematical Programming*, Wiley, available in paperback; Wayne L. Winston, *Operations Research*, Duxbury Press. Students may also wish to consult R. L. Ackoff & M. W. Sasieni, *Fundamentals of Operations Research*; N. A. J. Hastings, *Dynamic Programming with Management Applications*; F. S. Hillier & G. J. Lieberman, *Operations Research*; E. Page, *Queueing Theory in O.R.*; M. Sasieni, A. Yaspan & L. Friedman, *Operations Research: Methods and Problems*.

Methods of Assessment: The course is examined by a two-and-a-half-hour written examination and a one-hour computer examination in the Summer Term. The written examination will normally contain ten questions, of which four must be attempted. The paper is in two parts. Part A consists of questions on Methodology from OR202.1, of which one question only must be attempted. Part B consists of questions from OR202.1 and OR202.2. The computer-based examination will use software which will be taught in OR202.2.

OR301

Model Building in Operational Research

Teacher Responsible: Dr. S. Powell, Room G409

Availability and Pre-Requisites: Students must also complete OR202 **Operational Research Methods**. (For third year students who have not taken **O. R. Methods** in their second year, **O. R. Methods** may be a co-requisite, taken in the same year).

Core Syllabus: The aim of the course is to build on the introduction to Operational Research given in the course **O. R. Methods**, and to give experience in constructing and developing **O. R. Models** at a level simplified from that encountered in actual operations in terms of size and the problems of data collection, but similar in terms of complexity and realism.

Course Content: There are two lecture courses.

ST325 (See separate entry in Statistics course guide)

OR301 **Deterministic Model Building in Operational Research:** Mathematical programming: extending the mathematical programming of the course **Operational Research Methods** by developing further integer programming and introducing quadratic programming. The emphasis is on large scale models, necessitating the use of a matrix generator. Spreadsheets, integration and comparison of models and modelling approaches.

Teaching Arrangements:

ST325 (See separate entry in Statistics course guides)

OR301 30 Michaelmas and Lent Terms. Full lecture notes are provided for OR301.

Written Work: Students will be expected to prepare answers to set problems for discussion.

Reading List: ST325: R. Paul & D. W. Balmer, *Simulation Modelling*; A. M. Law & W. D. Kelton, *Simulation Modelling and Analysis*; M. Pidd, *Computer Simulation in Management Science*; K. D. Tocher, *The Art of Simulation*. OR301: H. P. Williams, *Model Building and Mathematical Programming*.

Methods of Assessment: The course is examined entirely by course work and projects. The course is assessed as follows: 45% for a report on the simulation project, 40% for the mathematical programming project which is a computer based project, and 15% for a spreadsheet project.

OR302

Applied Management Sciences

Teacher Responsible: Dr. S. Powell, Room G409

Availability and Restrictions: The student must be in his or her final year of B.Sc. (Management Sciences) and must have taken, or be concurrently taking, the course OR301 **Model Building in Operational Research** and/or the course ST236 **Marketing and Market Research**. Any student intending to offer this course unit in the third year should contact **Dr. Powell** before the beginning of the Summer Term of his or her second year.

Core Syllabus: The student will carry out and report upon a substantial practical piece of operational research or marketing research.

Course Content: As above

Teaching Arrangements: The student will be assigned to **Professor M. Shutler** (for **Model Building in Operational Research** students) and **Dr. C. Phillips** (for **Marketing and Market Research** students) who will continuously monitor the progress and give tutorial guidance as required.

Reading List: J. Mitchell, *How to Write Reports*, Fontana; B. M. Cooper, *Writing Technical Reports*, Pelican; Sir Ernest Gowers, *The Complete Plain Words*, Pelican; Chapman and Mahon, *Plain Figures*, HMSO, 1986.

Methods of Assessment: Assessment is based entirely on the report which should be submitted to the supervisors by the end of the fourth week of the Summer Term.

OR303

Combinatorial Optimization (Half unit course)

Teacher Responsible: Dr. G. Appa, Room G413

Availability and Restrictions: Some familiarity with graph theory (and some knowledge of programming could be desirable).

Core Syllabus: The course is intended as an introduction to discrete and combinatorial techniques for solving optimization problems, mainly involving graphs and networks.

Course Content: Shortest path algorithms in networks, various matching algorithms, the Chinese postman problem, solution techniques for Travelling Salesman and other Combinatorial Optimization problems. Also polyhedral combinatorics, heuristic approaches and a brief introduction to complexity theory.

Teaching Arrangements: OR303 18 lectures Lent Term, OR303A 20 classes Lent and Summer Terms.

Written Work: Lecture notes containing problems are supplied. Written answers will be expected by the lecturer on a regular

basis, and the problems will be discussed in the problem class.

Reading List: Relevant sections from the following texts will provide useful supplementary reading – *Graph Theory: An Algorithmic Approach* by N. Christofids; *Computers and Intractability* by M. R. Garey & D. S. Johnson; *Combinatorial Optimization* by E. Lawler; *The Travelling Salesman Problem* edited by E. L. Lawler, J. K. Lenstra, Rinnooy Kan & D. H. Shmoys; *Optimization* by Nemhauser, Rinnooy Kan & Todd; *Integer and Combinatorial Optimization* by Nemhauser & Wolsey; *Combinatorial Optimization* by C. H. Papadimitiou & K. Steiglitz. As concise reference material for the graph theoretic part of the course R. Wilson's book *Introduction to Graph Theory* should prove useful.

Methods of Assessment: Students will be assessed on the basis of a 2 hour formal examination for undergraduates in the Summer Term.

OR304

Decision Analysis

Teachers Responsible: Dr. J. Howard, Room S209, Dr. J. Valverde, Room G410

Availability and Restrictions: Pre-requisites are Mathematics, Probability Theory, and Statistics to the level of the course **Quantitative Methods**.

Core Syllabus: The course covers the fundamentals of the theory of decision analysis, its use in Bayesian statistics, behavioural decision theory, and the application of decision analysis in practice. The course is intended to be genuinely interdisciplinary.

Course 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:

ST324.1 **Fundamentals of Decision Theory** (To be announced)
OR304.1 **Behavioural Decision Theory (Professor L. D. Phillips and Dr. James Valverde)**. An exposition of descriptive models of human decision making, with an emphasis on the relationship between descriptive and normative theories.

ST324.2 **Bayesian Statistical Methods (Dr. B. N. J. Blight)**.
OR304.2 **Decision Analysis in Practice (Professor L. D. Phillips and Dr. James Valverde)**. 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 Arrangements: There are four lecture courses, each accompanied by a fortnightly class, as follows: Lectures: ST324.1 see separate course guide ST324 OR304.1 10 Michaelmas Term; OR304.1A 5 Michaelmas Term ST324.2 see separate course guide ST324 OR304.2 10 Lent Term; OR304.2A 5 Lent Term

Written Work: Written answers to set problems will be expected weekly. Up to six projects will be set during the year.

Reading List: H. Raiffa, *Decision Analysis: Introductory Lectures on Choices Under Uncertainty*; S. R. Watson & D. M. Buede, *Decision Synthesis*; P. M. Lee, *Bayesian Statistics: An Introduction*; P. R. Goodwin & G. Wright, *Decision Analysis for Management Judgment*; D. von Winterfeldt & W. Edwards, *Decision Analysis and Behavioural Research*; D. V. Lindley, *Making Decisions* (2nd edn.); S. French, *Decision Theory: An Introduction to the Mathematics of Rationality*; S. J. Press, *Bayesian Statistics: Principles, Models, and Applications*.

Methods of Assessment: The course is examined by one three-hour formal examination in the Summer Term, covering the full syllabus for the four lecture courses. The paper will probably contain eight questions of which five must be attempted including at least one on ST324.1. It is important to attempt five questions: only the best five answers will be counted, and one fifth of the marks is available for each of these five attempts. On the other hand, it is not necessary to answer fully all parts of a question to obtain a reasonable mark on it.

PHILOSOPHY, LOGIC AND SCIENTIFIC METHOD**Course Guides****PH100****Problems of Philosophy and Methodology****Teacher Responsible:** Dr. Craig Callender, Room A209**Availability and Restrictions:** This course is available as an outside option.**Core Syllabus:** A critical introduction to some of the central problems of modern western philosophy.**Course Content:**

- 1. Introduction to philosophical argumentation.** Concepts such as truth, validity/soundness, induction/deduction, possibility/necessity. Some classic philosophical arguments (Zeno's paradox, the ontological arguments for God's existence, identity).
- 2. Metaphysics** (a) The mind-body problem and artificial intelligence. Theories of how the mind is related to the body. Is the mind material? Can machines think? (b) Time, freedom and personal identity. 'Dynamic' versus 'static' conceptions of time. The possibility of time travel. Newton and Leibniz on the 'stuff' of space and time. Free will and determinism. Can we make sense of the notion of free will in a manner consistent with science? Personal identity. What makes you the same person over time? Persistence versus endurance. The relationship between time, freedom and personal identity.
- 3. Epistemology** (theory of knowledge). Scepticism about the external world. How do you know for sure that there is a world external to your consciousness? The source(s) of knowledge. Is all of our knowledge ultimately based on observation? The problem of induction. How can we justifiably draw general conclusions from a finite amount of evidence?
- 4. Methodology** (a) The problem of causation. What distinguishes causal claims from claims about mere correlation? How can we justifiably draw causal conclusions from statistical data? (b) Scientific theories and explanation. How are theories tested in science? What makes a scientific explanation a good one? What are probabilistic theories and how are they tested?

Teaching Arrangements: 20 lectures (ML); and 20 associated classes (PH100.A).**Reading and Course Material:** A list of required and suggested readings will be distributed at the beginning of each section of the course. These will include about a half dozen books and many journal articles. Lecture notes will also be available for most topics.**Written Work:** Students will be expected to write at least two essays per term and to give class papers.**Methods of Assessment:** A three-hour written examination in the Summer Term.**PH101****Logic****Teacher Responsible:** To be announced**Availability and Restrictions:** This course is available as an outside option.**Core Syllabus:** The formalisation of deductive arguments within propositional and predicate languages and the use of the tree method to evaluate validity. General considerations on the scope of formal logic.**Course Content:** Propositional languages and truth-functions. Propositional trees, and their completeness. First-order logic and full first-order trees, and their completeness. The theory of identity.**Teaching Arrangements:** 40 lectures – two each week (ML) combined with one one-hour class weekly (PH101.A)**Written Work:** Problem-sheets, requiring written answers, will be distributed on a weekly basis.**Reading List:** C. Howson, *Logic with Trees*, Routledge, 1997; Auxiliary text: R. C. Jeffrey, *Formal Logic: Its Scope and Limits*.**Methods of Assessment:** A three-hour written examination in the Summer Term.**PH102****Social Philosophy****Teacher Responsible:** To be announced**Availability and Restrictions:** This course is available as an outside option but cannot be taken with SO104.**Core Syllabus:** A survey of the main areas of moral philosophy – normative ethics, applied ethics, meta-ethics and social and political philosophy.**Course Content:** Types of ethical theories: consequentialism, deontology, virtue ethics; moral realism and anti-realism; naturalism and non-naturalism; moral relativism; ethics and religion; justice; the justification of the State; the limits of moral consideration.**Teaching Arrangements:** 20 lectures (ML) and a weekly class – PH102.A (ML).**Written Work:** Students will be expected to write at least two essays per term and to give class papers.**Reading List:** I. Kant, *Grounding for the Metaphysics of Morals*; J. S. Mill, *Utilitarianism*; J. Rachels, *The Elements of Moral Philosophy*; P. Singer (Ed.), *Ethics*; P. Singer (Ed.), *Applied Ethics*; Philippa Foot (Ed.), *Theories of Ethics*; J. S. Mill, *On Liberty*; J. Rawls, *A Theory of Justice*; W. Kymlicka, *Contemporary Political Philosophy: An Introduction***Methods of Assessment:** A three-hour written examination in the Summer Term.**PH200****Further Logic****Teacher Responsible:** Dr. Richard Bradley, Room A208**Availability and Restrictions:** This course is not available as an outside option. **Logic (PH101)** or a similar first course in deductive (symbolic) logic, including propositional and predicate logic, is a pre-requisite for this course.**Core Syllabus:** A second course in deductive logic giving detailed proofs of the fundamental meta-theorems concerning the power and limitations of formal theories based on first-order logic; and a detailed analysis of the general notion of a computation or algorithm.**Course Content:**

- PH200.1 Set theory:** the class paradoxes, sets/classes, the axioms; relations, functions, orderings; ordinals; transfinite induction and recursion; the axiom of choice and equivalents; finite and infinite cardinality
- PH200.2 Propositional logic:** its decidability. The propositional calculus; its soundness and completeness. First-order languages; their (Tarskian) semantics. The first-order predicate calculus; its soundness; the Gödel-Henkin completeness theorem; compactness; the Löwenheim-Skolem theorem; Skolem's paradox. Computers; recursive functions and relations; recursively enumerable relations. Church's thesis. The MRDP theorem (every r.e. relation is diophantine) stated without proof. Formal first-order theories of arithmetic. Non-categoricity of complete first-order arithmetic. Code-numbering. Tarski's theorem.

Teaching Arrangements: 12 introductory lectures (PH200.1) in set theory, with associated classes (PH200.1A); and 20 lectures in logic (PH200.2) with associated classes (PH200.2A)**Written Work:** Written answers to set problems will be expected on a regular basis.**Recommended Reading:** The text for the course is M. Machover, *Set Theory, Logic and their Limitations* (CUP, 1995).**Methods of Assessment:** A three-hour written examination in the Summer Term at the end of the course. Students will be expected to answer questions on both Set Theory and Logic.**PH201****Scientific Method****Teacher Responsible:** Dr. Carl Hofer, Room A211**Availability and Restrictions:** This course is available as an outside option.**Core Syllabus:** The nature of scientific theories, and the relation between theory and the world. The principles of evidential-inductive reasoning and scientific method.**Course Content:** The topics covered will include some of the following: Issues in the confirmation of scientific theories by evidence; the personalist Bayesian approach to confirmation and to scientific reasoning in general; the Duhem problem; what is an ad hoc theory and what, if anything, is wrong with such a theory?; the nature of scientific theories – paradigms and research programmes; scientific realism: is the aim of science to produce true theories or only ones that 'save the phenomena?'; scientific explanation; the status of methodological principles – can scientific methodology be 'naturalised?'; problems in the testing

and validation of statistical theories and of 'causal-statistical' theories (such as 'smoking causes lung cancer'); particular foundational issues arising from current science – the measurement problem in quantum mechanics, testability and teleology in Darwinian theory, is physical geometry conventional?

Teaching Arrangements: 20 lectures (ML), and 20 classes – PH201.A (ML).**Written Work:** Students will be expected to write at least two essays per term and to give class papers.**Reading List:** Detailed reading lists will be distributed during the course as part of handouts; these handouts also give an outline of the material covered in the lecture and set study-questions.**Preliminary Reading:** T. S. Kuhn, *The Structure of Scientific Revolutions*; K. R. Popper, *Conjectures and Refutations*; early chapters of C. Howson & P. Urbach, *Scientific Reasoning – the Bayesian Approach*.**Methods of Assessment:** A three-hour written examination in the Summer Term.**PH203****Philosophy of the Social Sciences****Teacher Responsible:** To be announced**Availability and Restrictions:** This course is available as an outside option.**Core Syllabus:** Some central philosophical questions that arise out of the social sciences.**Course Content:** Topics to be covered will include some or all of: knowledge and society; methodological individualism; theory of action, action explanation; functional and structural explanations; rationality and relativism; values in social science.**Teaching Arrangements:** 20 lectures (ML), and 20 associated classes – PH203.A (ML).**Written Work:** Students will be expected to write at least two essays per term and give class papers.**Reading List:** Detailed readings will be specified during the course – useful background and general reading is: A. Ryan (Ed.), *Philosophy of Social Explanation*; M. Martin & L. McIntyre (Eds.), *Reading in the Philosophy of Social Science*; M. Hollis & S. Lukes (Eds.), *Rationality and Relativism*.**Methods of Assessment:** A three-hour written examination in the Summer Term.**PH204****Greek Philosophy****Teacher Responsible:** Dr. Richard Bradley, Room A208**Availability and Restrictions:** This course is not available as an outside option. This two-year course is examined in year 3.**Core Syllabus:** The central philosophical ideas of the Presocratics, Plato and Aristotle.**Course Content:** The lectures will discuss philosophical topics, but to appreciate these you need to read a good proportion of the main texts. Greek ethics, aesthetics and politics are not taught as a part of this course.**Presocratics:** Fragments of the Pythagoreans, Heraclitus, Parmenides, Zeno, Melissus, Empedocles, Anaxagoras, Democritus, the Sophists, as translated in Jonathan Barnes *The Presocratic Philosophers*, or Kirk, Raven & Schofield *The Presocratic Philosophers*.**Plato:** *Meno*, *Phaedo*, *Symposium*, *Republic*, *Phaedrus*, *Timaeus*, *Parmenides*, *Theaetetus*, *Sophist*, *Philebus*, in E. Hamilton & H. Cairns (Eds.), *Plato: Collected Dialogues*.**Aristotle:** *Physics* Books 2, 4, 6, 8; 'On the Soul', *Metaphysics* Books 7 and 12 (chapters 6 to 10); *Posterior Analytics* Book 1 (chapters 1 to 10) and Book 2, in the Random House, Oxford translation as excerpted by R. McKeon, *The Basic Works of Aristotle*, or the abridged J. L. Ackrill, *An Aristotle Reader*, Oxford University Press, or (more expensive) in the revised version of the Oxford translation, J. Barnes (Ed.), *The Works of Aristotle*, 2 vols, Oxford University Press. *The Categories* and *De Interpretatione* (chapter 9) should be read in the translation of J. L. Ackrill.**Teaching Arrangements:** A two-year course; weekly intercollegiate lectures are normally given at Birkbeck College. The details will be confirmed and published before the start of term. There is a weekly class, PH204.A, attached to these lectures.**Reading List:** G. E. L. Owen, *Logic, Science and Dialectic*; Richard Sorabji, *Necessity, Cause and Blame*; *Time, Creation and the Continuum*; *Matter, Space and Motion*. Separate reading lists are available on the Pre-socratics, Plato and Aristotle.**Methods of Assessment:** Three-hour examination in the Summer Term of the third year, answering three questions or, three essays of not more than 2,500 words each, pre-submitted by the prescribed date.**PH205****Advanced Social Philosophy****Teacher Responsible:** Dr. Richard Bradley, Room A208**Availability and Restrictions:** This course is not available as an outside option. **Social Philosophy (PH102)** is a pre-requisite.**Core Syllabus:** An advanced discussion of selected texts in the history of moral and political philosophy; problems and topics in contemporary normative philosophy, including their relation to central metaphysical and normative disputes.**Course Content:** The ethical theories of Plato, Aristotle, Hume, Mill and Kant. Realism and anti-realism in moral philosophy. Theories of virtue and the good life. Autonomy and ethics. Moral psychology. Self-interest and contractarianism. Consequentialism and deontology. The possibility of objectivism in morals; the metaphysics of value. Issues in moral psychology; weakness of the will. The political philosophies of Plato, Aristotle, Hobbes, Rousseau, Locke, Mill and Marx. The State; Power and Authority; the Market and Justice; Liberalism and Communitarian arguments about the Good; Conservatism and Socialism; the Nature of Property Rights.**Teaching Arrangements:** The teaching for this course is by intercollegiate philosophy lectures: **Ethics** (24 lectures, ML), Thursdays, 10.00 a.m.; and **Political Philosophy** (24 lectures, ML, Thursdays, 11.00 a.m.). (These details to be confirmed.) These lecture courses are given for students taking the B.A. London federal philosophy degree over a two year period; LSE students attend the two sets of lectures for one year only, and are examined by a single LSE paper reflecting their year's work. The specific course content therefore varies in alternate years; the descriptions above reflect the lectures' contents over the two year cycle. There is also a series of 20 classes (PH205.A), given at the School, attached to these lectures.**Written Work:** Students will be expected to write at least two essays per term and give class papers.**Reading List:** Plato, Gorgias; *The Republic*; Aristotle, *The Nichomachean Ethics*; Hobbes, *Leviathan*; Rousseau, *The Social Contract*; Locke, *Two Treatises of Government*; Hume, *Treatise*; Book III, *Essays*; Kant, *Groundwork of the Metaphysics of Morals*; Mill, *Utilitarianism*; Rawls, *A Theory of Justice*; Nozick, *Anarchy, State, and Utopia*; Mill, *On Liberty*; *Representative Government*; *Essay on Bentham*. A number of contemporary books and articles will also be recommended.**Methods of Assessment:** A three-hour written examination in the Summer Term.**PH206****Nineteenth Century Continental Philosophy****(Not available 1998–99)****Availability and Restrictions:** This course is not available as an outside option.**Core Syllabus:** The philosophies of Hegel, Schopenhauer, and Nietzsche.**Course Content:** (a) Hegel (10 lectures). The philosophy of Hegel, with reference to *The Phenomenology of Spirit*; (b) Schopenhauer (5 lectures). The central doctrines of Schopenhauer's metaphysics, epistemology, aesthetics, and ethics, with particular reference to *The World as Will and Representation*; (c) Nietzsche (5 lectures). Among the texts studied will be *The Birth of Tragedy*, *Beyond Good and Evil*, and *The Genealogy of Morals*. Points of contact with Schopenhauer's philosophy will be one issue considered.**Teaching Arrangements:** This is an intercollegiate course and is only offered in alternate years. There are 25 lectures (1C14) (ML) normally given at Birkbeck College at 6.00–7.30 p.m., Thursdays. Details will be published before the start of term. An associated class, PH206.A, is given at the School.**Written Work:** Students will be expected to write at least two essays per term and give class papers.**Reading List:** G. W. F. Hegel, *The Science of Logic*; M. J. Inwood, *Hegel*; Charles Taylor, *Hegel*; M. Rosen, *Hegel's Dialectic and Its Criticism*; C. Janaway, *Schopenhauer*; C. Janaway, *Self and World in Schopenhauer's Philosophy*; A. Danto, *Nietzsche as Philosopher*; A. Nehamas, *Nietzsche: Life As Literature*; M. Clark, *Nietzsche on Truth and Philosophy*. Also the works mentioned in the Course Content.**Methods of Assessment:** A three-hour written examination in the Summer Term.

PH207**Phenomenology****(Not available 1999–2000)****Teacher Responsible:** To be announced**Availability and Restrictions:** This course is not available as an outside option.**Core Syllabus:** The course covers the tradition of Continental phenomenology.**Course Content:** (a) Brentano and Husserl. (10 lectures). Brentano's *Psychology from an Empirical Standpoint*. Husserl's foundation of phenomenological philosophy. (b) Heidegger (5 lectures), with reference to *Being and Time*. (c) Sartre (5 lectures), with reference to *Being and Nothingness*. (d) Merleau-Ponty (5 lectures), with reference to *Phenomenology of Perception*.**Teaching Arrangements:** This is an intercollegiate course and is only offered in alternative years. There are 25 lectures (PH207, IC14) (MLS) given at Birkbeck College at 6.00–7.30 p.m., Thursdays. An associated class, PH207.A, is offered at the School.**Written Work:** Students will be expected to write at least two essays per term and give class papers.**Reading List:** Christopher Macann, *Four Phenomenological Philosophers*; Franz Brentano, *Our Knowledge of Right and Wrong*; R. Chisholm, *Brentano and Meinong Studies*; E. Husserl, *Ideas Pertaining to a Pure Phenomenology and to a Phenomenological Philosophy, The Idea of Phenomenology, Cartesian Meditations, The Phenomenology of Internal Time Consciousness*; David Bell, *Husserl*; L. Kolakowski, *Husserl and the Search for Certitude*; P. Caws, *Sartre*; P. A. Schilpp (Ed.), *The Philosophy of Jean-Paul Sartre*; M. Merleau-Ponty, *Eye and Mind*. Also the works mentioned in the Course Content.**Methods of Assessment:** A three-hour written examination in the Summer Term.**PH208****History of Modern Philosophy: Bacon to Kant****(Not available 1999–2000)****Teacher Responsible:** To be announced**Availability and Restrictions:** This course is available as an outside option.**Core Syllabus:** A critical historical review and an introduction to some of the main problems of philosophy.**Course Content:** The main philosophers of the seventeenth and eighteenth centuries: Bacon, Descartes, Spinoza, Locke, Leibniz, Berkeley, Hume, Kant. The main problems raised by these philosophers concerning, for example: how knowledge is acquired, the extent of our knowledge and its status (is it infallible, certain, probable or what?); theories about reality (dualism, idealism, monism); 'proofs' of the existence of God; the mind-body problem; free-will and determinism, personal identity.**Teaching Arrangements:** 40 x one-hour lectures (ML) and 20 classes – PH208.A (ML).**Written Work:** Students will be expected to write at least two essays per term and to give class papers.**Reading List:** F. Bacon, *Novum Organum* (P. Urbach & J. Gibson, Eds.); P. Urbach, *Francis Bacon's Philosophy of Science*; E. A. Burtt (Ed.), *The English Philosophers from Bacon to Mill*; Descartes, *Philosophical Writings*, edited by D. Anscombe & P. Geach (or an edition edited by J. Cottingham, R. Stoothoff & D. Murdoch); Spinoza, *Ethics*; Leibniz, *Monadology*; *Selections*; Berkeley, *Three Dialogues between Hylas and Philonous*; Hume, *Treatise of Human Nature*, Book 1; *Critique of Pure Reason*; I. Kant, *Prolegomena*; S. Körner; Kant. A number of relevant contemporary books and articles will also be recommended in the reading lists.**Methods of Assessment:** A three-hour written examination in the Summer Term.**PH209****Philosophical Logic & Metaphysics****Teacher Responsible:** Dr. Richard Bradley, Room A208**Availability and Restrictions:** This course is not available as an outside option.**Core Syllabus:** Some of the main contemporary philosophical problems in philosophical logic and in metaphysics.**Course Content:** (a) **Philosophical Logic:** reference, names and descriptions, validity, truth, logical truth, conditionals, necessity and modality, existence and quantification, vaguenessand non-classical logics; (b) **Metaphysics:** universals and particulars, materialism and dualism, free-will and determinism, personal identity, substance, events, causation, time, realism and idealism.**Reading:** (a) **Philosophical Logic:** S. Kripke, *Naming and Necessity*; R. M. Sainsbury, *Logical Forms*; P. Geach, *Reference and Generality*; G. Evans, *The Varieties of Reference*; S. Blackburn, *Spreading the Word*; P. Horwich, *Truth*; R. Stalnaker, 'Possible Worlds' in Honderich & Burnyeat (Eds.), *Philosophy As It Is*. (b) **Metaphysics:** J. Perry (Ed.), *Personal Identity*; J. L. Mackie, *The Cement of the Universe*; D. Davidson, *Actions and Events*; A. Goldman, *A Theory of Human Action*; P. Churchland, *Matter and Consciousness*; N. Block (Ed.), *Readings in Philosophy of Psychology*; R. Gale (Ed.), *The Philosophy of Time*; H. Mellor, *Real Time*; A. N. Prior, *Papers on Time and Tense*; P. Horwich, *Asymmetries in Time*; S. Shoemaker, *Identity, Cause and Mind*; M. Johnstone & G. Forbes, 'Is There a Problem About Persistence?' *Proceedings of the Aristotelian Society*, supp. vol. LXI 1987; D. Lewis, *The Plurality of Worlds*.**Teaching Arrangements:** Philosophical Logic and Metaphysics is a federal University of London lecture course of 36 intercollegiate lectures, twice weekly for first term, once weekly for second term. Details will be published before the start of term. The syllabus is designed for a 2 year cycle, permitting, but not requiring, students to attend lectures in adjacent years with no overlap in content. Since LSE students will attend for only one year, the specific course content will therefore vary in alternate years. The descriptions above reflect the lectures' contents over the whole of the two year cycle. There is an associated class (PH209.A), given at the School.**Written Work:** Students are expected to write at least two essays per term and give class papers.**Methods of Assessment:** A three-hour written examination in the Summer Term, or three essays of not more than 2,500 words each, pre-submitted by the prescribed date.**PH210****Philosophy of Mathematics****Teacher Responsible:** Dr. Richard Bradley, Room A208**Availability and Restrictions:** This course is not available as an outside option. Knowledge of set theory is very helpful but not essential.**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.**Course Content:** Introduction: is mathematical knowledge analytic, empirical or synthetic a priori?; Leibniz, Mill and Kant. Logicism: Frege and Russell. Platonism: philosophical significance of Set Theory. Formalism: philosophical significance of Gödel's completeness and incompleteness theorems. Intuitionism: Brouwer and Dummett. Wittgenstein's philosophy of mathematics. Recent developments.**Teaching Arrangements:** A course of 24 intercollegiate lectures (PH210) (ML) given at Birkbeck College, and an associated series of classes (PH210.A) at LSE.**Written Work:** Students will be expected to produce at least two essays per term and to give class papers.**Reading List:** The most important single book is P. Benacerraf & H. Putnam (Eds.), *Philosophy of Mathematics Selected Readings*. Students will also need to consult: A. Fraenkel, Y. Bar-Hillel & A. Levy, *Foundations of Set Theory*. Further readings will be announced during the course.**Methods of Assessment:** A three-hour written examination in the Summer Term.**PH211****Philosophy of Economics****Teacher Responsible:** Dr. Richard Bradley, Room A208**Availability and Restrictions:** This course is not available as an outside option. Students are expected to have taken or to be taking *Microeconomic Principles I* EC201 or *Microeconomic Principles II* EC202 or their equivalent elsewhere.**Core Syllabus:** The course examines philosophical issues in economics.**Course Content:** Methodological issues in economics: the status of economic theories and laws, explanation and idealisation in economics, theory assessment, methodological individualism, value-freedom and ideology. The nature of rationality and the behavioural postulates of economics. Social judgements and social choice. Consequentialism, welfarism and

utilitarianism. The Liberal Paradox and Arrow's Theorem. Interpersonal comparisons of utility. Distributive justice and the economics of redistribution.

Teaching Arrangements: 20 lectures (ML) by Dr. Richard Bradley and Dr. Morris Perlman and 20 classes – PH211.A (ML).**Written Work:** Students will be expected to write at least two essays per term and to give class papers.**Reading List:** D. Hausman, *The Inexact and Separate Science of Economics*; F. Hahn & M. Hollis (Eds.), *Philosophy and Economic Theory*; D. Hausman (Ed.), *The Philosophy of Economics*; L. C. Robbins, *The Nature and Significance of Economic Science*; J. Rawls, *A Theory of Justice*; R. Nozick, *Anarchy, State and Utopia*; J. Elster & J. E. Roemer (Eds.), *Interpersonal Comparisons of Well-Being*; A. K. Sen & B. Williams (Eds.), *Utilitarianism and Beyond*. Additional reading suggestions, particularly of articles, will be made in the lectures and the classes.**Methods of Assessment:** A three-hour written examination in the Summer Term.**PH212****Frege and Russell****(Not available 1998–99)****Availability and Restrictions:** This course is not available as an outside option. An introductory logic course and some knowledge of elementary set theory would be an advantage.**Course Content:** The central philosophical and logical ideas of Frege and Russell.**Teaching Arrangements:** Students attend the first year of the intercollegiate lectures **Frege, Russell and Wittgenstein** normally given on Wednesdays, 12 noon, 43 Gordon Square (ML). (Details will be confirmed before the start of term.) They should also attend the **Philosophy of Mathematics (Frege & Russell)** lectures, normally on Mondays, 6.00 p.m., Birkbeck (M). There is also an associated class (PH212.A) given at the School.**Written Work:** Students will be expected to produce at least two essays per term and to give class papers.**Reading List:** Gottlob Frege, *The Foundations of Arithmetic*, translated by J. L. Austin; P. Geach & M. Black (Eds.), *Translations from the Philosophical Writings of Gottlob Frege*; G. Frege, 'The Thought' in P. Strawson (Ed.), *Philosophical Logic*; B. Russell & A. N. Whitehead, *Principia Mathematica*; B. Russell, *Mysticism and Logic*; B. Russell, E. R. Eames & K. Blackwell (Eds.), *Collected papers of Bertrand Russell*, Vol. 7; R. C. Marsh (Ed.), *Logic and Knowledge*; David Lackey (Ed.), *Essays in Analysis*; Hochberg, *Logic, Ontology and Language*; A. J. Ayer, *Russell*; D. Pears, *Bertrand Russell and the British Empiricist Tradition*; M. Sainsbury, *Russell*.**Methods of Assessment:** A three-hour written examination in the Summer Term.**PH213****Scientific Revolutions: Philosophical and****Historical Issues****Teacher Responsible:** Professor John Worrall, Room A286**Availability and Restrictions:** This course is available as an outside option but cannot be taken by students who have completed the **Rise of Modern Science** course. No prior systematic knowledge of physical and biological science is presupposed.**Core Syllabus:** An examination of certain basic methodological and philosophical problems as they arise from detailed historical study of episodes of apparently radical theory-change in science (so-called scientific revolutions).**Course Content (a) PH213.1:** This part of the course will raise philosophical and foundational issues concerning certain fundamental theory-changes principally in the history of physical

science. Topics to be covered may include:- 1. The Copernican revolution: falsifiability and the Duhem problem; prediction and accommodation; simplicity; harmony. 2. Galileo: observability, fallibility of observation statements. 3. The Newtonian revolution: issues of reducibility and 'explanation through modification'; 'deduction from the phenomena'. 4. 'Revolutions' in optics: 'crucial experiments', scientific realism and the so-called pessimistic meta-induction; the Duhem problem (again) and underdetermination; Bayesian confirmation theory; background knowledge and 'radical' theory-change; the status of methodological rules – 'naturalised philosophy of science'; reference and theoretical terms. 5. Maxwell's electromagnetic theory and the elastic aether: models, unification, explanation and reduction.

(b) PH213.2 – The Darwinian Revolution: among the topics to be covered will be some of the following:- 1. The problems of adaptation and diversity, how Darwinism solves them; why rival theories fail. 2. Nineteenth-century Darwinism and the revolution of recent decades. 3. The problem of altruism; modern solutions; and past confusions. 4. Sexual selection – why males are often ornamental and promiscuous whereas females are drab and discriminating; the century-long neglect of Darwin's solution; current views. 5. Humans as Darwinian animals; what can natural selection explain about us?**Teaching Arrangements:** PH213.1, 15 lectures (Professor J. Worrall) ML and PH213.2, 5 lectures (Dr. H. Cronin) L; and classes PH213.1A, 15 meetings ML and PH213.2A, 5 meetings L.**Written Work:** Students will be expected to write at least two essays per term and give class papers.**Background Reading List For PH213.1:** T. S. Kuhn, *The Structure of Scientific Revolutions*; G. Holton (revised by S. Brush): *Theories and Concepts in Physical Science*. Reading for particular topics including primary material by Galileo, Newton and others will be specified during the course. **Reading for PH213.2:** Jerome Barkow, Leda Cosmides & John Tooby (Eds.), *The Adapted Mind: Evolutionary psychology and the generation of culture*, pp. 3–15; Charles Darwin, *On the Origin of Species*, chapters 3, 4, 6, 7, 13, 14 (or sixth edition, chapters 3, 4, 6, 7, 8, 14, 15); Martin Daly & Margo Wilson, *Homicide*, chapter 1; Richard Dawkins, *The Blind Watchmaker*; John Maynard Smith, *On Evolution*, chapters 1, 2, 6, 7; Michael Ruse, *The Darwinian Revolution*; also Helena Cronin, *The Ant and the Peacock* (background reading; pick out what is relevant to your interests). **Methods of Assessment:** A three-hour written examination in the Summer Term.**PH299****Essay on an Approved Subject in Philosophy****Teacher Responsible:** Dr. Craig Callender, Room A209**Availability and Restrictions:** 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.**Methods of Assessment:** Essays must be submitted by June 10. They should be 5,000–7,000 words, and should be typewritten.

SOCIAL POLICY AND ADMINISTRATION

Course Guides

SA100

Introduction to Social Policy

Teachers Responsible: Miss S. Sainsbury, Room A250 and Professor R. A. Pinker, Room A271

Availability and Restrictions: This is a compulsory course for Bachelor's degrees in Social Policy, and is available to students on other degrees where the regulations permit.

Core Syllabus: The course aims to provide an introduction to social policy by examining changes in the way in which social provision has been made over time. The course focuses on Britain, but seeks to set the British experience in comparative perspective. It also aims to give students a framework for understanding the policy making process and an introduction to issues of entitlements and welfare outcomes.

Course Content: The course examines the nature of the mixed economy of welfare and the relative importance of the state, the family, the market and the voluntary sector during the 19th and 20th centuries. It considers changes in ideas about social provision in Britain and the range of variables that may explain the development of social policies in both Britain and other European countries. It considers the growing role of the state in social welfare provision and the nature of the challenges to it in the late 20th century. Issues such as how a social problem is defined, how policies are formulated, administered and revised are illustrated by reference to the fields of health social security, education and housing. Students are invited to consider the concept of social rights; lines of conflict over social provision between social classes, races, generations and between the sexes; and issues of redistribution.

Teaching Arrangements: Lectures: 24 x SA100.

Classes: 22 x SA100.A for specialists. SA100.B for non-specialists.

Written Work: Students will be expected to write one essay per term for class teachers, and to read for and contribute to class discussion each week.

Reading List: Pat Thane, *The Foundations of the Welfare State*; Anne Digby, *British Welfare Policy. Workhouse to Welfare*; Michael Hill, *The Welfare State in Britain. A Political History since 1945*; Norman Barry, *Welfare*; John Hills (Ed.), *The State of Welfare*; Rodney Lowe, *The Welfare State in Britain since 1945*. These are introductory texts; a full reading list will be provided in the first class of Michaelmas Term.

Methods of Assessment: A three-hour examination in the Summer Term.

SA101

Sociology and Social Policy

Teacher Responsible: Professor D. Downes, Room A237

Availability and Restrictions: This course is required for Bachelor's degrees in Social Policy. Available for undergraduates as an 'outside option' with the approval of the course organiser.

Core Syllabus: The aim of the course is to introduce students to major themes and perspectives in the sociological analysis of social policy issues, putting due weight on a grounding in both social theory and empirical studies.

Course Content: The course will examine a series of policy issues in contemporary British society, viewed sociologically. Basic concepts in the analysis of social stratification, the distribution of power, modes of organisation, professionalisation, race and gender are discussed in relation to questions of social and political choice and social policy. The core of the course consists of the examination in this way of a series of topics including class and social status in Britain, political power and elite formation, demographic change, race relations and the position of women, bureaucracy, the role of expertise, the family, poverty and deprivation, health and illness, education, crime and deviance, housing, development planning, the individual and the state, social care and ageing. The variable contribution of sociology to policy formation and the understanding of policy issues and processes is emphasised.

Teaching Arrangements: Lectures: 24 x SA101.

Classes: 24 x SA101.A (Dr. K. Rake).

Written Work: One essay per term is required.

Reading List: There is no set text for the course, and a full reading list is provided at the first class.

Basic Reading: D. Lee & H. Newby, *The Problem of Sociology*; A. Giddens, *Sociology*; E. Gellner, *Legitimation of Belief*; C.

Wright Mills, *The Sociological Imagination*; R. A. Pinker, *Social Theory and Social Policy*; F. Williams, *Social Policy; a critical introduction*; J. Hills (Ed.), *The State of Welfare*; K. Kiernan & M. Wicks, *Family Change and Future Policy*.

Methods of Assessment: Three-hour paper in the Summer Term; four questions to be answered.

SA102

Social Economics

Teachers Responsible: Professor David Piachaud, Room A281 and Dr. Mark Kleinman, Room A259

Availability and Restrictions: This course is intended for Bachelor's degrees in Social Policy.

Course Content: Introduction to economics and its application to social policy. The nature of the economic problem. The role of prices in a market economy. Demand and consumer choice; supply, production costs and market structure. Limitations of markets and government intervention. Taxes and subsidies; tax incidence; social costs and benefits. Public expenditure in the UK: state and market provision of housing, health services and education. Unemployment and government economic management. The determination of wages; the role of trade unions; minimum wage legislation; the Social Charter. Low pay and poverty; the distribution of incomes; policies of income redistribution. The application of economic analysis to resource allocation in the public sector. Taxation and incentives. The economics of the family.

Written Work: Essays, problem sets and presentations will be required.

Teaching Arrangements: Lectures: 20 x SA102.

Classes: 24 x SA102.A.

Reading List: J. Le Grand, C. Propper & R. Robinson, *The Economics of Social Problems*; A. B. Atkinson, *The Economics of Inequality*; N. Barr, *Economics of the Welfare State*; J. Stiglitz, *Economics of the Public Sector*; A. Griffiths & S. Wall, *Applied Economics*; J. Le Grand & W. Bartlett, *Quasi-markets and Social Policy*.

Methods of Assessment: Three-hour paper in the Summer Term; four questions to be answered.

SA103

Population, Economy and Society

(Not available as an option to B.Sc. Social Policy students 1998-99)

Teacher Responsible: Jane Falkingham, Room A268

Availability and Restrictions: This course for Bachelor's degrees in Population Studies. It is available to students on other degrees as permitted by the regulations. As a general introduction to Population Studies it assumes no previous knowledge of the subject.

Core Syllabus: The paper deals with the inter-relationship 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 focus of the course is comparative, both across time and between developed and less developed societies.

Course Content: The course covers a range of topics including: the relationship between population size and available resources; social, biological and economic influences on population growth rates, especially the role of famine, plague and war; the demographic and health transitions; AIDS; fertility decline and the role of family planning programmes; the changing characteristics of the family; global trends in population aging and their social and economic consequences in terms of care of the elderly and income support in later life; a brief overview of theories of migration; trends in migration and urbanisation.

The course addresses key questions such as:

What impact will AIDS have on the population, economy and society of the 21st century?

Will population aging really be a demographic time bomb?

Who will care for the elderly? And how will this be affected by the processes of industrialisation and urbanisation in the South?

Are we seeing the end of marriage and parenthood as social institutions in the West?

Is famine the inevitable result of population growth?

What is the relationship between population and violent conflict? Is economic development the best contraceptive?

Teaching Arrangements: Lectures: 24 x SA103.

Classes: 22 x SA103.A.

Written Work: Students will be expected to prepare two class presentations per term and submit two essays per term.

Reading List: Reading lists are handed out at the beginning of each term along with topics for class presentations. Most of the articles are available in xerox form in the offprint collection. The following are among the more important items on the book reading list: M. Livi-Bacci, *A concise history of world population*; H. Jones, *Population Geography*; J. E. Cohen, *How many people can the Earth support*; W. H. McNeill, *Plagues and Peoples*; E. A. Wrigley, *Population and History*; *The World Bank, Population Change and Economic Development*.

Methods of Assessment: There will be a three-hour written examination in the Summer Term in which candidates will be expected to answer four questions. The paper is in two sections and candidates must answer at least one question from Section A. The remaining three questions can be taken from Section A or B.

SA201

Methods of Social Investigation

Teachers Responsible: Dr. Gail Wilson, Room A270, Dr. Eileen Munro, Room A272 and Ms. Katherine Rake, Room A262

Availability and Restrictions: This is a compulsory course for most Bachelor's degrees in Social Policy, and is available to students on other degrees where regulations permit.

Core Syllabus: The paper aims to give students a comprehensive introduction to methods of social research in social policy.

Course Content: The design and analysis of social investigations. The nature of social measurement. Elements of sampling theory and the concept of statistical inference. Data collection by means of social survey, participant observation and documentary methods. The use of official data. Basic descriptive and inferential statistics. Analysis of data particularly from surveys and censuses. The use of computers in data analysis.

Teaching Arrangements: The course combines two elements:

SA201.1 Statistics and Computing in Social Investigation: Katherine Rake.

Lectures: 10 x SA201.1 Michaelmas and Lent Terms.

Classes: 15 x SA201.1.A Michaelmas and Lent Terms.

SA201.2 Methods of Social Investigation: Gail Wilson and Eileen Munro.

Lectures: 20 x SA201.2 Michaelmas and Lent Terms.

Classes: 15 x SA201.2.A Michaelmas and Lent Terms.

Written Work: **Methods of Social Investigation** class students are required to write two essays of about 1,500-2,000 words, one each term. In the classes active verbal participation by students is expected throughout.

For the Statistics and Computing class, students will use a computer to analyse data, and will be expected to produce summaries and interpretations of their results. Successful completion of a Project Report (by the end of the Lent Term) is a condition of examination entry.

Reading List: F. Clegg, *Simple Statistics*; D. Rowntree, *Statistics Without Tears*; HMSO, *Social Trends* (annually); SCPR, *British Social Attitudes* (annually); HMSO, *General Household Survey* (annually); C. Robson, *Real World Research*.

Methods of Assessment: The subject is assessed in the Summer Term by one three-hour written paper (75%) and a project report (25%). The project topic will be given out during the Lent Term, and the project report should be handed in to the Examinations Office (H302) by the end of the Lent Term.

SA203

Finance and Organisation of Human Services

Teacher Responsible: Professor Howard Glennerster, Room A243

Availability and Restrictions: This is a compulsory course for Bachelor's degrees in Social Policy, and is available to students on other degrees where the regulations permit.

Core Syllabus: The distinctive features of human services organisations, their finance and organisation. Market failure, government failure, the economics of non-profit organisations and quasi-markets, the finance-provision distinction. Alternative means of financing health services, education, housing, social care and social security. The nature of management in human service organisations: governance and ownership, managing professionals, dealing with people, interaction between organisations, accountability and measuring performance.

Course Content: This course will discuss the nature of human services, how they are financed, with particular reference to the

United Kingdom: public expenditure control, taxes, charges and charitable giving, local government finance and current debates about paying for each of the major areas of social provision.

Teaching Arrangements: Lectures: 20 x SA203.

Classes: 21 x SA203.A - one or more students will be expected to introduce these discussions.

Written Work: Each student will be expected to submit two pieces of written work to the class teacher before the end of Michaelmas and Lent Terms.

Reading List: H. Glennerster, *Paying for Welfare: Towards 2000*; C. Thain & M. Wright, *The Treasury and Whitehall: The Planning and Control of Public Expenditure 1976-93*; D. Butler, A. Adonis & T. Travers, *Failure in British Government: The Politics of the Poll Tax*; J. Hills, *The Future of Welfare*; J. Le Grand & W. Bartlett (Eds.), *Quasi Markets and Social Policy*; H. Glennerster & J. Hills (Eds.), *The State of Welfare* (2nd edn.).

Supplementary Reading List: Full bibliographies will be given to students at the start of the session.

Methods of Assessment: One three-hour examination in the Summer Term.

SA204

Educational Policy and Administration

Teacher Responsible: Dr. Anne West, Room A231

Availability and Restrictions: This is an optional course for Bachelor's degrees in Social Policy, and for other degrees where the regulations permit.

Core Syllabus: The aim of the course is to introduce students to the main issues in educational policy and administration. It draws on interdisciplinary research literature and focuses on contemporary Britain although there is a comparative component. The course will aim to show how major concepts in social policy can be applied to the study of education - for example, inequality (in terms of class, ethnicity and gender), social justice (special educational needs) and redistribution of resources.

Course Content: The first part of the course focuses on broad issues of educational policy, starting with the 1944 Education Act, the educational reforms in the 1980s, markets and parental choice, further and higher education and the financing of education. The second part focuses on specific issues that have implications for equality of opportunity, equity and social justice - ethnicity/race and education; social class and education; special educational needs; education and gender; early years education.

Teaching Arrangements: Lectures: 10 x SA204 Michaelmas Term.

Classes: 24 x SA204.A.

Written Work: Presentation of 2 or 3 short class papers during the session and two essays per term.

Reading List: Some introductory texts are recommended: M. Flude & M. Hammer, *The Education Reform Act 1988: its origins and implications*, 1992; P. Gordon, R. Aldrich & D. Dean, *Education and Policy in England in the Twentieth Century*, 1991; D. Lawton, *Education and Politics in the 1990s: conflict or consensus?* 1992; National Commission on Education, *Learning to Succeed*, 1993; S. Tomlinson (Ed.), *Educational Reform and its Consequences*. A comprehensive bibliography will be provided.

Methods of Assessment: There is a three hour formal examination in the Summer Term based on the topics covered in the lectures and classes.

SA205

Social Care Policy and Planning

Teacher Responsible: Sally Sainsbury, Room A250

Availability and Restrictions: This is an optional course for bachelor's degrees in Social Policy, and for other degrees where the regulations permit.

Core Syllabus: The development and operation of the personal social services in Britain since the Second World War will be discussed in the context of economic, political, social and demographic change.

Course Content: The personal social services, including those for disabled people, child protection, Deaf people, those with mental health problems, and carers, with special reference to Britain: an examination of their goals and functions, the ethical and political issues they raise and the underlying concepts, values and assumptions. An examination of policies and legislation. Different concepts and measures of need; policy choices and their consequences. Patterns and problems of social

intervention. The role of social work; professionalisation, domiciliary, day and residential care, community work and development. Inter-organisational and management issues: performance indices and evaluation; the interaction of central and local government; the voluntary and private sectors; pressure groups; the clientele; private and community patterns of service.

Teaching Arrangements: Lectures: 10 x SA205 Michaelmas Term.

Classes: 10 x SA205.A Michaelmas Term, 10 x Lent Term and 5 x Summer Term, of 11/2 hours.

Written Work: Students are expected to write one essay per term for the class teacher, and to read for and contribute to class discussion each week.

Reading List: No single book covers the entire syllabus; the following are useful introductory texts. P. Townsend, *The Last Refuge: RKP, 1962; Report of the Committee on Local Authority and Allied Personal Social Services* (Seebohm), Cmmd. 3703, 1968; G. Wistow, *Social Care in the Mixed Economy*, Open University Press, 1994; S. Sainsbury, *Regulating Residential Care*, Avebury, 1989; K. Jones, *Asylums and After: A Revised History of the Mental Health Services*, 1993; M. Parry (Ed.), *The Children Act 1989: Conflict and Compromise*, 1992. A full bibliography will be provided with the programme of class topics.

Methods of Assessment: There is a three-hour formal examination in the Summer Term. The paper contains 12 questions, of which four are to be answered. Each question is allocated equal marks.

SA206

Housing and Urban Structure

(Not available 1998–99)

Teacher Responsible: Dr. Peter Levin, Room A39

Availability and Restrictions: This is an optional course for Bachelor's degrees in Social Policy, and for other degrees where regulations permit. Students who have taken introductory courses in social policy and administration, public administration, sociology, economics or geography will have a useful foundation. More important are curiosity about the subject matter and the desire to relate one's personal experience of living in a town or city to a wider context.

Core Syllabus: The aim of the course is to introduce students to the study of housing and urban structure and to equip them with basic questions and techniques for exploring and analysing the processes at work in cities and the housing system. The course deals mainly with England and Wales, although there is a comparative component.

Course Content: The following topics are representative of those covered:

The housing system: the causes and consequences of the growth of owner-occupation and housing associations, the decline of private renting, the sale of council housing; the roles of local authorities, building societies and other institutions.

Housing policy: how housing policy is made; central-local relations; why should the State be involved in housing?

Access to housing: the problems facing newcomers to the housing market; homelessness.

Council housing: the changing role of council housing; the experience of being a council tenant; tenant participation and decentralized management; the problems of run-down estates.

Social groups: the concept of housing class; the position vis-a-vis housing of women, the elderly, members of minority ethnic groups.

Urban structure and policy: who lives where in British cities?; urban deprivation; 'inner city' policy; 'gentrification'; urban development corporations – the London docklands example.

Planning: the British planning system; public participation; who gains and who loses from urban planning?; how does the built environment affect social behaviour?

Teaching Arrangements: Lectures: 20 x SA206 Michaelmas & Lent Terms.

Classes: 24 x SA206.A.

The range of possible class topics is very wide: the actual programme will be decided in consultation with the members of the class and will take their particular interests into account wherever possible.

Written Work: Each student will be expected to prepare and give a 20-minute oral presentation at two or three classes during the year. It is expected that students will in addition submit a minimum of two essays during the year.

Reading List: The following introductory texts are recommended: K. Bassett & J. Short, *Housing and Residential*

Structure; J. R. Short, *Housing in Britain*; P. Malpass & A. Murie, *Housing Policy and Practice* (4th edn.); D. Clapham et al., *Housing and Social Policy*; S. MacGregor & B. Pimlott, *Tackling the Inner Cities*; J. Allen & C. Hamnett, *Housing and Labour Markets*. Specialised lists will be given out for particular classes and lectures.

Methods of Assessment: Students take a three-hour formal examination in the Summer Term. The paper usually contains twelve or so questions, out of which four must be answered. The content of the paper reflects the topics covered in classes and lectures.

SA207

Health Policy and Administration

(Not available 1998–99)

Teacher Responsible: Dr. John Carrier, Room A238

Availability and Restrictions: This is an optional course for Bachelor's degrees in Social Policy, and other degrees where regulations permit. Students are not expected to have any specialised knowledge of health service provision in general or the NHS in particular, but they should be familiar with the basic concepts used in social policy, especially those used in the study of either/or public administration, political science, sociology and economics.

Core Syllabus: The aim of the paper is to introduce students to the main issues involved in the administration of health services in modern societies, drawing mainly upon the example of the National Health Service in England and Wales.

Course Content: The determinants of health improvement; the organisation and finance of the National Health Service. The planning of acute services, general practice, and services for particular groups, (eg. the maternity services; services for the mentally ill and mentally handicapped). Prescribing and the pharmaceutical industry; the problem of priorities and planning, medical education and the distribution of medical manpower. Further details will be published at the start of the session.

Teaching Arrangements: Lectures: SA207 + classes SA207.A combined 24 x 11/2 hours weekly, MLS. Students are expected to produce written papers for class discussion (at least one paper per student for the course, depending on the numbers who attend). Several hours of private study are expected in the preparation for classes each week, whether or not the student is presenting a class paper.

Written Work: In addition to the class paper referred to above students are expected to produce at least two essays of between 1,500 and 2,000 words each for the class teacher during the length of the course. Individual teachers will set, read and discuss this work with the individual student.

Reading List: The reading list is the minimum necessary reading for this course. Specialised reading for lecture topics will be given out by lecturers responsible for particular aspects of the course.

Students should attempt to buy some of the following: B. Abel-Smith, *Health Policy, Planning and Financing*, 1994; R. Robinson & J. Le Grand, *Evaluating the NHS Reforms*, 1994; R. Baggott, *Health and Health Care in Britain*, 1994; J. Carrier & I. Kendall, *Health and the National Health Service*, 1997; H. Glennerster, *British Social Policy since 1945*; H. Glennerster, *Paying for Welfare: The 1990s*; J. Hills, *The State of Welfare: The Welfare State in Britain from 1974, 1997*; R. Klein, *The New Politics of the National Health Service*, 3rd edn., 1995. The above literature is available in the LSE Library but students will be advised which specialised libraries near to the School can also be used.

Supplementary Reading List: This is given out at the beginning of the course, and reflects the special interests of the subject lecturers.

Methods of Assessment: A three-hour written examination. The usual format requires students to answer four questions out of a choice of 14/15; all carry equal marks.

SA208

The Government and Politics of Social Policy

(Not available 1998–99)

Teacher Responsible: Dr. Peter Levin, Room A39

Availability and Restrictions: This is an optional course for Bachelor's degrees in Social Policy and for other degrees where regulations permit. The course requires some familiarity with the government and politics of Britain and students who do not have this will find it helpful to have done some reading during the preceding summer vacation.

Core Syllabus: The aim of the course is to equip students with methodologies for investigating the government and politics of

social policy and in particular how social policies and measures affecting UK citizens come into existence. Thus emphasis is placed on uncovering the mechanisms of policy making and demonstrating how the 'machinery' works.

Course Content: The course begins with a brief survey of the institutions of UK central government and the European Union, and of the many different forms that social policies and measures take: statements of intention (like election manifestos and White Papers) legislative measures (like Acts of Parliament and European Union Directives), the allocation of public expenditure and organisational structuring and restructuring. A range of theoretical perspectives on policy making are put forward and discussed. These are then applied to a selection of recent case studies of actual policies and measures. The course has a strong practical emphasis. For example, students will learn how to use official and unofficial sources – such as handbooks and other publications, departmental reports, parliamentary proceedings and materials available via the world-wide web, reports and comment in the media and ministerial autobiographies – to uncover governmental structures and their inhabitants, to recognise 'policy' when you see it, to 'track' the policy-making process, and to read between the lines of white papers, ministerial speeches, etc. As part of the course students are required to undertake a project on a policy or measure of their own choice (subject to approval); this provides an opportunity to develop and apply these skills.

Teaching Arrangements: Lectures: 20 x SA208 Michaelmas & Lent Terms.

Classes: 24 x SA208.A.

Supervision sessions will be available for the early stages of the project.

Written Work: Students are expected to submit a minimum of two essays during the course, and a 4,000-word report on their project.

Reading: Students who have not studied British government and politics at any level should, before starting the course, skim through an elementary text such as Jones et al., *Politics UK*. An enjoyable and instructive read is D. Butler et al., *Failure in British Government: The Politics of the Poll Tax*. It will be helpful to browse through recent ministerial memoirs, looking out for references to housing, education, social security, the poll tax, etc. Try M. Thatcher, *The Downing Street Years*; N. Lawson, *The View from No. 11*; K. Baker, *The Turbulent Years*; N. Ridley, *My Style of Government*. The main text is P. Levin, *Making Social Policy: The Mechanisms of Government and Politics and How to Investigate Them* (Open University Press, 1997). Full reading lists will accompany the lecture course and classes.

Methods of Assessment: Students take a three-hour formal examination in the Summer Term. The paper contains 12 or so questions, out of which four must be answered. This counts for 75% of the mark for the course. The project report, which must be handed in to A253 not later than 1 May, counts for the remaining 25%.

SA209

Psychology and Social Policy

Teacher Responsible: Mr. Derek Cornish, Room A118

Availability and Restrictions: This is an optional course for Bachelor's degrees in Social Policy and for other degrees where regulations permit.

Core Syllabus: This course analyses the influence of psychological assumptions and knowledge about human behaviour upon our understanding of social problems, and upon the responses of social policy.

Course Content: The course falls into three broad areas:

- (1) Theories and debates: provides preliminary groundwork by examining major psychological explanations of human behaviour and the range of contrasting assumptions underpinning them;
- (2) Explanations of social problems: critically evaluates the nature, strengths and limitations of psychological understandings of, and responses to, selected social problems and issues; and
- (3) Impact on policy: analyses selected policies from the standpoints of the nature of the psychological assumptions involved and the accuracy of the psychological knowledge that has been, or could be deployed.

Teaching Arrangements: Lectures: 20 x SA209 Michaelmas & Lent Terms.

Classes: 22 x SA209.A (includes two revision seminars).

Written Work: A minimum of two essays will be required. Students will also be asked to present a number of class papers.

Reading: A comprehensive bibliography will be provided.

Methods of Assessment: Three-hour unseen paper in the Summer Term; four questions to be answered.

SA210

Race Relations and Ethnic Minority Groups

(Not available 1998–99)

Teachers Responsible: Dr. J. Carrier, Room A238 and others

Availability and Restrictions: This is an optional course for Bachelor's degrees in Social Policy, and for other degrees where regulations permit. Students taking the course should preferably have completed an introductory course in sociology. Previous work in history or social policy or social anthropology would be an advantage.

Core Syllabus: The paper aims to introduce students to the historical, comparative and contemporary study of the sociology of race relations, and to policy issues involving race in contemporary Britain.

Course Content: A study of social differentiation by race or ethnicity in human societies; the nature, causes and consequences of such differentiation; the social and psychological processes involved; and the structure and dynamics of racially-differentiated and ethnically plural societies. To include: an examination of concepts and theories relating to this field; a comparative analysis of relevant structures and processes in modern industrial and other societies; study of aspects of race in contemporary Britain; and an examination of group and policy responses in racial or ethnic situations, and their research implications.

Teaching Arrangements: Lectures: 22 x SA210.

Classes: 22 x SA210.A.

Written Work: Work will be set and marked by the lecturers. Each student taking the course will be expected to make one verbal presentation of about 20 minutes at each of two of the 22 classes during the year. In addition, in the Michaelmas and Lent Terms there will be a term essay of 1,500–2,000 words to be handed in by the end of term.

Reading List: The following books are basic texts recommended for student purchase: E. E. Cashmore & B. Troyna, *Introduction to Race Relations* (2nd edn., 1990); J. Solomos, *Race and Racism in Contemporary Britain*; J. Stone, *Racial Conflict in Contemporary Society*; C. Husband (Ed.), "Race" in *Britain: Continuity and Change*; M. Banton, *Racial Theories*; J. Rex, *Theories of Race and Ethnic Relations*; N. Glazer, *Ethnicity Theory Experience*. It is necessary to refer to selected editions of the journal "Ethnic and Racial Studies".

Methods of Assessment: By three-hour formal examination in the Summer Term, based on the full syllabus. A choice of questions is provided. Candidates should answer four questions, out of 14 or 15, and each question carries equal marks.

SA212

Family, Gender and Society

(Not available 1998–99)

Teacher Responsible: Dr. K. Kiernan, Room A279

Availability and Restrictions: This is an optional course for Bachelor's degrees in Social Policy and other degrees where regulations permit.

Core Syllabus: This course will examine the dimensions of family change over the post-war period and their implications for the private and public domains of life. The approach will be interdisciplinary and although primarily concerned with Britain will have a substantial comparative component.

Course Content: The course will provide an overview of the history of the family and review the theoretical perspectives and current debates on the family. Gender differences will be a focus. The major themes to be covered include: sexuality, partnership and parenthood; family conflict and disruption; work and family issues; intergenerational links between parents and children and the elderly and their families; social change and the public and private family; family, state and social policy.

Teaching Arrangements: Lectures 20 x SA212.

Classes 22 x SA212.A.

Written Work: Presentation of 2 or 3 short class papers during the session and one essay in each of the first two terms.

Reading List: A detailed reading list will be provided at the beginning of the session. General reading: F. R. Elliott *Gender Family and Society*, Macmillan Press; L. F. Harding, *Family State and Social Policy*, Macmillan, 1996; D. Utting, *Family and Parenthood: a guide to the debate*, Joseph Rowntree

Foundation; K. Kiernan & M. Wicks, *Family Change and Future Policy*, Joseph Rowntree Foundation; J. Lewis, *Women in Britain since 1945*, Basil Blackwell; K. Kiernan, H. Land & J. Lewis, *Lone-Motherhood in the twentieth century: from footnote to front page*, OUP, 1998.

Methods of Assessment: There will be a three-hour written examination in the Summer Term in which candidates are expected to answer four questions.

SA213

European Social Policy

Teacher Responsible: Dr. S. P. Mangan, Room A261
(Not available as an option to B.Sc. Social Policy students 1998-99)

Availability and Restrictions: This course is available to students on Bachelor's degrees (other than those in Social Policy and Administration) where regulations permit, and to General Course students.

Core Syllabus: The course is concerned with the emergence and subsequent development of welfare states and contemporary social policies in Western Europe, focusing particularly on EU countries. Social policy-making at the EU level also forms an important component.

Course Content: A cross-national analysis of the development of Western European welfare states in their political, social and economic contexts. The first part of the course traces the emergence of collective social provisions from the last quarter of the nineteenth-century. In the second part, lectures and classes focus on current processes of policy-making and implementation, and these are discussed in the context of contemporary issues in social policy; demographic trends and the planning of welfare; the fiscal crisis and the funding of social security; social exclusion; policies for priority groups and 'community care'; women and the welfare state and urban problems. Teaching in the third part is devoted to social policy-making at the EU level and to the issue of the 'social dimension' of the Single European Market.

Teaching Arrangements: Lectures: 20 weekly lectures in Michaelmas and Lent Terms, but twice weekly in weeks 2 to 5 of the Michaelmas Term.

Classes: 21 x SA213.A.

Written Work: Students are expected to produce two essays of 2,000 words each during the course.

Reading List: Some introductory texts are: A. J. Heidenheimer et al., *Comparative Public Policy* (3rd edn.); L. Hantrais, *Social Policy in the EU* (Macmillan); R. Mishra, *The Welfare State in Capitalist Society*; J. Bailey, *Social Europe* (Longman); A. Cochrane & J. Clarke, *Comparing Welfare States* (Sage); M. Wise & R. Gibb, *Single Market to Social Europe* (Longman); Esping-Andersen, *The Three Worlds of Welfare Capitalism* (Polity).

Methods of Assessment: There is a three-hour formal examination in June. The examination counts for 100% of the final mark.

SA215

Ageing and Social Policy (Half unit course)

(Not available 1998-99)

Teacher Responsible: Dr. Gail Wilson, Room A270

Availability and Restrictions: For Bachelor's degrees in Social Policy, and others with the agreement of their tutor.

Core Syllabus: The course will examine the policy response to ageing and ageing populations from different theoretical perspectives taking into account the fact that women make up the great majority of the older population. The aim will be to consider the experience of ageing and to analyse the options available in different societies, taking demographic, economic, social and political conditions into consideration.

Course 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 Arrangements: 10 sessions of 2 1/2 hours combining lectures and classes in the Michaelmas Term.

Reading List: S. Arber & J. Ginn, *Gender and Later Life*, Sage, London, 1991; P. Johnson & J. Falkingham, *Ageing and Economic Welfare*, 1992; P. Johnson et al. (Eds.), *Workers*

versus Pensioners, 1989; A. M. Rivlin & J. M. Wiener, *Caring for the Disabled Elderly*, 1986; T. Schuller, *Age, Capital and Democracy*, 1986; K. Tout, *Ageing in Developing Countries*, 1989; M. B. Tracy, *Social Policies for the Elderly in the Third World*, Greenwood Press, New York, 1991; C. Victor, *Old Age in Modern Society*, Croom Helm, 1987.

Examination Arrangements: The course will be examined by a two hour unseen examination paper in June. Candidates must answer two questions on subjects other than their coursework essays. The examination will count for 75% of the total mark. Undergraduates will present one essay at the beginning of the Lent Term, which will account for 25% of the mark.

SA216

Issues in Social Policy (Half unit course)

(Not available 1998-99)

Teachers Responsible: Dr. M. Kleinman, Room A259 and Professor D. Piachaud, Room A281

Availability and Restrictions: This is an optional course for Bachelor's Degrees in Social Policy and for other degrees where regulations permit.

Core Syllabus: This course focuses on the related topics of the growth in inequality, the emergence of social exclusion as a key concept in social policy and the theoretical and empirical issues provoked by the 'underclass' debate. There is an emphasis on relating concepts to empirical evidence. Evidence and literature from Britain, the USA and Europe are examined.

Course Content: The 'underclass' debate: theory and evidence; the growth in equality-evidence, trends and causes; family change and family issues; long term unemployment and welfare-to-work; is there an 'educational underclass'; area segregation and 'welfare ghettos'; the built environment and social exclusion; social exclusion and marginalisation in Europe; crime and social exclusion.

Teaching Arrangements: 10 Lectures (SA429), Lent Term. 10 x 1 1/2 hour Seminars (SA216), Lent Term.

Reading List: R. Lister, *Charles Murray and the Underclass: the developing debate*, IEA, 1996; E. Mingione (Ed.) *Urban Poverty and the Underclass*; D. J. Smith, *Understanding the Underclass*, PSI, 1992; W. J. Wilson, *When Work Disappears*; J. Hills (Ed.), *New Inequalities*, 1996.

Methods of Assessment: A two-hour examination (60%) and a piece of assessed written work (40%).

SA250

Demographic Description and Analysis

Teacher Responsible: Chris Langford, Room A269

Availability and Restrictions: This course is compulsory for Bachelor's degrees in Population Studies, but may also be taken as an option by students on other degrees where regulations permit; it assumes no previous knowledge of the subject. The course is not particularly mathematical or statistical and students with non-mathematical backgrounds should not be at a disadvantage.

Core Syllabus: This paper provides an introduction to the techniques of demographic analysis and the interpretation of demographic data. The main style of presentation is to introduce and discuss techniques of analysis and then examine examples of their use to illustrate demographic concepts and trends.

Course Content: This course provides an introduction to the techniques of demographic analysis and the interpretation of demographic data. Topics covered include sources of information about populations; current and cohort methods of description and analysis; the construction of life tables; measurement of fertility, mortality and nuptiality; the determinants of age structure and the intrinsic growth rate; survey data; the interpretation of demographic statistics; tests of consistency and reliability.

Teaching Arrangements: Lectures: 24 x SA250, Michaelmas, Lent & Summer Terms.

Classes: 24 x SA250.A, Michaelmas, Lent & Summer Terms.

Written Work: A number of practical exercises involving either computations or the interpretation of data will be set during the course and discussed in classes. In addition, a number of brief essays will be required from each student.

Reading List: A general reading list is circulated at the start of the course. In each lecture attention is drawn to the relevant readings. The following, however, are useful introductions: C. Newell, *Methods and Models in Demography* and R. Pressat, *The Dictionary of Demography*, edited by C. Wilson.

Methods of Assessment: There will be a three-hour written unseen examination in the Summer Term.

SA251

The Demographic Transition and The Western World Today

Teacher Responsible: Professor T. Dyson, Room A224

Availability and Restrictions: This course is an option for Bachelor's degrees in Population Studies, and other degrees where regulation permit. The course assumes a basic familiarity with demographic terminology and measures and thus it may be advantageous for non-specialists to have taken either course SA103, **Population, Economy and Society** or course SA250, **Demographic Description and Analysis**. However, this is not compulsory.

Core Syllabus: This paper deals with the demographic history of Western societies over approximately the last five centuries. This covers the period of change from a situation characterised by high birth and death rates to one where such rates are low, and known as the demographic transition. Post-transitional demographic patterns are also examined. The paper has a principally substantive focus and is organised on a thematic rather than strictly chronological basis.

Course Content: The long-run population history of England; the nature of pre-transitional Western societies; the acceleration of growth in the 18th century; the mechanism of growth and the social and economic changes which accompanied it. The course and characteristics of falling mortality; the control of fertility within marriage; fertility control as innovation or diffusion. The degree of homogeneity with the Western experience; the special case of France. The limits to mortality decline; the consequences of changes for age structure, dependency and social service provision. Post-transitional fertility behaviour; changes in the form and function of marriage; the modern determinants of fertility, mortality and nuptiality; patterns of internal and international migration; changes in household size and composition.

Teaching Arrangements: Lectures: 20 x SA251.

Classes: 20 x SA251.A.

Written Work: Two essays will be required from students and each student will be asked to make a short presentation for discussion in class at least once.

Reading List: A general reading list is circulated at the start of the course. In each lecture attention is drawn to relevant readings. The following are useful introductions: A. J. Coale & S. C. Watkins, *The Decline of Fertility in Europe*; M. Anderson, *Approaches to the History of the Western Family*; E. A. Wrigley, *Population and History*.

Methods of Assessment: There will be one three-hour examination in the Summer Term. This will require the answering of three essay questions.

SA252

Third World Demography

Teachers Responsible: Professor J. Hobcraft, Room A251 and Professor T. Dyson, Room A224

Availability and Restrictions: This is an optional course for Bachelor's degrees in Population Studies, and for other degrees where regulations permit.

Core Syllabus: The general aim of the course is to give students an overview of both the causes and consequences of population trends in developing countries.

Course 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; the influence of climate on human populations; patterns and trends in migration and urbanization in developing countries; the populations of India and China; the development of family planning programmes, and an assessment of the efficiency of population programmes. Finally, the course attempts to put Third World experience in perspective: in what way does developing country experience relate to that of the historical demographic development of the West?

Teaching Arrangements: Lectures: 24 x SA252.

Classes: 24 x SA252.A.

Reading List: Certain readings have direct relevance for most aspects of the course. In particular: the journal, *Population and Development Review* (PDR) published quarterly by the Population Council, New York; R. Feachem (Ed.), *The Health of Adults in the Developing World*, Oxford University Press, 1992; T. Dyson (Ed.), *Sexual Behaviour and Networking: The Transition of HIV*, Derouaux, Ordina, 1992; T. Dyson, *Population and Food*, Routledge, 1996; C. P. Green, *The Environment and Population Growth: Decade for Action, Population Reports*, Series M, No. 10, Johns Hopkins, 1992; *World Bank, Population Change and Economic Development*, Oxford University Press, 1985.

Supplementary Reading List: A supplementary reading list is available upon request from the secretary in Room A273.

Methods of Assessment: Examinations will be by a three-hour formal examination in the Summer Term. Students will be expected to undertake four questions.

SA253

The Population of Developed Societies

Teachers Responsible: Professor M. Murphy, Room A234 and Ms. J. Falkingham, Room A268

Availability and Restrictions: This course is an option for Bachelor's degrees in Population Studies, and other degrees where regulations permit. The course assumes a basic familiarity with demographic terminology and measures and thus it is advantageous, though not essential, for non-specialists to have taken either course SA103 **Population Economy and Society** or course SA250 **Demographic Description and Analysis**.

Core Syllabus: This course provides an overview of the demography of contemporary developed societies especially Britain. Current and likely future developments are also set in the context of recent historical change. Major determinants and consequences of recent changes in population composition, distribution and size are examined. Patterns of cohabitation, marriage, divorce, and fertility and their implications for the family and for household structure are studied. The main trends over time and patterns of inequality in mortality and morbidity are also evaluated. This course has wide relevance to all those interested in modern developed countries.

Course Content: Trends in marriage and the upsurge in divorce. Patterns of fertility change, and consequences for the family and household structure. The rise of cohabitation and illegitimacy. Economic and social explanations for differentials in fertility and family formation: similarities and differences among developed societies. Population estimates and projections. Ageing in a European context. Family and household structure; the rise of solo living. Existence of wider kin and support networks. The changing population structure of developed societies. Population distribution, migration and the 'flight from cities'. Immigrants, refugees, ethnic minorities and guest-workers; contrasts between European societies in migration policies. Changing patterns of mortality by cause, gender and prospects for mortality and morbidity. Measurement of morbidity and health. Inequalities in health. Contrasts in patterns of disease among developed countries.

Teaching Arrangements: Lectures: 24 x SA253.

Classes: 24 x SA253.A.

Work Requirements: Students will be expected to do the reading associated with the classes and also to give presentations in these classes. In addition a number of essays will be set.

Reading List: A main reading list is handed out at the start of each term and additional material is recommended during lectures. The following items are among the more useful general works on the reading list: D. Coleman (Ed.), *Europe's Population in the 1990s*, Oxford, 1996; *The British Population*, Oxford 1992; H. Joshi (Ed.), *The Changing Population of Britain*, Blackwell, 1989; M. Murphy & J. Hobcraft (Eds.), *Population Research in Britain, Population Investigation Committee*, 1991; A. Smith & B. Jacobson, *The Nation's Health: A Strategy for the 1990s*, King's Fund/OUP, 1991; P. Townsend, N. Davidson & M. Whitehead (Eds.), *Inequalities in Health: The Black Report and The Health Divide*, Penguin, 1988; R. Wilkinson, *Unhealthy Societies*, Routledge, 1996.

Methods of Assessment: The course is examined by a three-hour examination in the Summer Term. Candidates are required to answer four questions.

SA254

The Population of the Indian Subcontinent

Teacher Responsible: Professor T. Dyson, Room A224

Availability and Restrictions: This is an optional course for Bachelor's degrees in Population Studies, and other degrees where regulations permit.

Core Syllabus: The course focuses on the past, present and likely future demographic characteristics of the Indian sub-continent. It covers the period from the mid-nineteenth century to the present day. The course deals with both demographic variables in a narrow sense (population size, migration, population growth, fertility, mortality, marriage, etc.), and broader issues concerning links between economic, political, social and demographic variables. The course focuses mainly on India. But the demographic development of Sri Lanka receives particular attention. There is also consideration of the populations of Pakistan, Bangladesh and Nepal.

Course Content: Sources of demographic data; population characteristics during the pre-census period (prior to 1871-2); demographic trends since 1871-2; the effects of famines and epidemics; changes in patterns of disease (malaria, cholera, tuberculosis, plague, influenza, etc.); regional demographic variation in the sub-continent and related explanations (e.g. variations in female status); sex differentials in mortality; changes in patterns of marriage and widowhood; the development and current status of policies on health and family planning; trends in urbanization and urban growth; aspects of both internal and international migration in the region; micro-demographic studies on a variety of topics; the demography of South Asia in the context of experience in other countries (e.g. China); the future population of the sub-continent.

Teaching Arrangements: Lectures: 24 x SA254.
Classes: 24 x SA254.A.

Reading List: A reading list is circulated at the start of the course. In each lecture attention is drawn to relevant readings. The following are among the more important items on the reading list: P. N. Mari Bhat, S. Preston & T. Dyson, *Vital Rates in India, 1961-1981*, National Academy Press, 1984; T. Dyson (Ed.), *India's Historical Demography: Studies in Famine, Disease and Society*, Curzon, 1989; M. Nag, *Sexual Behaviour and AIDS in India*, Vikas Publishing House, 1996.

Methods of Assessment: For undergraduates, there will be a three-hour written examination in the Summer Term in which candidates will be expected to answer four questions.

SA255

Mathematical and Statistical Demography (Not available 1998-99)

Teacher Responsible: Professor M. Murphy, Room A234

Availability and Restrictions: This is an optional course for Bachelor's degrees in Population Studies, and other degrees where regulations permit. The course requires no formal prior demographic training but it does assume a reasonable degree of mathematical competence covering matrix algebra (including eigenvalue theory) and calculus. The course is likely to be of particular interest to students who wish to adopt a more analytical approach to demography than, for example, SA250, especially those with main interests in actuarial science, statistics and associated subjects.

Core Syllabus: The course covers the use of statistical and mathematical techniques to illuminate demographic processes. Mathematical models are applied to fertility, mortality, nuptiality, migration, reproductive and household change areas, dynamics of population and projection techniques. Statistical estimation of demographic parameters from empirical data is also covered.

Course Content: Simple models of population growth, exponential, logistic etc. Analysis of mortality using life tables: model life tables, continuous and multiple decrement formulations; statistical properties of life table estimators; Proportional hazards and multistate life tables. Stable and stationary populations and their use for estimation of demographic parameters in less developed countries. Continuous (Lotka) formulation of population dynamics equation, why a population converges to a stable form (strong and weak ergodicity); solutions of renewal equation. Discrete (Leslie) formulation of population dynamics and its use in making population projections. Prospects of change in fertility and mortality in developed countries and their implications for population growth. The existence of cycles in population growth; their analysis and interpretation in historical and current populations. Parity progression ratios. Mathematical models for fertility and mortality schedules: relational Gompertz and logit models. Quantitative models of nuptiality. Models of fecundity and measurement of fecundability. Analytic and

simulation approaches to reproductivity and household structure. Sources of demographic data.

Teaching Arrangements: Lectures: 24 x SA255.
Classes: 24 x SA255.A.

Written Work: Written work consists of weekly set exercises associated with the lectures. These are mainly of a mathematical nature.

Reading List: The first two volumes given here cover a substantial part of the course. N. Keyfitz, *Introduction to the Mathematics of Population*, Addison Wesley (1977 revised edn.); J. H. Pollard, *Models for Human Populations*, Cambridge (1973); A. J. Coale, *The Growth and Structure of Human Populations: a Mathematical Investigation*, Princeton (1972); R. C. Elandt-Johnson & N. L. Johnson, *Survival Models and Data Analysis*, J. Wiley (1980).

Methods of Assessment: Examination is by a single three-hour examination in the Summer Term in which candidates answer four questions.

SA301

Social and Political Theory

Teacher Responsible: Professor R. A. Pinker, Room A271

Availability and Restrictions: This is an optional course for Bachelor's degrees in Population Studies, and other degrees where regulations permit.

Core Syllabus: The aim of the course is to enable students to examine major issues in social and political theory, and their relation to social policy. Normally, students will have taken **Sociology and Social Policy** (SA101), but comparable introductory course material would suffice.

Course Content:

- Political theory: the role of the state and the nature of political authority, and problems of distributive justice, are examined in relation to major traditions of political thought, from Hobbes to the present.
- Social theory: major issues in theory and methodology concerning the bases of social order and social change; social meaning and values; and the grounds for conflict and differentiation. A concern throughout is to discern the implications of these approaches for social policy and political activity. In both sections of the course, the fundamental axioms underlying alternative views of the character of the individual, the community, society and the state are examined in relation to contemporary issues in policy research and policy-making processes.

Teaching Arrangements: Lectures: 24 x SA301.

Classes: 24 x SA301.A of 11/2 hour.

Students are also encouraged to attend Lectures: 20 x SO201:

Sociological Theory

Michaelmas and Lent Terms.

Written Work: One essay per term is strongly recommended. One introductory paper per term is expected in class.

Reading List: There is no set text for the course, and a full reading list is provided at the first class. Basic reading: J. Plamenatz, *Man and Society* (2 vols.); A. Giddens, *Capitalism and Modern Social Theory*; T. Bottomore & R. Nisbet (Eds.), *A History of Sociological Thought*; B. O'Leary & P. Dunleavy, *Theories of the State*; I. Hampsher-Monk, *A History of Modern Political Thought*; R. Porter, *The Enlightenment*; J. Gray, *Enlightenment's Wake*; P. Alcock, *Student's Companion to Social Policy*.

Methods of Assessment: Students sit one three-hour, four question paper in the Summer Term of their third year.

SA305

Principles of Social Policy

Teachers Responsible: Professor H. Glennerster, Room A243, and Dr. J. Carrier, Room A238

Availability and Restrictions: This is a compulsory course for Bachelor's degrees in Social Policy, and is available to students on other degrees where the regulations permit.

Core Syllabus: The range of theoretical approaches to social policy, and the economic and social impact of such policies.

Course Content: Social policy is concerned with the attempts of government and other collective agencies to affect the welfare of individuals and groups. This course centres on social policy in Britain and other industrialised countries analysed conceptually, and comparatively from the perspectives of several social science disciplines. It looks at the application of models to the British welfare system and deals with political ideologies and philosophical ideas underlying choices in social policy. It

considers the concepts of need, rationing and resource allocation particularly in the field of public expenditure. It looks at the varied forms of State intervention in the mixed economy of welfare, and at the redistributive impact of policies.

Teaching Arrangements: Lectures: SA305. 20 x 1 hour Michaelmas and Lent Terms.

Classes: SA305.A. 22 x 11/2 hours Michaelmas, Lent and Summer Terms.

Written Work: One or more students will normally be required to make a brief introduction to each class; but it is expected that students will actively participate in discussion in all classes. Each student will be required to submit pieces of written work to the class teacher at the end of the Michaelmas and Lent Terms.

Reading List: H. Glennerster, *British Social Policy since 1945*; V. George & P. Wilding, *Ideologies and Social Welfare*; P. Baldwin, *The Politics of Social Solidarity: class bases of European Welfare States*; G. Esping-Anderson, *The Three Worlds of Welfare Capitalism*; G. Pascall, *Social Policy: Feminist Analysis*; M. Hill, *The Policy Process: A Reader*; H. Glennerster & J. Hills (Eds.), *The State of Welfare* (2nd edn.).

Supplementary Reading List: Full bibliographies will be given to students at the start of the session.

Methods of Assessment: Students sit one three-hour examination in the Summer Term. They are required to answer four questions.

SA308

Sociology of Deviance and Control

Teacher Responsible: Professor D. M. Downes, Room A237

Availability and Restrictions: This is an optional course for Bachelor's degrees in Social Policy, and other degrees where regulations permit.

Core Syllabus: The aim of the course is to introduce students to the major theories of deviance and control, and their relevance for social policy, with special reference to the criminal justice and penal spheres.

Course Content: Detailed consideration is given to the major sociological perspectives on deviance and control, including Ecology and the 'Chicago School', functionalism, Marxism, cultural and sub-cultural theories, symbolic interactionism and allied approaches and 'control' theories. The emphasis throughout is upon the empirical application of these approaches to substantive areas of deviance such as various forms of crime and delinquency, mental illness and drug use. Developments and issues in the criminal justice system in Britain over the past two centuries are examined in the light of these perspectives and comparative material from other societies.

Teaching Arrangements: Lectures: 15 x SO210, Michaelmas & Lent Terms, **Sociology of Deviant Behaviour**.

Classes: 24 x SA308.A. Classes are 11/2 hours long.

Written Work: One essay per term is required. One introductory paper per term is expected in class.

Reading List: There is no set text for the course, and a full reading list, covering all classes, is provided at the first class. The following is basic reading: D. M. Downes & P. E. Rock, *Understanding Deviance* (revised 2nd edn.); M. Cavadino & J. Dignan, *The Penal System* (2nd edn.); E. Currie, *Confronting Crime: An American Challenge*; D. Garland, *Punishment and Modern Society*; I. Taylor, P. Walton & J. Young, *The New Criminology*; S. Cohen, *Folk Devils and Moral Panics* (2nd edn.); R. King & K. McDermott, *The State of our Prisons*; M. Maguire, R. Morgan & R. Reiner (Eds.), *The Oxford Handbook of Criminology*.
Methods of Assessment: Students sit one three-hour examination in the Summer Term of third year. Four questions must be answered from a total of c.14.

SA309

Criminal Justice Policy

(Not available 1998-99)

Teachers Responsible: Mr. Derek Cornish, Room A118 and Dr. Judith Rungay, Room A258

Availability and Restrictions: This is an optional course for Bachelor's degrees in Social Policy and for other degrees where regulations permit. General Course students are welcome.

Core Syllabus: The purpose of the course is to provide students with an understanding of, and critical perspective on, criminal justice policy and its administration. Particular attention will be paid to current policy issues and debates.

Course Content: The crime problem; trends in criminal justice policy; sentencing; prisons and young offender institutions; probation; non-custodial disposals; juvenile justice; restorative justice; policing; social and developmental crime prevention; situational crime prevention; rehabilitation; dangerousness and

community safety; victims; mentally disordered offenders; gender and crime; race and crime; comparative criminal justice policies; research and policy; policy evaluation.

Teaching Arrangements: 20 lectures and 20 classes, plus two revision classes. Sessional.

Written Work: A minimum of one essay per term will be required. Students will also be asked to present class papers.

Reading List: J. Braithwaite, *Crime, Shame and Reintegration* (1989); M. Cavadino & J. Dignan, *The Penal System: an introduction* (1996); C. Clarkson & R. Morgan, *The Politics of Sentencing Reform* (1995); C. Coleman & J. Moynihan, *Understanding Crime Date* (1996); J. Gale et al., *Juvenile Justice: debating the issues* (1993); F. Heidensohn, *Women and Crime* (1995); B. Hudson, *Penal Policy and Social Justice* (1993); M. Maguire et al., (Eds.), *The Oxford Handbook of Criminology* (1997); T. Newburn, *Crime and Criminal Justice Policy* (1995); L. Noaks et al. (Eds.), *Contemporary Issues in Criminology* (1995).

Methods of Assessment: By three hour unseen examination in the Summer Term. Students must answer four questions.

SA349

A Long Essay on an Approved Topic

Teacher Responsible: Departmental Tutor, Department of Social Policy and Administration

Availability and Restrictions: This is a compulsory course for the B.Sc. Social Policy and Administration, and an option for the B.Sc. Social Policy and Government.

Core Syllabus: An essay of not more than 7,000 words on a topic to be approved by the candidate's teachers. It is designed to allow a detailed and thorough exploration of an area of interest to the student. The essay should be on a topic area within the field of the degree course; it may involve original field work, or the analysis and appraisal of existing literature.

Teaching Arrangements: Students will have preliminary discussions about the topic of their essay with their tutor in the Summer Term of their second year. They will pursue their long essay under the supervision of their new personal tutor during the third year of their studies. They will agree with their tutor, and submit to the Departmental tutor, a final title for the essay by 1 November in the third year. Tutors can be expected to offer advice on reading, guidance on the construction of the work and comment on an initial draft, which should be handed in before the end of the Lent Term.

Methods of Assessment: The essay must be submitted to the Examinations Office on or about 1 May in the student's third year. It should be typewritten. Precise details on format and presentation will be issued by the Department at the beginning of the third year of study. Candidates may be called for an oral examination if the Examiners wish to satisfy themselves that the essay is the candidate's own work.

SA399

Special Essay in Population Studies

Availability and Restrictions: This is an optional course for Bachelor's degrees in Population Studies and certain joint degrees.

Core Syllabus: The essay may be on any subject that is considered to be related to Population Studies and which is agreed by the candidate's tutor. The tutor will be concerned that there is an adequate body of relevant material available for interpretation and analysis, and that the topic is not unmanageably large.

Course Content: There is no formal course content. Candidates will be expected to demonstrate their understanding of basic demographic methods and draw widely on their reading from other courses in Population Studies.

Teaching Arrangements: An hour of formal instruction is provided to candidates in order to give general information as to what is expected. In addition, tutors will advise candidates during their normal tutorial meetings on scope, topic and relevant reading, as well as on general approaches. However, tutors are not permitted to read or comment on drafts of the essay. Students who decide to do the essay should not expect additional tutorial meetings to discuss it.

Written Work: The essay may not be more than 8,000 words of main text, including footnotes and appendices, but excluding bibliography and tables. In students' own interests the essay should preferably be typed, double-spaced, using the reference procedures of the journal Population Studies. It must be handed in at the Examinations Office by the date announced by the School, which will normally be May 1. The student is advised to retain a copy.

Methods of Assessment: see written work above.

SOCIAL PSYCHOLOGY

Course Guides

PS100

Introduction to Individual and Social Psychology

Teacher Responsible: Dr. B. W. Franks, Room S385

Availability and Restrictions: No restrictions or pre-requisites.
Core Syllabus: An introduction to the theories and concepts of psychology concerned with human behaviour; how people perceive, think, feel and learn, and how they act in social settings.

Course Content: Origins of behaviour. Mechanisms and theories of learning, perception, memory, reasoning and language. Cognitive development. Issues in gender and health; Social cognition and social behaviour; group dynamics; intergroup behaviour and interpersonal communication.

Teaching Arrangements: Sessional, 23 weekly lectures (PS100) and classes (PS100.A) for B.Sc. Psychology and Philosophy, PS100.B for all other students.

Written Work: Students are expected to write 5 essays during the Session, which will be assessed by the class teachers, and to give class presentations.

Reading List: Recommended reading: R. L. Atkinson *et al.*, *Introduction to Psychology*, Harcourt Brace (12th edn.), 1996; H. Gleitman, *Psychology* (4th edn.), Norton, 1995; J. Sabini, *Social Psychology* (2nd edn.), Norton, 1995; D. G. Myers, *Psychology* (5th edn.), Worth, 1998; E. R. Smith & D. M. Mackie, *Social Psychology*, Worth, 1995; R. J. Sternberg, *In Search of the Human Mind*, (2nd edn.), Harcourt Brace, 1998; Additional references and a synopsis of lectures and class topics are distributed in the first lecture of the series and available in S316.

Methods of Assessment: A formal three-hour examination in the Summer Term: 4 questions from a choice of 12.

PS200

Social Psychology

Teacher Responsible: Dr. S. Jovchelovitch, Room S307

Availability and Restrictions: Pre-requisite: **Introduction to Individual & Social Psychology**; students on degrees without a psychology component may attend subject to numbers, their own degree regulations and at the discretion of the teacher responsible.

Course Syllabus: The objective of the course is to give students a comprehensive knowledge of social psychology, exploring critically the main theoretical and methodological perspectives within the discipline, current trends and debates, and fields of application.

Course Content: Introduction to the field; the mind as a cultural phenomenon: action, symbol, self; the construction of social relations: the making of social ties; self-other relations: attribution, impression, self-categorization and social identity; self-other relations: prejudice, stereotyping, conformity and obedience; language, discourse and communication: discourse and argumentation, the cognitive psychology of discourse understanding and introduction to structuralist approaches to language; the fabrication of social knowledge: attitudes, social representations and ideology.

Teaching Arrangements: Sessional, 23 weekly lectures (PS200) and classes (PS200.A) for B.Sc. Psychology and Philosophy and PS200.B for all other students.

Written Work: Students will be required to prepare essays on set topics.

Reading List: J. Israel & H. Tajfel (Eds.), *The Context of Social Psychology: A critical assessment*, Academic Press, 1972; G. H. Mead, *On Social Psychology: Selected papers*, University of Chicago Press, 1934/1972; J. Piaget & B. Inhelder, *The Psychology of the Child*, Routledge & Kegan Paul, 1969; L. S. Vygotsky, *Mind in Society: The development of the higher psychological processes*, Harvard University Press, 1978; G. Ichheiser, 'Misunderstandings in Human Relations: A study in false social perception', *American Journal of Sociology*, LV(Supplement), 1949; S. Milgram, *Obedience to Authority: An experimental view*, Tavistock Publications Ltd, 1974; M. Billig, *Ideological Dilemmas: A social psychology of everyday thinking*, Sage, 1988; C. Fraser & G. Gaskell (Eds.), *The Social Psychology of Widespread Beliefs*, Clarendon Press, 1990.

Methods of Assessment: A three-hour formal examination: 4 questions out of 10. In addition, candidates may submit up to two

essays to the examiners. The marks obtained on these will not be used to lower examination marks but may be used to raise the final mark in borderline cases.

PS201

Cognitive Psychology

Teacher Responsible: Dr. A. Wells, Room S384

Availability and Restrictions: Pre-requisite: **Introduction to Individual & Social Psychology**; students on degrees without a psychology component may attend subject to numbers, their own degree regulations and at the discretion of the teacher responsible.

Core Syllabus: The course examines theoretical models and empirical studies of information processing in the human cognitive system.

Course Content: Historical origins of cognitive science; theories and models of memory and attention; categorisation and concepts; language; perceptual processes; perceptual inferences; ecological theories of perception; computational vision; computers and brains; reasoning and problem-solving.

Teaching Arrangements: Sessional, 23 weekly one hour lectures (PS201) and one hour classes (PS201.A).

Written Work: Students will be required to write at least three essays on set topics and will also be expected to give class papers.

Reading List: There is no set text for the course. Detailed reading lists will be provided for the individual blocks. The following texts will provide good general coverage of some aspects of the course: J. B. Best, *Cognitive Psychology*, West, third edition 1992; N. Stillings *et al.*, *Cognitive Science*, MIT Press, 2nd edition, 1995; M. W. Eysenck & M. T. Keane, *Cognitive Psychology: A Student's Handbook*, 3rd edition, Erlbaum, 1995; H. Gardner, *The Mind's New Science*, Harper and Row, 1986; D. Osherson (Ed.), *An Invitation to Cognitive Science*, 2nd edition, MIT Press, 1995 (4 volumes).

Methods of Assessment: A formal three-hour examination: 4 questions from a choice of 10. In addition, students may submit an essay to the examiners. The marks obtained on this will not be used to lower the mark obtained at the examination but may be used to raise the final mark in borderline cases.

PS301

Thought and Language

Teachers Responsible: Dr. B. Franks, Room S385 and Dr. A. Wells, Room S384

Availability and Restrictions: Pre-requisite: **Cognitive Psychology PS201**; Students on degrees without a psychology component may attend subject to numbers, their own degree regulations and at the discretion of the teacher responsible.

Core Syllabus: The capacity for language and the nature of human cognitive architecture. The course builds on the foundations laid in PS201 Cognitive Psychology.

Course Content: The interdisciplinary nature of cognitive science is demonstrated by discussion of the relations between cognitive processes, syntax and semantics. The facts of human evolution, learning and processing capacities are seen to place powerful constraints on acceptable theories and models. The crucial issues are exemplified in the debate about appropriate computational architectures for cognitive modelling. Topics covered include parsing and its relations to cognition and computational complexity; finite automata and Turing machines; connectionist, and classical modelling; knowledge representation; semantics and inference.

Teaching Arrangements: Lecture (PS301) (1.5 hours) x 20 Michaelmas Term; Seminar (PS301) (1 hour) x 10 Lent Term.

Written Work: essays and class presentations will be required.

Reading List: J. Allen, *Natural Language Understanding*, Cummings, 1987; W. Bechtel & A. Abrahamsen, *Connectionism and the Mind: An Introduction to Parallel Processing in Networks*, Blackwell, 1991; L. T. F. Gamut, *Logic, Language and Meaning*, Vols. 1 & 2, University of Chicago Press, 1991; W. G. Lycan (Ed.), *Mind and Cognition. A Reader*, Blackwell, 1990; A. Newell, *Unified Theories of Cognition*, Harvard University Press, 1990; D. Osherson *et al.*, *An Invitation to Cognitive Science*, 2nd Edition MIT Press 1995 (4 volumes). Detailed reading lists will be provided during the course.

Methods of Assessment: A formal 3 hour examination in the Summer Term: 4 questions out of 10. In addition, students may submit an essay to the examiners. The marks on this will not be used to lower the examination mark, but may be used to raise the final mark on borderline cases.

PS302

Cognition and Social Behaviour

(Not available 1998-99)

Teacher Responsible: Dr. G. Gaskell, Room S307

Availability and Restrictions: Students on degrees without a psychology component may attend subject to numbers, their own degree regulations and at the discretion of the teacher responsible.

Course Content: Social psychology has always recognised the importance of cognitive factors even when the rest of the discipline was behaviouristic in focus. For some 20 years cognitive social psychology has been an important and expanding area of research. Cognitive and motivational factors affect social behaviour while in turn the social context and behaviour influence cognition and motivation. Within this broad orientation this course is in three related sections. The first considers the development of theories and methods of the concept of the attitude, the relations between attitudes and behaviour, how the social context shapes attitudes and the approaches of widespread beliefs and social representations. Social Identity Theory and Relative Deprivation Theory are discussed showing the links between the social group and individual cognition. The second focuses on attribution theories and their applications, for example depression, achievement and personal control. Cognitive heuristics, errors and biases in attributional processes. The third section considers cross-disciplinary applications of social and cognitive psychology in relation to issues in survey methodology and eye witness testimony.

Teaching Arrangements: Lecture/seminars (PS302) (11/2 hours) x 20 Michaelmas Term; seminars (PS302) (1 hour) x 10 Lent Term.

Written Work: Students will be required to prepare material for presentation at seminars. Written essays will be required.

Reading List: Reading lists will be distributed during the course. J. R. Eiser, *Cognitive Social Psychology*, McGraw Hill, 1980; J. P. Forgas (Ed.), *Social Cognition*, Academic Press, 1981; M. Hewstone (Ed.), *Attribution Theory*, Blackwell, 1983; S. T. Fiske & S. E. Taylor, *Social Cognition*, Addison Wesley, 1984.

Methods of Assessment: A formal three-hour examination in the Summer Term: 4 questions from a choice of 10. In addition, students may submit an essay to the examiners. The marks obtained on this will not be used to lower the examination mark, but may be used to raise the final mark in borderline cases.

PS303

Social Psychology and Society

Teacher Responsible: Dr. C. Campbell, Room S387

Availability and Restrictions: Students on degrees without a psychology component may attend subject to numbers, their own degree regulations and at the discretion of the teacher responsible.

Core Syllabus: Applications of social psychology to social problems and contemporary issues; the study of society from a socio-psychological perspective.

Course Content: Social psychology and social life, addressing the relevance of social psychology to social issues and problems; practical and theoretical aspects of doing research in society. The usefulness of 'applied' research is examined both in relation to social issues, and to an improved theoretical understanding of social processes. The course will focus on various theoretical contributions to our understanding of (i) social change, (ii) the formation of personal and social identities, (iii) racism and social inequalities, (iv) stereotypes and prejudices, and (v) collective behaviour, especially political violence. A range of theoretical perspectives are addressed with a particular emphasis on the relevance of sociological forms of social psychology to understanding of contemporary social life. Specific topics may include (i) environmental issues, (ii) madness, (iii) collective memory, (iv) social and collective identity. The benefits and problems associated with various methodological approaches (including participant observation, ethnomethodology, interviewing, group discussions) will also be discussed.

Teaching Arrangements: Lecture/seminars (PS303) (1.5 hours) x 20 Michaelmas Term; Seminar (PS303) (1 hour) x 10 Lent Term.

Written Work: Students will be expected to write two essays of 2,500 words each.

Reading List: A detailed reading list will be handed out at the beginning of the course. R. Brown, *Prejudice: its social*

psychology, Blackwell, 1995; J. Turner, *Rediscovering the Social Group: A self-categorisation theory*, Blackwell, 1987; M. Wetherell & J. Potter, *Mapping the Language of Racism: Discourse and the legitimization of exploitation*, Harvester Wheatsheaf, 1992; R. Farr & S. Moscovici (Eds.), *Social Representations*, Cambridge University Press, 1984; G. Breakwell & D. Canter, *Empirical Approaches to Social Representations*, Clarendon Press, 1993.

Methods of Assessment: A three hour examination in the Summer Term: 4 questions from choice of 10. In addition, candidates may submit an essay to the examiners. The marks obtained on this will not be used to lower the examination mark, but may be used to raise the final mark in borderline cases.

PS310

Social Representations (Half unit course)

Teacher Responsible: Professor R. M. Farr, Room S302

Availability and Restrictions: Students on degrees without a psychology component may attend subject to numbers, their own degree regulations and at the discretion of the teacher responsible. An advanced knowledge of psychology, sociology, anthropology, linguistics or philosophy is regarded as relevant background.

Core Syllabus: To acquaint students with the richness and diversity of modern French research on social representations and to relate it to other forms of social psychology, especially sociological forms of social psychology.

Course 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 and the public understanding of science. 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 e.g. scripts, plans, scenarios, narratives, etc. The role of the mass media of communication in the creation and dissemination of representations. Is this tradition of research an anthropology of modern life or a historical social psychology? A special theme, this session, concerns images and representations. This will include extensive coverage from NASA of the 1969 moon landing. The use of images in advertising will also be covered.

Teaching Arrangements: Lecture/seminar (PS410) (1 hour) x 10 Lent Term; Class (1 hour) x 10 Lent Term.

Written Work: A 2,500 word essay required.

Reading List: Set text: One of: D. Jodelet, *Madness and Social Representations*, Harvester/Wheatsheaf, 1991; I. Markov & R. M. Farr (Eds.), *Representations of Health, Illness and Handicap*, Harwood, 1994.

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 Issues on 'Social Representations' 1987; S. Moscovici, *The Age of the Crowd: A historical treatise on mass psychology*, Cambridge University Press, 1985.

Methods of Assessment: A formal two-hour examination in the Summer Term: 2 questions from a choice of 5. In addition, students may submit an essay to the Examiner. The mark obtained on this will not be used to lower the examination mark, but may be used to raise the final mark in borderline cases.

PS311

Social Psychology of the Media (Half unit course)

Teacher Responsible: Professor Patrick Humphreys, Room S303.

Availability and Restrictions: Students on degrees without a psychology component may attend subject to numbers, their own degree regulations and at the discretion of the teacher responsible.

Core Syllabus: The course 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.

Course Content: Conceptualisations of the media in terms of a system in context, and in terms of communication; interpretation of contents and effects. The power and social context of the media. Influence of the social context in imposing restrictions on the various forms of the media, censorship in the media. Conflicting views on children and the media; children as an active audience. Drama and story-telling in the media. Propaganda through the media; war propaganda, election campaigns, encouragement of stereotypes, mediation of myths. Presentation techniques: diffusion of messages, mediation of myths. Publicity and advertising: contexts, methods and mechanisms. The media as agents of planned social change: the case of health campaigns. Creating social reality: the process of news selection and construction. The ideology of impartiality and balance.

Teaching Arrangements: Lecture/seminar (PS411) (2 hours) x 10 Lent Term.

Written Work: 2,500 word essay required.

Reading List: J. Fiske, *Television Culture*, Routledge, 1987; A. Wernick, *Promotional Culture*, Sage, 1991; J. Hartley, *Understanding News*, Methuen, 1982; M. Blonsky, *On Signs*, Macmillan, 1985; A. Briggs & P. Coble (Eds.), *The Media: An Introduction*, Longman, 1998. Additional reading lists will be given out at the beginning of the Session.

Methods of Assessment: A formal two-hour examination in the Summer Term: 2 questions from a choice of 5. In addition, students may submit an essay to the examiners. The mark obtained on this will not be used to lower the mark obtained at the examination but may be used to raise the final mark in borderline cases.

PS312

The Audience in Mass Communications (Half unit course)

(Not available 1998-99)

Teacher Responsible: Dr. S. M. Livingstone and others, Room S366

Availability and Restrictions: Students on degrees without a psychology component may attend subject to numbers, their own degree regulations and only with the permission of the teacher responsible.

Core Syllabus: This course examines a variety of social, cultural and psychological issues as they apply to the television audience.

Course Content: The analysis of the television audience. The reception of television programmes. Approaches to the television audience; the disappearing audience; the active audience; the critical audience. Comprehension and interpretation of texts by readers. Empirical research on audience reception, focussing on specific genres such as the audience discussion programme and the soap opera. Issues of gender, class and culture in audience interpretation. Methods of studying audiences. Developing models of communication and the future of audience research.

Teaching Arrangements: Lecture (PS412) (1 hour) x 10 Michaelmas Term; Class (1 hour) x 10 Michaelmas Term.

Written Work: A 2,500 word essay is required.

Reading List: S. M. Livingstone, *Making Sense of Television*, Routledge 1998; J. Fiske, *Television Culture*, Routledge, 1987; T. Liebes & E. Katz, *The Export of Meaning*, Polity, 1995; European Journal of Communication, *Communication Research in Europe*, Special Issue, Vol. 2-3, 1990; D. Morley, *Television, Audiences and Cultural Studies*, Routledge, 1992. A number of more specialised texts will also be recommended.

Methods of Assessment: A two-hour examination in the Summer Term: 2 questions from a choice of 5. In addition, students may submit an essay to the Examiners. The mark obtained on this will not be used to lower the mark obtained at the examination but may be used to raise the final mark in borderline cases.

PS313

Psychology of Gender (Half unit course)

Teacher Responsible: Dr. J. E. Stockdale, Room S364

Availability and Restrictions: Students on degrees without a psychology component may attend subject to numbers, their own degree regulations and at the discretion of the teacher responsible.

Core Syllabus: The course examines recent directions in

research, methodological issues and theoretical developments relating to psychological aspects of gender.

Course Content: Social psychological perspectives on gender and the societal context; sex-role stereotyping and gender beliefs; identity and moral development; communication, language, and emotion; masculinities; stress and mental health; male-female relations in the workplace; crime and violence; and opportunity, achievement and the societal context. The measurement and evaluation of gender differences and social-psychological theories of gender-related behaviour are recurrent themes.

Teaching Arrangements: Lecture/seminar (PS413) (2 hours) x 10 Lent Term; Class (PS413.A) (1 hour) x 10 Lent Term.

Written Work: A 2,500 word essay will be required.

Reading List: S. Oskamp & M. Costanzo (Eds.), *Gender Issues in Contemporary Society*, Sage, 1993; P. Shaver & C. Hendrick (Eds.), *Sex and Gender*, Sage, 1987; M. S. Kimmel, *Changing Men: New Directions in Research on Men and Masculinity*, Sage, 1987; 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.

Methods of Assessment: A two-hour examination in the Summer Term: 2 questions from a choice of 5. In addition students may submit an essay to the Examiners. The mark obtained on this will not be used to lower the mark obtained at the examination but may be used to raise the final mark in borderline cases.

PS315

The Social Psychology of Economic Life (Half unit course)

Teacher Responsible: Dr. G. Gaskell, Room S307

Availability and Restrictions: Students on degrees without a psychology component may attend subject to numbers, their own degree regulations and at the discretion of the teacher responsible.

Core Syllabus: The course reviews the contribution of social psychological theories and perspectives, broadly interpreted to include micro-sociology, to the understanding of people's attitudes, choices and behaviours in the economic sphere.

Course Content: Economic socialization and the development and change of economic values. Rationality in individual and collective decision taking. Consumer behaviour, advertising and social marketing. Equity, fairness and taxation. Behavioural economics.

Teaching Arrangements: Lecture (PS415) (1 hour) x 10 Lent Term; Class (PS415.A) (1 hour) x 10 Lent Term.

Written Work: 2,500 word essay 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.

Methods of Assessment: A formal two-hour examination in the Summer Term: 2 questions from a choice of 5. In addition, students may submit an essay to the Examiner. The mark obtained on this will not be used to lower the examination mark, but may be used to raise the final mark in borderline cases.

PS316

Philosophical Psychology (Half unit course)

Teacher Responsible: Dr. A. Wells, Room S384

Availability and Restrictions: Students on degrees without a psychology component may attend subject to numbers, their own degree regulations and at the discretion of the teacher responsible.

Core Syllabus: The Mind-Body problem and its consequences for cognitive theory. The theory of meaning and its relation to psychology.

Course Content: Historical approaches to the Mind-Body problem from Descartes to Davidson; dualist, behaviourist, identity and functionalist accounts of the mind-body relation. The requirements on a theory of meaning: Frege, Russell and Strawson. The Realism/Anti-Realism debate: Dummett and psychology. Externalism: a realist riposte.

Teaching Arrangements: Lecture/seminars (PS416) (2 hours) x 10 Lent Term.

Written Work: Essays and class presentations will be required.

Reading List: W. Bechtel, *Philosophy of Mind. An Overview for Cognitive Science*, Lawrence Erlbaum Associates, 1988; P. M.

Churchland, *Matter and Consciousness*, MIT Press, 1988; M. Dummett, *Truth and Other Enigmas*, 1978; J. A. Fodor, *The Language of Thought*, Harvester Press, 1975; A. Grayling, *An Introduction to Philosophical Logic*, Duckworth, 1990; M. Lockwood, *Mind, Brain and the Quantum: The Compound 'I'*, Blackwell, 1989; W. G. Lycan, *Mind and Cognition: A Reader*, Blackwell, 1990; C. McGinn, *Mental Content*, Blackwell, 1989.

Methods of Assessment: A formal two-hour examination in the Summer Term: 2 questions from a choice of 5. In addition, students may submit an essay to the Examiner. The mark obtained on this will not be used to lower the examination mark, but may be used to raise the final mark in borderline cases.

PS318

Social Psychology of Health (Half unit course)

Teacher Responsible: Dr. C. Campbell, Room S387

Availability and Restrictions: Students on degrees without a psychology component may attend subject to numbers, their own degree regulations and at the discretion of the teacher responsible.

Core Syllabus: The application of social psychology to concepts, systems and problems of health and well-being in their social context.

Course Content: Health and well-being: support, stresses and illness in the social context. Systems approach: the individual (i) as a bio-psycho-social system, (ii) located within family/community/social networks/local cultures. Socially ascribed definitions of health and illness: myths, normality and deviance; tolerance and acceptance of responsibility by the community. Epidemiological patterns and their interpretation: gender, class, age, region, ethnicity. Health and social capital. Primary preventative health care systems: facilitation vs promotion vs prevention vs cure. Dominant and alternative/complementary models of intervention and therapy.

Teaching Arrangements: Lecture/Seminar (PS418) (2 hours) x 10 Lent Term.

Written Work: 2,500 word written assignment required.

Reading List: W. Stroebe & M. Stroebe, *Social Psychology and Health*, The Open University Press, 1995; C. L. Cooper, R. D. Cooper & L. H. Eaker, *Living with Stress*, Penguin, 1988; C. Herzlich, *Health and Illness*, Academic Press, 1973; M. Foucault, *Mental Illness and Psychology*, Harper & Row, New York, 1976; J. Ogden, *Health Psychology - A Textbook*, Open University Press, 1996; P. Bennett & S. Murphy, *Psychology and health promotion*, Open University Press, 1997; 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.

Methods of Assessment: A formal two-hour examination in the Summer Term: 2 questions from a choice of 5. In addition, students may submit an essay to the examiners. The mark obtained on this will not be used to lower the mark obtained at the examination but may be used to raise the final mark in borderline cases.

PS320

Cognitive Science and Natural Language (Half unit course)

Teacher Responsible: Dr. Bradley Franks, Room S385

Availability and Restrictions: Students on degrees without a psychology component may attend subject to numbers, their own degree regulations and at the discretion of the teacher responsible.

Core Syllabus: The course discusses the central theoretical and methodological underpinnings of cognitive science, and their application to the study of language. The role of logical and computational tools is emphasised in discussing models of implicit knowledge of syntax, semantics and pragmatics. The relation between such models and psychological evidence is discussed.

Course Content: Nature and problems of cognitive science. Semantic, syntactic and lexical knowledge. Semantics: compositionality; sense and reference; opacity; proper names and descriptions; possible worlds semantics. Grammar: phrase structure grammars; unification; categorial grammar. Parsing: augmented and recursive transition networks; shift-reduce parsers. Psycholinguistics: models of the human sentence processing mechanism and lexical access. World knowledge and lexical semantics: concepts, typicality and word meaning; intensional and extensional models; sense generation; default inheritance in knowledge representation; nonmonotonic inference.

Teaching Arrangements: Lecture/seminar (PS420) (2 hours) x 10 Lent Term.

Written Work: 2,500 word essay required.

Preliminary Reading List: No single text covers the course. Detailed reading lists will be provided for the individual blocks. Some introductory sources are the relevant chapters in: P. N. Johnson-Laird, *Mental Models*, Cambridge, 1983; N. Stillings *et al.*, *Cognitive Science*, 2nd edn., MIT Press, 1996. Slightly more technical sources are: J. Allen, *Natural Language Understanding*, Benjamin Cummings, 1997; B. Grosz *et al.* (Eds.), *Readings in Natural Language Processing*, 2nd edn., Morgan Kaufman, 1986; G. Chierchia & S. McConnell-Gillett, *Meaning and Grammar*, MIT, 1990.

Methods of Assessment: A formal two-hour examination in the Summer Term: 2 questions from a choice of 5. In addition students may submit an essay to the Examiners. The mark obtained on this will not be used to lower the mark obtained at the examination but may be used to raise the final mark in borderline cases.

PS321

Evolutionary Psychology.

Teacher Responsible: Dr. A. J. Wells, Room S384

Availability and Restrictions: The course is intended primarily for students on the B.Sc. Psychology and Philosophy, but will also be available as an outside option for undergraduate students on other degree programs and for General Course students. Pre-requisite: **Introduction to Individual and Social Psychology**; students on degrees without a psychology component may attend subject to numbers, their own degree regulations and at the discretion of the teacher responsible.

Core Syllabus: Evolutionary Psychology is an approach to the study of the mind which draws on the neo-Darwinian synthesis underpinning contemporary evolutionary biology and on the computational ideas of cognitive science. Evolutionary psychology claims that the psychological mechanisms underpinning behaviour are adaptations to an ancestral environment in which social relations were of crucial importance. It is argued that the set of psychological mechanisms is species typical and constitutes a universal human nature. The course explores the consequences of this view for our understanding of both individual and social psychology. It examines the interplay of biological, social and cultural forces in shaping the mind.

Course Content: 1) Elements of neo-Darwinism: Topics include Darwin's theory of evolution by natural selection and a brief introduction to the genetic basis of adaptations. 2) The psychological study of adaptations: Topics include the modularity and domain-specificity of adaptations, the distinction between adaptations and adaptive behaviour, the historical character of the evolutionary method in psychology and the scope and limits of evolutionary explanations in individual and social psychology. Examples of adaptations are drawn from a wide range of areas of study including theory of mind, language, reasoning, perception and the emotions. 3) The human mind as a complex adaptive system: To complete the picture of the mind as a set of adaptations the course explores the idea that the aggregate behaviour of a system of interacting components may exhibit dynamic, emergent properties which belong to the system as a whole and to the environment in which it operates rather than to its components.

Teaching Arrangements: Lecture (PS321) (1 hour) x 23 M.L.S.; Class (PS321.A) (1 hour) x 23 M.L.S.

Written Work: Essays and class presentations will be required.

Reading List: J. H. Barkow, L. Cosmides & J. Tooby, *The Adapted Mind. Evolutionary Psychology and the Generation of Culture*, OUP, 1992; S. Baron-Cohen, *Mindblindness. An Essay on Autism and Theory of Mind*, MIT Press, 1995; D. M. Buss, *The Evolution of Desire. Strategies of Human Mating*, Basic Books, 1994; H. Cronin, *The Ant and the Peacock*, CUP, 1991; M. Daly & M. Wilson, *Homicide*, Aldine de Gruyter, 1988; S. Pinker, *The Language Instinct*, Penguin, 1994; C. Crawford & D. Krebs, *Handbook of Evolutionary Psychology. Ideas, Issues and Applications*, Lawrence Erlbaum Associates, 1998.

Method of Assessment: A formal 3 hour unseen examination in the Summer Term: 4 questions out of 10. In addition, students may submit an essay to the examiners. The marks on this will not be used to lower the examination mark, but may be used to raise the final mark on borderline cases.

PS326

History of Social Psychology (Half unit course)

Teacher Responsible: Professor R. M. Farr, Room S302

Availability and Restrictions: An advanced knowledge of one of the social sciences.

Core Syllabus: To acquaint students with the historical development of psychology as both a biological and a social science.

Course Content: The influence of positivism both in and on the history of psychology. The creation of false origin myths and the choice of ancestors. The uses of history for apologetic purposes. The emergence, in Germany, of psychology as an experimental and social science. The influence of Wundt on the development of social sciences other than psychology. Special topics, this session, will include the centenaries of Durkheim's notion of collective representations and the 1898 Cambridge Expedition to the Torres Strait. In this connection as required text for the course, this year, is *Slobodin* (1978) W. H. R. Rivers (copies of the Sutton Publications paperback edition which appeared for the launch of the film of Pat Barker's trilogy *Regeneration* are available at £10 each from Vanessa Cragoe, S316). Sociological as well as psychological forms of social psychology. F. H. Allport and the establishment, in America, of social psychology as an experimental and social science. Successive *Handbooks of Social Psychology*, 1935-85. Varieties of behaviourism - Watson, Mead and Skinner. The migration of the Gestalt psychologists from Germany and Austria to America.

Teaching Arrangements: Lecture (PS426) (1 hour) x 10 Lent Term; Class (PS426.A) (1 hour) x 10 Lent Term.

Written Work: 2,500 word essay required.

Reading List: Required text: R. M. Farr, *The Roots of Modern Social Psychology* (1872-1954), Oxford: Blackwell, 1996; Other texts include: F. K. Ringer, *The Decline of the German Mandarins: The German academic community, 1890-1933*, Harvard University Press, 1969; K. Danziger, 'The positivist repudiation of Wundt', *Journal of the History of the Behavioural Sciences*, 15, 1979; R. M. Farr, 'The long past and the short history of social psychology', *European Journal of Social Psychology*, Vol. 21, No. 5, 1991; J. M. O'Donnell, *The Origins of Behaviourism: American Psychology 1870-1920*, New York University Press, 1985; K. Danziger, *Constructing the Subject: Historical origins of psychological research* Cambridge University Press, 1990; M. G. Ash, *Gestalt Psychology in German Culture* (1890-1967), Cambridge University Press, 1995.

Methods of Assessment: A formal two-hour examination in the Summer Term: 2 questions from a choice of 5. In addition, students may submit an essay to the Examiner. The mark obtained on this will not be used to lower the examination mark, but may be used to raise the final mark in borderline cases.

SOCIOLOGY

Course Guides

SO100

Principles of Sociology

Teacher Responsible: Mr. Steve Taylor, Room S664

Availability and Restrictions: Compulsory first-year course in Sociology. Available to other students as permitted by the regulations for their degrees.

Core Syllabus: The course aims to introduce students to sociological analysis by examining the origins of these principles in classical theories of modern society (ten lectures); to consider central topics in the sociological study of contemporary society (six lectures); and to explore the main philosophical and methodological issues which arise in contemporary sociology (three lectures).

Course Content: Sociological theories of modernity, industrialization and capitalism (Marx, Weber, Durkheim) and the relationship between them; sociological theories and explanations of class, gender and deviance; the sociological analysis of power and religion; sociological theories of globalization; the concept of society; social and sociological problems; the relationship between sociological theory and sociological research; objectivity in the social sciences; the relationship between the social and natural sciences.

Teaching Arrangements: Twenty lectures and twenty-three discussion classes.

Written Work: Four 2,000 word essays (two in Michaelmas Term; Two in Lent Term), for feedback from class teachers.

Reading List: A detailed reading list will be available at the first lecture, but for preparatory reading, students should consult some of the following text-books: T. Bilton *et al.*, *Introductory Sociology*; P. Worsley, *The New Introducing Sociology*; D. Lee & H. Newby, *The Problem of Sociology*; A. Giddens, *Capitalism and Modern Social Theory*; Z. Bauman, *Thinking Sociologically*; A. Giddens, *Sociology: A Brief But Critical Introduction*; R. Burgess (Ed.), *Investigating Society*; N. Gilbert, *Researching Social Life*.

Methods of Assessment: A three-hour unseen examination. The paper will be divided into three sections, corresponding to the three parts of the course (Philosophical and Methodological Issues and Sociology; Classical Sociology and Modern Society; Sociology and Contemporary Society). Three questions must be answered, one from each section.

SO101

Issues and Methods of Social Research

Teacher Responsible: Mr. C. Mills, Room S875, and others

Availability and Restrictions: Compulsory course for Bachelor's degrees in Sociology and the Diploma in Sociology. Students must be concurrently taking, or must have completed, the course ST103 *Statistical Methods for Social Research* (or an equivalent course).

Core Syllabus: The aim of the course is to introduce students to central issues and basic techniques in the conduct of research in sociology.

Course 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 (e.g., various types of attitude measurement). The course covers differing approaches to data analysis, in particular various techniques for handling confounding variables and the construction of simple causal models.

Teaching Arrangements: The course comprises a series of fifteen lectures, five computer workshops, and twenty-two weekly classes in small groups (SO101.A).

Lectures: SO101 *Issues and Methods of Social Investigation* Michaelmas and Lent Terms.

Classes: SO101.A Sessional.

Written Work: There are two compulsory assignments per term.

Reading List: There is no single textbook that covers the content of the whole course but students are encouraged to buy: C. M. Judd, E. R. Smith & L. H. Kidder, *Research Methods in Social Relations* (6th edn.).

Other useful textbooks are: M. I. A. Bulmer (Ed.), *Sociological Research Methods* (2nd edn.); C. Marsh, *The Survey Method*; C. A. Moser & G. Kalton, *Survey Methods in Social Investigation* (2nd edn.); D. Nachmias & C. Nachmias, *Research Methods in the Social Sciences*; A. Orenstein & W. R. F. Phillips, *Understanding Social Research*; M. Shipman, *The Limitations of Social Research*.

Methods of Assessment: There is a conventional three-hour written examination in the Summer Term based on the full syllabus. All questions carry the same marks. Sixty per cent of the total assessment for the course is based on this examination. The remaining 40 per cent is awarded for the student's coursework.

SO103

Aspects of British Society

(Not available 1998-99)

Teacher Responsible: Dr. C. T. Husbands, Room S687

Availability and Restrictions: While constructed primarily for first- and second-year undergraduates reading for the B.Sc. course unit degree in sociology and for other Bachelor degrees where regulations permit, the course does not assume a detailed knowledge of sociology. It is also intended to be suitable as an outside option for undergraduates reading for a range of other degrees. Overseas students, including General Course students, may find it a useful means of improving their knowledge of British society.

Core Syllabus: The aim of the course is to introduce students to some of the contributions of sociological knowledge to the study of aspects of postwar British society. This will be achieved by considering important social and economic issues relevant to contemporary Britain. The course is strongly empirical and makes much use of quantitative material.

Course 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 Arrangements: A series of 21 lectures (SO103) in the Michaelmas, Lent and Summer Terms, with associated weekly classes (SO103.A).

Reading List: References on specific topics being taught will be provided when the course starts, but the general textbook, to which particular reference is made, is N. Abercrombie & A. Warde (and others) *Contemporary British Society* (2nd edn.). It is also important that students are aware of the standard reference works needed for this course, such as those that appear on a regular basis; particular attention is drawn to Office for National Statistics, *Annual Abstract of Statistics*, *Social Trends*, and *Labour Market Trends*.

Written Work: Classes will be given using a variety of teaching techniques, some requiring students to produce written work. Each student should also expect to prepare two formal essays for his/her class teacher, one in the Michaelmas Term and one in the Lent Term.

Methods of Assessment: The course examination will be in two parts, each contributing 50 per cent to the final course mark. The first part will be two essays, each of a maximum of 2,000 words, to be prepared during the Easter vacation from a selection of topics and to be submitted to the Examinations Office by 1 May. The second part will be a two-hour unseen examination in which candidates will be required to answer two questions selected from a choice of eight or so.

SO104

Social and Moral Philosophy

(Not available 1998-99 and 1999-2000)

Teacher Responsible: Professor E. V. Barker, Room A454a

Availability and Restrictions: Optional 1st 2nd and 3rd year course for degrees in Sociology, but other students may take this course as permitted by the regulations for their degree. Cannot be taken with PH102. No background knowledge is necessary.

Core Syllabus: The course is designed to introduce awareness of philosophical problems, particularly those concerned with

knowledge and ethics, which are of relevance to the social scientist.

Course Content: Introduction to concepts concerning the nature of knowledge, reality and ethics. Brief description of the thought of some of the classical philosophers. Elementary principles of logical thought. Discussion of problems in descriptions and explanations of social behaviours. An introduction to moral philosophies, especially those of Kant and the Utilitarians. Discussion of the relationship between science and values.

Teaching Arrangements: Lectures SO104: Sessional. Lectures involve considerable student participation. Classes: SO104.A: 25 weekly MLS.

Written Work: Students are expected to do some simple logical exercises and three essays during the year.

Reading List: J. Hospers, *An Introduction to Philosophical Analysis*; J. Hospers, *Human Conduct*; B. Russell, *Problems of Philosophy*; B. Russell, *A History of Western Philosophy*; A. MacIntyre, *A Short History of Ethics*; K. Popper, *Conjectures and Refutations*, Ch. 1; K. Popper, *The Poverty of Historicism*; A. Ryan, *The Philosophy of the Social Sciences*. The Hospers books are the nearest approximation to text books for the course.

Supplementary Reading List: This will be given out at the beginning of the course with lecture notes and exercises.

Methods of Assessment: Three-hour formal examination in Summer Term. Also an optional essay which can upgrade borderline examination results, but cannot lower marks.

SO105

Industrial Enterprise in Comparative Perspective

Teacher Responsible: Mr. M. Burrage, Room A375

Availability and Restrictions: Compulsory for first year of B.Sc. Management. Available as an option to other students as permitted by the regulations for their degrees.

Core Syllabus: To identify and, as far as possible, explain the varying ways in which industrial enterprises have been structured in five societies. The course is intended for students interested in the comparative analysis of social institutions, and particularly for those who expect to work in multinational enterprises, or in more than one industrial society.

Course Content: Industrial enterprises require the participation of a number of social actors: entrepreneurs, workers, managers, professionals, and state officials of various kinds. The relationships between these actors and their ability to influence the construction and operation of enterprises show striking historical and cross-cultural variations. The aim of this course is to identify these variations and wherever possible explain them. In this syllabus, and in the course guide, five societies are considered: Britain, the United States, France, Imperial and Soviet Russia, and Japan. Examination candidates are expected to show detailed knowledge of at least three of these. The course presumes some basic knowledge of sociology, and in particular how sociological analysis differs from that of economics and psychology. For those who lack such knowledge, there will be, in addition to the main lecture course, four introductory lectures, at 5.00pm Monday-Thursday in the second week of the Michaelmas Term. The main body of the course reviews comparative research on entrepreneurs, managers, workers, professionals, and state officials to identify major differences in the way they have been recruited and/or trained, their forms of organization, their resources, ideologies and strategies, and considers how such variations may affect their behaviour within industrial enterprises. The concluding two lectures review attempts that have been made to explain cross-cultural variations in the internal structure and functioning of industrial enterprises.

Teaching Arrangements: 24 two hour lectures (SO105) Michaelmas and Lent, and 20 one hour classes (SO105.A) Sessional.

Reading List: Mansel G. Blackford, *The Rise of Modern Business in Great Britain, the United States and Japan*, 1988; J. Charkham, *Keeping Good Company: a study of corporate governance in five countries*, Clarendon Press, 1994; R. Hollingsworth et al. (Eds.), *Governing Capitalist Economies: Performance and Control of Economic Sectors*, Oxford, 1994; R. Nelson (Ed.), *National Innovation Systems: A Comparative Analysis*, Oxford, 1993; F. Fukuyama, *Trust: the social virtues and the creation of prosperity*, London, 1995; R. Leidner, *Fast Food and Fast Talk: Service Work and the Routinization of Everyday Life*, University of California, Berkeley, 1993; *New Directions in Work Organization*, OECD, Paris, 1992; P. R. Lawrence & C. V. Vlachoutsicos, *Behind the Factory Walls:*

Decision-Making in Soviet and American Enterprises, Harvard, 1990; Toru Ishii, et al., *Engineers, Organization and Innovation: Training Systems and Organisation of Technical Skill in Japanese and French Firms in the Electronics and Chemicals Industries*, 1995.

Methods of Assessment: One three-hour unseen examination.

SO106

SO408

Sociology of Religion

(Undergraduate and Postgraduate)

(Not available 1999–2000)

Teacher Responsible: Professor E. V. Barker, Room A454a

Availability and Restrictions: Optional course for 1st 2nd and 3rd year Bachelor's degree and postgraduate students in Sociology, but other students may take this course as permitted by the regulations for their degree. No background knowledge is required.

Core Syllabus: The course is concerned with the relationship between religion and other areas of society; the ways in which and extent to which religion can affect and be affected by individuals, social groups, institutions and cultures.

Course Content: The course concentrates primarily, but not exclusively, on the role of religion in industrial societies during the past two centuries. The approach of writers such as Weber, Durkheim and Marx is considered at the theoretical and empirical levels. Topics receiving special attention include secularisation; modern forms of religion; relations between church and state; religion in former Soviet societies; the rise of fundamentalism and methodological issues associated with the sociology of religion.

Teaching Arrangements:

Lectures: (SO106). 25 weekly MLS.

Classes: (SO106.A) 25 weekly MLS.

(SO408) 27 weekly seminars for Graduates MLS.

Field Trips: Visits will be arranged to religious services and/or to meet adherents of about 6 different faiths. Students will also be expected to make their own arrangements to visit 3 different services for their examination essay.

Written Work: Students will be expected to produce four pieces of written work during the year, and an examination essay (see below).

Post-Graduate Seminar: (SO408).

This course takes the above syllabus as the basic core of the subject, but the written examination is set in accordance with the interests of the students participating in the seminar which meets weekly throughout the session and invites several outside specialists to speak. All students are expected to present a paper.

Reading List: (More detailed reading lists are available for specific topics) M. McGuire, *Religion: the Social Context* (Wadsworth, 4th edn., 1997); P. Berger, *The Social Reality of Religion* (Faber, 1967); M. Weber, *The Sociology of Religion* (Methuen, 1965); B. Wilson, *Religion in Sociological Perspective* (O.U.P., 1982); D. Martin, *A General Theory of Secularization* (Blackwell, 1978); G. Davie, *Religion in Britain since 1945*; P. Hammond (Ed.), *The Sacred in a Secular Age* (University of California, 1985); M. Douglas, *Purity and Danger* (Routledge, 1966).

Methods of Assessment: A three-hour formal paper (60% of the marks) and a 4,000 max. word essay, to be handed in to the Examinations Office in H310 on Friday 30 April; M.Sc. students hand in their essays on Friday 30 April to the Departmental Administrator, Room A451. This is to be a comparison of three (or more) religious services which the student visits during the course. Further details will be given in lectures.

SO201

Sociological Theory

Teacher Responsible: Dr. A. Swingewood, Room H621

Availability and Restrictions: Compulsory course for Bachelor's degrees in Sociology. Available to other students as permitted by regulations.

Core Syllabus: An examination of classical and post-classical sociological theories emphasising their relevance for the analysis of modern societies.

Course Content: An introduction to the main varieties of sociological theory, concentrating on three tasks: what are the principal arguments of the main approaches, to what problems and changes in the real world were the theories a response, and

what relevance do they have in the contemporary world? The principal theorists and schools considered are: Marxism, Durkheim and social solidarity, Weber and rationality, power and knowledge, Parsons and normative functionalism, symbolic interactionism, phenomenology, ethnomethodology, structuralism, Foucault, Critical Theory, Bourdieu, modernity and post-modernity.

Teaching Arrangements: Lectures: SO201 Twenty lectures, weekly in Michaelmas and Lent Terms.

Classes: SO201.A Twenty classes, weekly in Michaelmas and Lent Terms.

Reading List: J. H. Turner, *The Structure of Sociological Theory*; I. Craib, *Modern Social Theory*; N. Mouzelis, *Back to Sociological Theory*; *Sociological Theory: What Went Wrong*; A. Giddens, *Social Theory and Modern Sociology*; M. Glucksmann, *Structuralist Analysis in Contemporary Social Thought*; Z. Baumann, *Intimations of Post-modernity*; A. Giddens, *Modernity and Self-identity*; D. Layder, *Understanding Social Theory*; J. Scott, *Sociological Theory*.

Methods of Assessment: One three-hour formal examination in the Summer Term, based on the whole syllabus of the lecture course and the classes.

SO202

The Social Analysis of Russia and the CIS

Teacher Responsible: Dr. E. A. Weinberg, Room S666

Availability and Restrictions: Optional course for Bachelor's degrees in Sociology. Other students may take this course as permitted by the regulations for their degrees.

Core Syllabus: Major aspects of Soviet and Russian social structure will be examined in relation to problems of industrialisation and social change. The course draws on a wide range of contemporary materials, but places these within an historical perspective.

Course 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 Arrangements: The lectures and classes are given by Dr. Weinberg and as such are entirely integrated.

Lectures: SO202 23 in a two-hour session MLS.

Written Work: Each student is required to produce several papers for class presentation throughout the year.

Reading List: The following should be consulted for relevant topics throughout the course: C. Black (Ed.), *The Transformation of Russian Society*; E. A. Weinberg, *The Development of Sociology in the Soviet Union*; J. Pankhurst & M. P. Sacks, *Contemporary Soviet Society*; D. Lane, *State and Politics in the USSR*; *Soviet Economy and Society*; S. Cohen, *Rethinking the Soviet Experience*; D. Lane, *Soviet Society under Perestroika*; M. Buckley, *Redefining Russian Society and Polity*; R. Sakwa, *Russian Politics and Society*.

Methods of Assessment: There is a conventional three-hour formal examination in the Summer Term.

SO203

Political Sociology

(Not available 1998–99)

Teacher Responsible: Mr. A. W. G. Stewart, Room S876

Availability and Restrictions: Optional course for Bachelor's degrees in Sociology.

Core Syllabus: The aim of the course is to discuss relevant theoretical and empirical issues in order to introduce the range of problems that define the field of political sociology.

Course Content: The course presents competing views regarding the nature and scope of political sociology in both liberal democratic capitalist and state-socialist societies. Four major models of power analysis are distinguished and discussed: Marxist elite – institutional, pluralist and feminist. There is a discussion of the analysis of the state in both liberal, democratic capitalist and state-socialist societies. A further major focus is the role of classes and elites in the political process and the role of organisation in political activity, which relates to group theory and the development of pluralism. The distribution of power in capitalist and socialist societies is discussed. Further specific

topics discussed include corporatism, parliamentarianism, women and politics, citizenship analysis, relations between political and social change, patterns of electoral behaviour and the analysis of Thatcherism.

Teaching Arrangements: Lectures: SO203 Sessional. Classes: SO203.A 22 Sessional.

Written Work: The students in each class take turns to write essays on themes connected with the lecture course; these essays are presented to the class for criticism and discussion.

Reading List: R. Michels, *Political Parties*.

Supplementary Reading List: N. Abercrombie, S. Hill & B. S. Turner, *The Dominant Ideology Thesis*; P. Bachrach, *The Theory of Democratic Elitism: A Critique*; D. Beetham, *Max Weber and the Theory of Modern Politics*, Chapters 1 to 5, 8, 9; S. Bernstein et al. (Eds.), *The State in Capitalist Europe*; A. Leftwich, *Redefining Politics*; R. T. McKenzie, *British Political Parties* (2nd edn.); R. Miliband, *The State in Capitalist Society*; N. W. Polsby, *Community Power and Political Theory* (2nd edn.); V. Randall, *Women and Politics*; M. Rush & P. Althoff, *An Introduction to Political Sociology*; J. Sayers, *Biological Politics*.

Methods of Assessment: Assessment is entirely by a conventional three-hour written examination in the Summer Term that is based on the full syllabus. All questions carry the same maximum of marks.

N.B. This course will be given in alternate years only.

SO204

Political Processes and Social Change

Teacher Responsible: Mr. A. W. G. Stewart, Room S876

Availability and Restrictions: Optional course for Bachelor's degrees in Sociology.

Core Syllabus: The aim of the course is to familiarise students with major concepts and theories concerned with the role of political processes in relation to different patterns of social change.

Course Content: Role attributed to political processes in different theories of social change; theories of state development and their relation to other theories of change in and of modern societies; processes of state formation and their relation to other social processes; world-systems approaches to political processes; determinants of major modern socio-political regimes; states, capitalism and collective actors; fascist movements and regimes; theories of the declining significance of states in relation to other sites of political action.

Teaching Arrangements: Lectures: SO204 – Sessional. Classes: SO204.A – Sessional. Together these represent a complementary and entirely integrated series of twenty-three lectures and twenty-three classes.

Written Work: Two papers per term, Michaelmas and Lent.

Reading List: P. Abrams, *Historical Sociology*; A. Giddens, *The Nation-State and Violence*; M. Mann, *The Sources of Social Power*; G. Poggi, *The Development of the Modern State*; C. Chase-Dunn, *Global Formations*; B. Moore Jr., *Social Origins of Dictatorship and Democracy*; T. Skocpol, *States and Social Revolutions*; P. Anderson, *English Questions*; J. A. Hall, *The State: Critical Concepts*.

Methods of Assessment: There is a three-hour formal examination in the Summer Term based on the full syllabus.

SO205

Sociology of Development

(Not available 1998–99)

Teacher Responsible: Dr. L. A. Sklair, Room A350

Availability and Restrictions: Optional course for Bachelor's degrees in Sociology.

Core Syllabus: Development and underdevelopment in the Third World. The course will deal with social, political and economic processes in selected third world societies.

Course Content: The main theories of modernisation, development and underdevelopment; the new international division of labour; globalisation; gender and development; problems of 'socialist' development. Such topics as urbanisation, agrarian structure, peasant movements, urban class formation, the state, and differences between Third World countries will be discussed.

Teaching Arrangements: 24 lectures MLS including a weekly class (SO205).

Reading List: The textbook for the course is L. Sklair (Ed.), *Capitalism and Development* (1994).

Supplementary Reading List: The set chapters from the course textbook will be supplemented by a detailed reading list.

Methods of Assessment: A three-hour examination in June.
N.B. This course will be given in alternate years only, i.e. odd years (1999/00).

SO208

Gender and Society

Teacher Responsible: Dr. G. Dunne, Room C802

Availability and Restrictions: Optional course for Bachelor's degrees in Sociology, and other degrees where permitted by regulations.

Core Syllabus: The nature and explanation of various aspects of gender relations.

Course Content: An examination of the importance of gender and the forms of gender inequality in society. Contrasting theoretical explanations will be applied to a number of substantive issues of contemporary concern. The main topics are: social control; work; families; crime; violence; age; health; reproductive technologies; sexuality; culture; state and politics; gender and ethnicity.

Teaching Arrangements: The course will consist of 20 lectures (SO208) and 23 classes (SO208.A).

Written Work: Students will be expected to prepare one essay per term and at least one class paper per term which will be written up and handed to the class teacher.

Reading: The following indicates some of the books. P. Abbott and C. Wallace, *An Introduction to Sociology: Feminist Perspectives*, (2nd edn.) 1996; R. W. Connell, *Masculinities*, 1995; C. Delphy & D. Leonard, *Familial Exploitation*, 1992; Doyal, *What Makes Women Sick*, 1995; F. Heidensohn, *Women and Crime* (2nd edn.), 1995; M. Mac an Ghail, *Understanding Masculinities*, 1996; *The Polity Reader in Gender Studies*, 1994; R. Tong, *Feminist Thought*, 1989; S. Walby, *Theorizing Patriarchy*, 1990. A more detailed reading list will be provided at the beginning of the course.

Methods of Assessment: The course will be examined by a three hour unseen written paper.

SO210

Crime, Deviance and Control

Teachers Responsible: Professor P. Rock, Room A454b, Professor S. Cohen, Room S684 and Dr. B. Hutter, Room S779
Availability and Restrictions: Optional course for Bachelor's degrees in Sociology. Students should have completed introductory courses in sociological theory and social structure.

Core Syllabus: The aim of the course is to introduce students to the major theories of crime, deviance and control, and their detailed application to specific forms of deviance.

Course Content: Detailed consideration is given to the major sociological perspectives on deviance and control, including ecology and the 'Chicago School', functionalism, Marxism, cultural and subcultural theories, symbolic interactionism, critical and 'control' theories. The emphasis throughout is upon the empirical application of these approaches to substantive areas of deviance such as various forms of crime and delinquency, mental illness and drug use.

Teaching Arrangements: There is a lecture course and classes. Lectures: SO210: 10 Michaelmas Term, 5 in Lent Term.

Classes: SO210.A: 23 (11/2hours) Michaelmas, Lent and Summer Terms.

Written Work: Two essays per term. One introductory paper per term is expected in class.

Reading List: There is no set text for the course, and a full reading list covering all classes is provided at the first class. The following is basic reading: D. M. Downes & P. E. Rock, *Understanding Deviance*; H. Becker, *Outsiders* (2nd edn.); J. Tierney, *Criminology: Theory and Context*; J. Muncie et al. (Eds.), *Criminological Perspectives*; M. Maguire et al., *The Oxford Handbook of Criminology*.

Methods of Assessment: Students sit one 3-hour examination.

SO211

Sociology of Medicine

Teacher Responsible: Dr. S. Taylor, Room S664

Availability and Restrictions: Optional course for Bachelor's degrees in Sociology and other subjects where regulations permit.

Core Syllabus: This course aims to examine sociological explanations of health and illness and the development of medicine as a social institution.

Course Content: Health and medicine; the social and economic basis of health; the politics of health. Health and diseases as social concepts; illness behaviour; sick role and experiences of illness and disability. Mental disorder and suicide. The development of medical knowledge and professional power; medicine and social control. The organisation and delivery of health care.

Teaching Arrangements: There will be a 22 week lecture course (SO211) supplemented by specific video material and discussion classes every other week.

Written Work: Students will be expected to present at least one seminar paper, and there will be one assessed piece of course work.

Reading List: S. Taylor & D. Field *Sociology of Health and Health Care* (2nd edn.); M. Morgan et al., *Sociological Approaches to Health and Medicine*; P. Townsend, N. Davidson & M. Whitehead, *Inequalities in Health*; T. McKeown, *The Role of Medicine*; B. Turner, *Medical Power and Social Knowledge* (2nd edn.); B. Davey (Ed.), *Health and Disease*.

Methods of Assessment: An unseen three hour examination from which three questions are to be attempted. The examination will count for 75% of the final mark, while an assessed essay written during the Easter vacation will count for the remaining 25%.

SO212

Sociology of Work, Management and Employment

Teacher Responsible: Dr. P. McGovern, Room S668

Availability and Restrictions: Optional course for Bachelor's degrees in Sociology, Management and Industrial Relations. Outside option for Course Units (B.A. and B.Sc.).

Core Syllabus: Coverage of contemporary sociological perspectives on work, economic organisation and employment, with special attention paid to differences between various advanced industrial societies.

Course Content: The Management of work. Labour market structures and employer strategy. Women in the labour market. Ownership and control of large corporations. Contemporary management. The globalization of production and the regulation of labour.

Teaching Arrangements: There will be 20 lectures (SO212) given by Dr. P. McGovern (convener) with Professor S. Hill and some guest speakers.

Written Work: Two pieces of written work per term in Michaelmas and Lent Terms.

Reading List: There is no recommended textbook. Books of a general nature that cover substantial parts of the syllabus are: T. Watson, *Sociology, Work and Industry* (3rd edn.); D. Gallie (Ed.), *Employment in Britain*; C. Lane, *Industry and Society in Europe*; C. Hakim, *Key Issues in Women's Work*; J. Scott, *Corporate Business and Capitalist Classes*. A more comprehensive bibliography will be available to students taking this course.

Methods of Assessment: A three-hour formal examination in the Summer Term.

SO213

Society and Literature

Teacher Responsible: Dr. A. Swingewood, Room H621

Availability and Restrictions: Optional course for Bachelor's degrees in Sociology. No particular knowledge of literature or literary theory is required but some knowledge of sociology is desirable, in particular sociological theory.

Core Syllabus: The aim of the course is to introduce students to the problems of theory and method in analysing the relation of different forms of literature (fiction mainly) to different forms of society. The theory is applied to specific texts such as novels or plays.

Course Content: An analysis of the major contributions to the theoretical study of the sociology of literature: Lukacs, Goldmann, Bakhtin, Raymond Williams; Marxism, structuralism, semiotics. The theory of mass society and mass culture; modernism and post-modernism. The sociology of culture; authors and readers; the sociology of reading. The problem of aesthetic analysis in sociology. Some examples of sociological analysis of fiction.

Teaching Arrangements: Lectures: SO213 (2 hours) 10 Michaelmas Term.

Seminar: SO213 10 Lent Term.

Each student is expected to produce at least one seminar paper and two essays.

Reading List: There is no adequate text book but the most useful are: A. Milner, *Literature, Culture and Society* (pb); J. Wolff, *The Social Production of Art* (pb); R. Williams, *Marxism and Literature* (pb); D. Laurenson & A. Swingewood, *The Sociology of Literature*; A. Swingewood, *Sociological Poetics and Aesthetic Theory*; T. Eagleton, *Literary Theory*; A. Swingewood, *Cultural Theory and the Problem of Modernity*.

Methods of Assessment: There is a three hour formal examination in the Summer Term. The examination is an advance notice paper which means that the student gets the examination paper three weeks before the examination. In addition each student must write a 2,500 word essay analysing sociologically any novel, play or poem of their choice; this essay must be handed in before a specified date at the beginning of May. The formal examination counts for 70% and the essay for 30% of the examination mark.

SO214

The Psychoanalytic Study of Society

Teacher Responsible: Dr. C. Badcock, Room S777

Availability and Restrictions: Optional course for Bachelor's degrees in Sociology and other subjects where regulations permit; also for General Course students.

Core Syllabus: The course aims to provide students of the social sciences with a basic grounding in the aspects of psychoanalysis relevant to their discipline.

Course Content: The first part of the course covers Freud's cultural theory and its relation to psychoanalysis in general. It looks at group psychology and the structure of the ego, object-relations and social interactions, and the theory of groups. The second part of the course reviews a number of key concepts in classical and post-classical psychoanalytic theory and compares them with parallel sociological concepts.

Teaching Arrangements: Lectures: SO214 25 Sessional.

Classes: SO214.A Sessional.

Written Work: Entirely at the class teacher's discretion. There is no formal course work.

Reading List: S. Freud, *Totem and Taboo*; *Civilisation and Its Discontents*; *Group Psychology and the Analysis of the Ego*; C. Badcock, *Essential Freud, PsychoDarwinism*.

Supplementary Reading List: A supplementary reading list associated with class topics will be issued to students at the beginning of the course.

Methods of Assessment: A three-hour unseen examination towards the end of the Summer Term.

SO215

Evolution and Social Behaviour

Teacher Responsible: Dr. C. Badcock, Room S777

Availability and Restrictions: Optional course for Bachelor's degrees in Sociology and Social Psychology, and other subject where regulations permit; also for General Course and Beaver Single Term students.

Core Syllabus: The course aims to give students of the social sciences an introduction to theoretical sociobiology and its applications to human societies. The course also deals with the relevance of sociobiology 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, crime, social structure and so on.

Course Content: Fundamentals of evolution – selection and fitness; the group-selectionist fallacy; inclusive fitness and kin altruism; the theory of parental investment; the sociobiology of sex; parent-offspring conflict; reciprocal altruism, deceit and induced altruism; the relevance and validity of sociobiology; the problem of the gene-behaviour interface; sociobiology and social science. The theories of inclusive fitness and parental investment related to kinship, marriage, incest-avoidance, infanticide, crime and altruistic behaviours. Parent-offspring conflict, reciprocal altruism, morality and psychological behaviour; altruism and social structure. Empirical problems of sociobiology and its application to human beings.

Teaching Arrangements: Weekly lecture (SO215) accompanied by a class (SO215.A). In the first term students registered for this course will be encouraged to attend the lectures for SO418,

Genes and Society.

Written Work: No formal course work.

Reading List: Class and lecture reading lists will be based on the following: R. Trivers, *Social Evolution*; D. Barash, *Sociobiology & Behaviour*; R. Dawkins, *The Selfish Gene*; P. van

den Berghe, *Human Family Systems*; C. Badcock, *The Problem of Altruism*; C. Badcock, *Evolution and Individual Behaviour, PsychoDarwinism*; N. Chagnon & W. Irons (Eds.), *Evolutionary Biology & Human Social Behaviour*.

Methods of Assessment: A three-hour unseen examination towards the end of the Summer Term.

SO216

SO416

Cults, Sects and New Religions (Undergraduate and Postgraduate) (Not available 1999–2000)

Teacher Responsible: Professor Eileen Barker, Room A454a
Availability and Restrictions: M.Sc. Sociology, 1st, 2nd and 3rd year B.Sc. Soc. and any other students if their departments agree. No background knowledge is required.

Core Syllabus: The course is concerned with a sociological understanding of the wave of new religious movements that have become visible since the Second World War, concentrating mainly on North America, Western and Eastern Europe, the FSU and Japan.

Course Content: Definitions and statistics; historical and comparative perspectives; the rise, spread and distribution of new religious movements (NRMs) in the West and Japan; the range of beliefs, practices, organisations, leadership (charismatic authority), life-styles, attitudes to sex, women, children; membership profiles; case studies of a variety of types of NRMs (eg Christian, Eastern, New Age, 'Self-religions' Satanism and UFO-cults). Conversion and the brainwashing thesis; apostasy. Changes with emergence of second and subsequent generations; the spread to former Soviet societies. Social responses to NRMs and the rise of the anti-cult movement. Social issues (human rights; education, medical and legal rights, etc). Methodological and ethical issues involved in the sociological study of NRMs.

Videos: Arrangements will be made for students to watch videos about NRMs.

Field Trips: Visits will be arranged to visit about 6 different NRMs as a group. Students will also be expected to make their own arrangements to visit 3 different NRMs for their Examination Essay.

Teaching Arrangements:

(SO216) 25 weekly lectures MLS

(SO216.A) 25 weekly classes for Undergraduates MLS

(SO416) 27 weekly seminars for Graduates MLS. All students will be expected to present a paper, and outside speakers with specialist knowledge will speak at other meetings.

Written work: Students will be expected to produce 4 pieces of written work during the year as well as their Examination Essay (see below)

Reading List: (More detailed reading list is given out in lectures) E. Barker, *The Making of a Moonie: Brainwashing or Choice?* (Gregg Revivals, 1993); *New Religious Movements: A Practical Introduction* (HMSO 1989); J. Beckford, *Cult Controversies* (Tavistock, 1985); D. Bromley & J. Hadden (Eds.), *The Handbook on Cults and Sects in America* (JAI Press, 1993); J. G. Melton, *Encyclopedic Handbook of Cults in America* (Garland, 1992); A. Shupe & D. Bromley, *The New Vigilantes: Deprogrammers, Anti-Cultists, and the New Religions* (Sage, 1980); R. Wallis, *The Elementary Forms of the New Religious Life* (Routledge, 1984); B. Wilson, *The Social Dimensions of Sectarianism* (Clarendon, 1990).

Methods of Assessment: A three-hour formal paper (60% of marks) and a 4,000 max. word essay, to be handed in to the Examinations Office in H310 on Friday 30 April; M.Sc. students hand in their essays on Friday 30 April to the Departmental Administrator, Room A451. This is to be a comparison of three (or more) NRMs which the student will have visited during the course. Further details will be given during lectures.

SO301

Basic Issues in Comparative Sociology

(Not available 1998–99)

Teacher Responsible: Mr. M. Burrage, Room A375

Availability and Restrictions: Optional course for Bachelor's degrees in Sociology. Available to other students as permitted by regulations.

Core Syllabus: Selective study of key issues in the historical and comparative sociology of agrarian and industrial societies.

Course Content: Reviews selected debates about the nature and transformation of agrarian and industrial societies that have interested social scientists in recent decades, such as the nature of city-states; the role of power and privilege in agrarian empires; the functions of slavery in commercial and agrarian societies; the role of religion and ideology in caste societies; the role of ethnic communities and nations; feudal estates and serfdom; the transition to capitalism in the West; the role of the great revolutions; great revolutions; the convergence and transformation of industrial societies; states and stratification within them.

Teaching Arrangements: Lectures SO301 22 MLS; Classes SO301 A 22 MLS including revision classes in the Summer Term.

Written Work: Students will be expected to prepare one or more class papers. The discussion of several topics will extend over more than one week.

Reading List: W. H. McNeill, *The Rise of the West*, 1963; M. Mann, *The Sources of Social Power*, 1986; A. de Reuck & J. Knight (Eds.), *Caste and Race*, 1967; A. D. Smith, *The Ethnic Origins of Nations*, 1986; B. Badie & P. Birnbaum, *The Sociology of the State*, 1987; T. Kimmel, *Revolution: a sociological analysis*, 1990; F. Fukuyama, *The End of History and the Last Man*, 1992; A. Vaksberg, *The Soviet Mafia*, 1991; H. Ishida, *Social Mobility in Contemporary Japan: educational credentials, class and the labour market in a cross-national perspective*, Oxford, 1993; E. Gellner, *Conditions of Liberty: Civil Society and Its Rivals*, 1994; S. Jenkins, *Accountable to None: the Tory nationalization of Britain*, 1995.

Methods of Assessment: One three-hour advanced notice written examination (which means that the student gets the examination paper three weeks before the examination) in the Summer Term for all students. Three questions to be answered.

SO302

The Sociological Project

Teacher Responsible: The Departmental Tutor, Dr. Christopher Badcock, Room S777

Availability and Restrictions: Options for Bachelor's degrees in Sociology.

Core Syllabus: The project is to be in the form of an essay on a sociological topic to be approved by the Convener of the Department of Sociology. The purpose is to allow the student to study in depth an interest of his or her own choosing. Many approaches are possible in the work for the essay, but there are three main variants: original fieldwork, secondary analysis, and literature review.

Selection of topic: The topic must be within the general field of sociology and should fall within the range of competence of a member of the staff, normally a member of the Sociology Department. However, it need not be chosen from those areas of sociology which are at present taught within the Department. The topic should not overlap too closely with the content of other units that the student is taking. Students may follow up a theme suggested to them by their course-work, but the topic must allow the material and arguments to be developed in greater depth than is possible in the lectures and seminars for the course.

Arrangements for supervision: The sociological projects gives students the opportunity to work in a more open-ended and individual context than is possible in a course. The role of the third year tutor is not to give detailed instruction, but to offer the kind of advice and help which one scholar would normally give another. The third year tutor may suggest ways of tackling or limiting a topic, lines of enquiry and preliminary reading, but his or her suggestions are not intended to be seen as exhaustive or definitive. How far the student can use and develop the help that he or she is given is, to a large extent, what the examination of the essay is concerned with. The third year tutor should not help with planning or writing the essay in detail, but should then read and comment critically on a draft essay if the student submits one. Students must submit a final title to the Departmental Tutor by the fourth week of the third year in order for that title to be approved.

Methods of 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 Examinations Office by 30 April in the student's final year. Two copies of the essay should be submitted in typescript. Accidental loss of data or text on a computer will not be accepted as a reason for non-submission.

STATISTICS

Course Guides

STOR

Orientation for Statistics Students

Teachers Responsible: Mr. D. W. Balmer, Room S208 and Dr. A. Dassios, Room S218

Availability and Restrictions: Compulsory for B.Sc. Business Mathematics and Statistics, B.Sc. Actuarial Science first year students.

Course Content: A coordinated approach to career development: capitalizing on time at university; part-time and vacation work; completion of application forms and CVs; study skills; and seminars on actuarial and business careers in the Michaelmas Term. 5 Meetings run in conjunction with the Careers Service in weeks 2, 4, 6, 8, 10 of the Michaelmas Term. There will be further meetings to cover subject choices and course options in the Lent Term.

ST100

Basic Statistics

Teacher Responsible: To be announced

Availability and Restrictions: This course is primarily for: 1st year B.Sc. (Economics) and Course Unit Students, Diploma in Business Studies, Diploma in Economics. A Pass in GCSE Mathematics is normally required. The course is not normally available for those who have taken A-level Mathematics. Such students should take ST102 **Elementary Statistical Theory**.

Core Syllabus: The course is an introduction to statistical methods and their use in the social sciences.

Course Content: Descriptive statistics, elements of probability, special distributions, inference, analysis of variance, correlation and regression, goodness-of-fit.

Teaching Arrangements: Lectures ST100: 15 Michaelmas Term, 15 Lent Term, 3 Summer Term.

Classes ST100A: 10 Michaelmas, 10 Lent and 2 Summer Term. Students are expected to hand in exercises every week.

Reading List: Students should purchase one of the following books: R. J. Wonnacott & T. H. Wonnacott, *Introductory Statistics*; F. Daly, D. J. Hand, M. C. Jones & A. D. Lunn, *Elements of Statistics*, Addison Wesley; P. Newbold, *Statistics for Business and Economics*.

Methods of Assessment: There is a three-hour written examination in the Summer Term.

ST102

Elementary Statistical Theory

Teacher Responsible: Mr. D. W. Balmer, Room S208

Availability and Restrictions: This course is primarily for: B.Sc. course units, B.Sc. Business Mathematics and Statistics, B.Sc. Actuarial Science. No previous knowledge of statistics will be assumed. The course will assume mathematical knowledge equivalent to a mathematical subject at A-level.

Core Syllabus: The course intends to introduce students to a basic range of statistical ideas and techniques. Students will be expected to do some of their exercises using the Minitab or SPSS statistical packages.

Course 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 Arrangements: Lectures ST102: 20 Michaelmas Term, 20 Lent Term. Revision lectures may be arranged during Summer Term.

Classes ST102A: 20 Sessional.

Reading List: There are many books with a similar content and level of coverage as the course. For instance, D. A. Berry & B. W. Lindgren, *Statistics: Theory and Methods*, Brooks/Cole; P. Newbold, *Statistics for Business and Economics*, 2nd or 3rd edn., Prentice-Hall; T. H. Wonnacott & R. J. Wonnacott, *Introductory Statistics*, 4th edn., Wiley; A more appropriate level is found in D. C. Montgomery & G. C. Runger, *Applied Statistics and Probability for Engineers*, Wiley, or W. W. Hines & D. C. Montgomery, *Probability and Statistics in Engineering and Management Science*, 3rd edn., Wiley. Students are advised to delay purchase of a main textbook until after the first lecture when advice on reading will be given.

Supplementary Reading List: R. B. Miller, *Minitab Handbook for Business and Economics* (PWS, Kent).

Methods of Assessment: There is a three-hour written examination in the Summer Term.

ST103

Statistical Methods for Social Research

Teacher Responsible: Dr. B. Blight, Room S212

Availability and Restrictions: This course is primarily for:

(a) B.Sc. c.u. Main field Sociology 1st Year

(b) B.Sc. c.u. Main field Social Psychology 1st Year

This course cannot be taken by those who have taken ST100 **Basic Statistics**, ST102 **Elementary Statistical Theory** or ST106 **Quantitative Methods (Statistics)**.

Core Syllabus: An introduction to statistical methods and statistical reasoning, with particular reference to application in the social sciences. No prior knowledge of statistics is assumed.

Course Content: The place of statistics in the social sciences, and the nature and purpose of statistical methods. Descriptive statistics: Levels of measurement. The summarization and presentation of data using graphic methods. Frequency distributions and methods of describing them. Chance, uncertainty and probability. The normal distribution. Basic ideas of sampling and statistical inference. Sampling from finite populations. Normal approximations to the sampling distributions of proportions and means and their use in estimation and hypothesis testing. Testing goodness of fit. The measurement of association and correlation and simple tests of significance. Simple linear regression. Two-sample tests for means for related and unrelated measurements.

Teaching Arrangements: Lectures ST103:10 Michaelmas Term, 20 Lent Term. Lectures for the Summer Term will be arranged later. Classes ST103.A: 25 Michaelmas, Lent and Summer Terms. The main purpose of the classes is to provide an opportunity to ask questions about the lecture material and to discuss the exercises. Each week a set of exercises will be distributed at the lecture. The exercises are an essential part of the course and they must be handed in on time if full benefit is to be derived from the classes. The exercise marks are used for assessment for all students.

Reading List: There are many elementary books on Statistics for social scientists but experience seems to show that none is ideally suited to the needs of students on this course. Consequently, each week a set of notes covering the lecture topics for that week will be distributed. These notes will provide a framework for further reading, and will indicate where further material on the topics may be found.

Methods of Assessment: All examinations for this course will be open-book examinations. For all students 30% of the marks for the course will be based on assessment of the class exercises submitted during the session.

ST105

Quantitative Methods

(Statistics for Economists) (Half unit course)

Teacher Responsible: Dr. B. Blight, Room S212

Availability and Restrictions: This course is permitted for B.Sc. degrees in Economics. This is a basic course in statistics for students of economics who have already reached A-level standard in Mathematics. It is also accessible to students who have performed well at a level slightly lower than A-level and are proficient in basic calculus. Such students should, however, consider taking **Basic Statistics**. Students with A-level Mathematics who expect to pursue the technically demanding economics options in later years should seriously consider taking **Elementary Statistical Theory**.

Core Syllabus: The course is intended to give students the minimum additional statistical tools necessary for further study in economics. While ideas are taught systematically, the emphasis is on the applicability of the methods to economic problems and economic examples will be used liberally throughout the course to motivate and illustrate the subject matter.

Course Content: The course uses examples to introduce statistical concepts. Problems are set every week to help in this endeavour. The course contains the following: The centre and spread of a distribution. Probability, compound events, conditional probability, Baye's theorem. The binomial and normal distributions. Covariance and linear combinations of two random variables. Random sampling, moments of the sample mean, the shape of the sampling distribution. Efficiency, biased and unbiased estimators. Confidence intervals for means and difference in means, the 't' distribution. Hypothesis tests with confidence intervals, classic tests, power.

Teaching Arrangements:

Lectures ST105: 20 Lent Term.
Classes ST105.A: 8 Lent Term.

Reading List: Full lecture notes will be distributed. For additional reading students may like to refer to the text by T. H. Wonnacott & R. J. Wonnacott, *Introductory Statistics for Business and Economics*, 4th edn., Wiley, New York, 1990.

Methods of Assessment: There will be a two-hour written examination in the Summer Term.

ST106**Introductory Quantitative Methods (Statistics)****(Half unit course)**

Teacher Responsible: Dr. B. Blight, Room S212

Availability and Restrictions: This course is not available to students with A-level Mathematics, or any courses giving substantial experience of calculus.

Core Syllabus: This course is intended to provide elementary quantitative skills in statistics for students without mathematics to A-level standard. Students will be introduced to the basic ideas and formulations of statistics. The presentation will indicate some applications of quantitative methods for management.

Course 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 Arrangements:

Lectures ST106: 20 Lent Term, 3 Summer Term.

Classes ST106.A: 8 Lent Term, 2 Summer Term.

Written Work: Weekly example sheets will be set and students are expected to submit solutions to the class teacher each week.

Reading List: T. H. Wonnacott & R. J. Wonnacott, *Introductory Statistics for Business and Economics*, 4th edn., Wiley, New York, 1990.

Methods of Assessment: There will be a two-hour written examination in the Summer Term.

ST107**Quantitative Methods (Statistics)****(Half unit course)**

Teacher Responsible: Dr. B. Blight, Room S212

Availability and Restrictions: This is a basic course in statistics intended primarily for students who have already reached A-level standard in Mathematics. It is also accessible to students who have performed well at a level slightly lower than A-level and are proficient in basic calculus.

Core Syllabus: The course is intended to give students the minimum additional statistical tools necessary for further study in economics. While ideas are taught systematically, the emphasis is on the applicability of the methods to economic problems and economic examples will be used liberally throughout the course to motivate and illustrate the subject matter.

Course Content:**(a) Probability and Statistics**

This course uses examples to introduce statistical concepts. Problems are set every week to help in this endeavour. The course contains the following: The centre and spread of a distribution. Probability, compound events, conditional probability, Bayes' theorem. The binomial and normal distributions. Covariance and linear combinations of two random variables. Random sampling, moments of the sample mean, the shape of the sampling distribution. Efficiency, biased and unbiased estimators. Confidence intervals for means and difference in means, the 't' distribution. Hypothesis tests with confidence intervals, classic tests, power.

(b) Regression

Fitting a line, OLS. Sampling variability of the estimates. Confidence intervals and tests. Predicting Y. Multiple regression, dummy variables, ANOVA by regression.

Teaching Arrangements**(a) Probability and Statistics**

Lectures ST107: 16 Lent Term (2 per week, weeks 1-8)

Classes ST107.A: 8 Lent Term (weekly)

(b) Regression

Lectures ST107: 4 Lent Term (2 per week, weeks 9-10) and 4 Summer Term (2 per week, weeks 1-2)

Classes ST107.A: 2 Lent Term and 2 Summer Term (weekly)

Reading List: T. H. Wonnacott & R. J. Wonnacott, *Introductory Statistics for Business and Economics*, 4th edn., Wiley, New York, 1990.

Methods of Assessment: There will be a two-hour written examination in the Summer Term.

ST202**Probability, Distribution Theory and Inference**

Teacher Responsible: Dr. M. Knott, Room S203

Availability and Restrictions: The course is designed to follow on from ST102 **Elementary Statistical Theory**. It is normally attended by second year students who have taken MA100 **Mathematical Methods** as well as ST102 **Elementary Statistical Theory** in the first year. Any student who has not taken these two first year courses is advised to consult one of the teachers of the course.

Core Syllabus: The course is intended to cover the probability, distribution theory and statistical inference needed for the third year courses in statistics and econometrics given at the School.

Course Content:

ST202.1 **Probability and Distribution Theory (Professor A. C. Atkinson and Dr. M. Knott)** Revision of probability theory and of the discrete and continuous one variable distributions. Joint distribution of several variables. Marginal and conditional densities. Multinomial and bivariate normal distributions. Moment generating functions. Mixing Distributions. Functions of random variables. Change of variable. Weak law of large numbers and central limit theorem. Sampling distributions. Introduction to stochastic processes: Poisson processes.

ST202.2 **Estimation and Tests of Hypotheses (Dr. M. Knott)** Criteria of estimation: consistency, unbiasedness, efficiency, minimum variance. Sufficiency. Maximum likelihood estimation and its properties. Confidence intervals. Tests of simple hypotheses. Likelihood ratio tests. Wald tests, score tests.

Teaching Arrangements:

Lectures ST202.1: 20 Michaelmas Term, 5 Lent Term.

Classes ST202.1A: 9 Michaelmas Term, 5 Lent Term.

Lectures ST202.2: 15 Lent Term.

Classes ST202.2A: 5 Lent Term, 1 Summer Term

Written Work: Written answers to set problems will be expected on a weekly basis.

Reading List: The main references for the course are: H. J. Larson, *Introduction to Probability Theory and Statistical Inference* and G. C. Casella & R. L. Berger, *Statistical Inference*. Other useful books are: R. V. Hogg & A. T. Craig, *Introduction to Mathematical Statistics* (3rd edn.); P. L. Meyer, *Introductory Probability with Applications*; M. Woodroffe, *Probability with Applications*; A. M. Mood, F. A. Graybill & D. C. Boes, *Introduction to the Theory of Statistics*; J. E. Freund, *Mathematical Statistics*.

Methods of Assessment: There will be a three-hour written examination in the Summer Term.

ST204**Further Quantitative Methods (Half unit course)**

Teacher Responsible: Dr. J. Penzer, Room S266

Availability and Restrictions: This course is primarily for: B.Sc. Management, B.Sc. Management Sciences, B.Sc. Accounting and Finance, Statistics and Mathematics to the level of MA107/ST107 **Quantitative Methods** are prerequisites. Previous knowledge of computing is not necessary. This half-unit is not available for students taking ST254 **Statistical Methods for Management Sciences**.

Core Syllabus: This is a second course to follow on from MA107/ST107 **Quantitative Methods**. It furthers the knowledge of statistical methodology in the areas of Regression and Analysis of Variance.

Course Content: ST254.1: see ST254.

Teaching Arrangements:

Lectures ST254.1: see ST254.

Classes ST254.1A: see ST254.

Reading List: See ST254.

Methods of Assessment: A two hour formal written examination in the Summer Term forms 90% of the assessment. The remaining 10% is for project work set in the seventh week of the Michaelmas Term and completed by the beginning of the second week of the Lent Term. The projects may be done by teams of up to four students, and will be assessed on presentation as well as content.

ST218**Projects in Applied Statistics**

Teacher Responsible: Dr. C. Phillips, Room S214

Availability and Restrictions: This course is primarily for: B.Sc. Business Mathematics and Statistics. Other students are admitted only with the permission of the teacher responsible. ST102 **Elementary Statistical Theory** is prerequisite.

Core Syllabus: Introduction to practical data analysis using computer statistical packages, primarily MINITAB.

Course Content: Tabulation, Graphical Presentation, Regression, Analysis of Variance.

ST218.1 **Regression with MINITAB (Dr. I. Moustaki)** This course will link use of MINITAB to practical statistical modelling with an emphasis on diagnostics.

ST218.2 **Applied Statistics Project (Dr. C. Phillips)**

Teaching Arrangements:

Lectures ST218.1: 10 two-hour computer sessions using MINITAB in the Michaelmas Term.

Classes ST218.1: 10 Michaelmas Term.

Lectures ST218.2: 10 Michaelmas Term.

Methods of Assessment: Assessment will be based on the course work arising from both courses.

ST218.1. Two or three reports are written on the MINITAB analysis of three data sets, which account for 40% of total marks. ST218.2 involves the development of a project on a subject of interest to the student who must investigate and collate applied statistics in a critical way. Reports should be no longer than 5,000 words and should be submitted by the 3rd week of the Summer Term.

ST222**Actuarial Life and Other Contingencies I****(Half unit course)**

Teacher Responsible: Dr. A. Dassios, Room S218

Availability and Restrictions: This course is primarily for: B.Sc. (Econ.) Part II; B.Sc. Actuarial Science 2nd year; B.Sc. Business Mathematics and Statistics. MA100 **Mathematical Methods** and ST102 **Elementary Statistical Theory** are pre-requisites. Some knowledge of fundamental concepts as described in ST226 **Actuarial Investigations: Financial** is vital.

Core Syllabus: Fundamental concepts in actuarial mathematics and their application.

Course Content: Single decrement models in both discrete and continuous form. Mortality rate and forecast mortality; probability of survival; stationary populations and funds. Select and ultimate mortality. The analysis of simple problems of emerging costs using a single decrement model. Calculating the present and accumulated values of a stream of payments using a single decrement model for the probability of payments being made. Profit-testing of annuities and assurance contracts. Annuity and assurance functions for a single decrement model. Evaluation of liabilities under simple annuity or assurance contracts. Mortality profit and loss. Stationary Funds & Populations.

Teaching Arrangements:

Lectures ST222: 20 Lent Term.

Classes ST222A: 10 Lent Term. Revision classes may be arranged for Summer Term.

Reading List: Actuarial Education Service notes for **subject A2** obtained via Institute of Actuaries, or, alternatively, the equivalent notes from Hazell Carr Training. Formulae and Tables for Actuarial Examinations.

Methods of Assessment: An unseen three-hour written examination paper in the Summer Term.

ST226**Actuarial Investigations: Financial****(Half unit course)**

Teacher Responsible: Mr. M. Gilbert, Room S218a

Restrictions and Availability: This course is primarily for B.Sc. Actuarial Science; B.Sc. Business Mathematics and Statistics. MA100 **Mathematical Methods** and ST102 **Elementary Statistical Theory** are prerequisites.

Core Syllabus: The application of compound interest techniques to financial transactions.

Course Content: The time value of money using the concepts of compound interest and discounting. The present and accumulated values of a stream of payments. Expressing possibly time varying interest and discount rates in terms of different time periods. Compound interest functions. Equations of value. Discounted cash flow techniques and investment appraisal. Discounted payback periods. Makeham's formula for the valuation of securities. Consumer credit. Capital redemption policies. Stochastic interest rate models. Immunization.

Teaching Arrangements:

Lectures ST226: 20 Michaelmas Term

Classes ST226A: 10 Michaelmas Term. Revision classes may be arranged for Summer Term.

Written Work: Written answers to set problems will be expected on a weekly basis.

Reading List: J. J. McCutcheon & W. J. Scott, *An Introduction to the Mathematics of Finance*, Heinemann, 1986. Formulae and Tables for Actuarial Examinations.

Methods of Assessment: An unseen three-hour written examination paper in the Summer Term.

ST254**Statistical Techniques for Management****Sciences**

Teacher Responsible: Dr. I. Moustaki, Room S117c

Availability and Restrictions: This course is primarily for: B.Sc. (Management Sciences) 2nd or 3rd year. Statistics and Mathematics to the level of the courses MA107/ST107

Quantitative Methods are prerequisites. In particular, students should have covered elementary distribution theory, confidence intervals, hypothesis testing and linear regression, and basic linear algebra. It is NOT necessary to have any previous experience of computers, but students will be expected to use the MINITAB computer package to carry out the calculations necessary to do the course exercises. This unit is not available for students taking ST204 **Further Quantitative Methods (Statistics)**.

Core Syllabus: This is a second course in Statistics emphasizing the application of statistical techniques which have proved useful in the Management Sciences.

Course Content: The main techniques covered are: Analysis of variance, Regression, Time Series and Forecasting, Survey Methods.

ST254.1 **Applied Regression and Analysis of Variance (Dr. J. Penzer)**.

Ten three-hour sessions of practical computer work and ten one-hour lectures give an applied approach to regression and analysis of variance.

ST254.2 **Time Series and Forecasting for Management (Dr. J. Penzer)**.

Trend, seasonality, exponentially weighted moving average forecasts, stationarity, ARMA models, and Box-Jenkins forecasting, structural time series models.

ST254.3 **Survey Methods (Dr. I. Moustaki)**.

Methods of Probability Sampling. Principles of sampling, stratification, clustering and multistage sampling. Applications in market research and accounting. Major government surveys. Survey Design: data collection methods, questionnaire design, non-sampling errors, non-response.

Teaching Arrangements:

Lectures ST254.1: 20 Michaelmas Term.

Classes ST254.1A: 9 Michaelmas Term, 1 Lent Term.

Lectures ST254.2: 10 Lent Term.

Classes ST254.2A: 5 Lent Term.

Lectures ST254.3: 10 Lent Term.

Classes ST254.3A: 5 Lent Term.

Reading List:

ST254.1: B. F. Ryan & B. L. Joiner, *MINITAB Handbook* (Duxburg Press, 1994); T. H. Wonnacott & R. J. Wonnacott, *Introductory Statistics for Business and Economics* (Wiley, 1990);

ST254.2: Makridakis & Wheelwright, *Forecasting, Methods and Applications* (Wiley); J. D. Cryer, *Time Series Analysis* (Duxburg Press); B. Pecar, *Business Forecasting for Management* (McGraw-Hill).

ST254.3: G. Kalton & C. Moser, *Survey Methods in Social Investigation* (Dartmouth, 1993); V. Barnett, *Sample Survey: Principles*, (Edward Arnold, 1991); Tryfos, *Sampling Methods for Applied Research*, (Wiley, 1996).

Methods of Assessment: There is a three-hour written examination in the Summer Term, covering the syllabus for all three lecture courses. 80% of the total assessment of the course is based on the examination paper - the remainder is awarded on two projects. One project worth 10% of the total assessment is set on ST254.1 Students must do this project and also one of two projects set on ST254.2 and ST254.3 for the remaining 10%. The projects are set in the Michaelmas and Lent Terms and students attempt them in teams of about four members each. The projects are handed in early in the Lent and Summer Terms, and are marked on presentation as well as content.

ST300**Regression and Analysis of Variance (Half unit course)**

Teacher Responsible: Prof. A. C. Atkinson, Room S210.
Availability and Restrictions: This course is primarily for: B.Sc. (Actuarial Science) 3rd Year; B.Sc. Business Mathematics and Statistics; Diploma in Statistics. ST102 **Elementary Statistical Theory** and some knowledge of statistical inference, as in ST202 **Probability, Distribution Theory and Inference** or ST218.1 **Projects in Applied Statistics** are prerequisites.

Core Syllabus: The course offers a solid coverage of the most important parts of the theory and application of regression models, generalised linear models and the analysis of variance.
Course Content: Least Squares, analysis of variance models for simple designed experiments and observational studies, multiple regression, generalized linear models, regression diagnostics. The use of a statistics package will be an integral part of the course. About half of the classes will be sessions using the package in a computer room.

Teaching Arrangements:

Lectures ST300: 10 Michaelmas Term, 10 Lent Term.
 Classes ST300: 10 Michaelmas Term, 10 Lent Term.

Reading List: K. A. Brownlee, *Statistical Theory and Methodology in Science and Engineering*; D. C. Montgomery, *Design and Analysis of Experiments*; P. McCullagh & J. A. Nelder, *Generalized Linear Models*; S. Weisberg, *Applied Linear Regression*; A. J. Dobson, *An Introduction to Generalised Linear Models*; A. C. Atkinson, *Plots, Transformations and Regression*.

Methods of Assessment: There is a two-hour written examination in the Summer Term. It will be marked out of 80 and there will be an additional mark out of 20 based on project work.

ST302**Stochastic Processes (Half unit course)**

Teacher Responsible: Dr. A. Dassios, Room S218
Availability and Restrictions: This course is primarily for: B.Sc. (Statistics) and B.Sc. Business Mathematics and Statistics
Core Syllabus: An introduction to the theory and application of stochastic processes.

Course Content:

ST302.1: **Elementary Stochastic Processes:** Elementary stochastic processes including Markov Chains, Poisson Processes, Birth and Death Processes. Applications of stochastic processes in selected social sciences fields. No claim discount models.

ST302.2: **Actuarial Applications of Stochastic Processes:** Actuarial applications of stochastic processes. Risk theory and credibility theory with applications to insurance. Applications of utility theory to the design of insurance contracts. Loss distributions. Run-off triangles.

Teaching Arrangements:

Lectures and classes ST302.1: 15 Michaelmas Term.
 Lectures and classes ST302.2: 15 Lent Term.

Reading List:

ST302.1: H. M. Taylor & S. Karlin, *An Introduction to Stochastic Processes*; D. J. Bartholomew, *Stochastic Models of Social Processes*.

ST302.2: R. Hogg & S. Klugman, *Loss Distributions*; R. E. Beard, T. Pentikainen & E. Personnen, *Risk Theory-The Stochastic Basis of Insurance*. Core reading notes for subject C2 obtainable from Institute of Actuaries.

Methods of Assessment: There is a two-hour written examination in the Summer Term.

ST304**Time Series and Forecasting (Half unit course)**

Teacher Responsible: Dr. J. Penzer, Room S266
Availability and Restrictions: This course is primarily for: B.Sc. (Actuarial Science); B.Sc. Business Mathematics and Statistics, B.Sc. (Econ). Statistics, B.Sc. Mathematics and Economics, B.Sc. (Econ) Mathematics and Economics. A good undergraduate level of regression theory and distribution theory are prerequisites.

Core Syllabus: The course introduces the student to the statistical analysis of time series data.

Course Content: Ad hoc forecasting techniques, stationary stochastic processes, simple structural time series models, ARIMA modelling, state space and the Kalman filter, intervention analysis and explanatory variables.

Teaching Arrangements:

Lectures ST304: 20 Lent Term.
 Classes ST304A: 10 Lent Term.

Reading List: A. C. Harvey, *Time Series Models*, 2nd edn.; S. J. Koopman et. al., *STAMP 5.0 Tutorial Guide*; T. Mills, *Time Series Techniques for Economists*; C. Chatfield, *The Analysis of Time Series*, 5th edn.

Methods of Assessment: There is a two-hour written examination in the Summer Term.

ST316**Sample Survey Theory and Methods (Half unit course)**

Teacher Responsible: Dr. I. Moustaki, Room S117c
Availability and Restrictions: This course is primarily for B.Sc. course units. ST102 **Elementary Statistical Theory** is a prerequisite.

Core Syllabus: Introduces students to the design and execution of sample surveys and social investigations, and to simple methods of analysis.

Course Content: The theory of probability sampling, design decisions, methods of probability sampling, data collection methods and the control of response and non-response errors.

Teaching Arrangements:

Lectures ST316: 20 Michaelmas and Lent Terms.
 Classes ST316A: 10 Michaelmas and Lent Terms.

Reading List: W. G. Cochran, *Sampling Techniques*; C. A. O'Muircheartaigh & C. Payne, *The Analysis of Survey Data*, Vol. 1; C. A. Moser & G. Kalton, *Survey Methods in Social Investigation*; L. Kish, *Survey Sampling*.

Methods of Assessment: There is a two-hour written examination in the Summer Term.

ST318**Multivariate Methods and Contingency Tables (Half unit course)**

Teacher Responsible: Mrs. J. I. Galbraith, Room S212
Availability and Restrictions: This course is primarily for: B.Sc. course units; B.Sc. Actuarial Science, B.Sc. Business Mathematics and Statistics. ST202 **Probability, Distribution Theory and Inference** is recommended.

Core Syllabus: The theory and practice of multivariate methods for continuous and discrete data.

Course Content:

ST318 **Analysis of Categorical Data (Mrs. J. I. Galbraith)** Analysis of Two- and Multi-way contingency tables; log-linear and logistic regression; graphical models; conditional association.

ST412.2 **Applied Multivariate Methods (Professor D. J. Bartholomew)** The course deals with some of the multivariate techniques used in the Social Sciences including a selection from principal components analysis, factor analysis, latent variable modelling, cluster analysis, multi-dimensional scaling, correspondence analysis and log-linear modelling.

Teaching Arrangements:

Lectures ST318: 10 Lent Term.
 Classes ST318A: 5 Lent Term.
 Lectures ST412.2: 10 Lent Term.

Classes ST412.2A: 2 Lent Term and 5 computer sessions.

Reading List:

ST318 B. S. Everitt & G. Dunn, *Applied Multivariate Data Analysis*; B. S. Everitt, *The Analysis of Contingency Tables*, Chapman & Hall; A. Agresti, *An Introduction to Categorical Data Analysis*, Wiley (1996).

ST412.2 B. S. Everitt & G. Dunn, *Applied Multivariate Data Analysis*; C. Chatfield & A. J. Collins, *Introduction to Multivariate Analysis*; W. J. Krzanowski, *Principles of Multivariate Analysis*.

Methods of Assessment: There is a two-hour written examination in the Summer Term.

ST322**Actuarial Life and Other Contingencies II (Half unit course)**

Teacher Responsible: Mr. M. Gilbert, Room S218a
Availability and Restrictions: This course is primarily for: B.Sc. Actuarial Science (3rd year). B.Sc. Business Mathematics and Statistics. ST222 **Actuarial Life Contingencies I** and ST226 **Actuarial Investigations (Financial)** are prerequisites.

Core Syllabus: Further actuarial mathematics and their application.

Course Content: Multiple state models. Calculating the present and accumulated values of a stream of payments using a multiple decrement model for the probability of payments being made. Sickness models. Functions involving more than one life. Commutation functions suitable for valuing pension fund benefits and contributions. Profit-testing applied to unit linked policies. Emerging costs analysis

Teaching Arrangements:

Lectures ST322: 20 hours Lent Term.
 Classes ST322A: 10 Lent Term. Revision classes may be arranged for Summer Term.

Written Work: Written answers to set problems will be expected on a weekly basis.

Reading List: Core reading notes for subject D1 obtainable from Institute of Actuaries

Methods of Assessment: A three-hour written examination in the Summer Term.

ST324**Actuarial Applied Statistics**

Teacher Responsible: Dr. A. Dassios, Room S218
Availability and Restrictions: This course is primarily for: B.Sc. (Statistics), B.Sc. Business Mathematics and Statistics, B.Sc. Actuarial Science. This course must not be taken with either ST302 or OR304. Prerequisites: ST202 **Probability, Distribution Theory and Inference**.

Core Syllabus: An introduction to the use of statistics in actuarial science, with special reference to insurance.

Course Content:

ST302.1 **Elementary Stochastic Processes**
 ST302.2 **Actuarial Applications of Stochastic Processes**
 ST324.1 **Fundamentals of Decision Theory (Dr. J. Howard)**
 ST324.2 **Bayesian Statistical Methods (Dr. B. Blight)**

Teaching Arrangements: Students attend all the teaching recommended for ST302 and:

Lectures ST324.1: 10 Michaelmas Term.

Classes ST324.1A: 5 Michaelmas Term.

Lectures ST324.2: 10 Lent Term

Classes ST324.2A: 5 Lent Terms.

Reading List:

Students should refer to the reading list for ST302 and:
 ST324.1: Core reading notes for subject C2 obtainable from Institute of Actuaries; S. French, *Decision Theory: An Introduction to the Mathematics of Rationality*; S. R. Watson & D. M. Buede, *Decision Synthesis: The Principle and Practice of Decision Analysis*; J. T. Buchanan, *Discrete and Dynamic Analysis*; D. V. Lindley, *Making Decisions*; H. Raiffa, *Decision Analysis: Introductory Lectures on Choices under Uncertainty*.

ST324.2: P. M. Lee, *Bayesian Statistics: An Introduction*, Wiley.

Methods of Assessment: There will be a three-hour written examination in the Summer Term on S302.2 and a two-hour written examination in the Summer Term on ST302.1, ST324.1 & ST324.2.

ST325**Simulation Modelling and Analysis (Half unit course)**

Teacher Responsible: Mr. D. W. Balmer, Room S208
Availability and Restrictions: This course is primarily for: B.Sc. (Actuarial Science) 3rd Year; B.Sc. Business Mathematics and Statistics (3rd Year). Some experience of elementary statistics is useful as is some limited experience of computer programming.

Core Syllabus: The aim of the course is to introduce students to the concepts, techniques and practical aspects of the development and analysis of simulation models.

Course 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 Arrangements:

Lectures ST325: 15 hours Michaelmas and Lent Terms.

Classes ST325A: 15 hours Michaelmas and Lent Terms.

The teaching will emphasize practical aspects of simulation modelling and will require active participation of students at most sessions.

Reading List: A. M. Law & W. D. Kelton, *Simulation Modelling and Analysis*; M. Pidd, *Computer Simulation in Management Science*; R. Paul & D. W. Balmer, *Simulation Modelling*.

Methods of Assessment: The course is examined entirely on the basis of course work and a project involving the development, implementation and analysis of a simulation model.

ST326**Actuarial Investigations: Statistical (Half unit course)**

Teacher Responsible: Dr. A. Dassios, Room S218
Availability and Restrictions: This course is primarily for: B.Sc. Actuarial Science 3rd year; B.Sc. Business Mathematics and Statistics. MA100 **Mathematical Methods** and ST102 **Elementary Statistical Theory** are prerequisites.

Core Syllabus: Estimation and smoothing of decremental rates and aspects of demography affecting them.

Course Content: Properties and estimation techniques for statistical models underlying a process with a single decrement. Collecting data in a form suitable for examining past experience. Exposure to risk. Census and exact exposure methods and the derivation of crude decrement rates for a single decrement model by age and duration. Monitoring actual against expected experience for a single decrement model. Methods of graduation. Testing the suitability of a graduation. Social, economic and regional factors affecting mortality. Mortality indices. Population experience. Discussion of the results of the Continuous Mortality Investigation. English Life Tables. The use of likelihood estimation.

Teaching Arrangements:

Lectures ST326: 20 Michaelmas Term.
 Classes ST326A: 10 Michaelmas Term. Revision classes may be arranged for Summer Term.

Reading List: Core Reading Notes (D2) obtainable from the Institute of Actuaries.

Methods of Assessment: A three-hour written examination in the Summer Term.

ST327**Marketing and Market Research**

Teacher Responsible: Dr. C. Phillips, Room S266
Availability and Restrictions: This course is primarily for B.Sc. (Management Sciences), Diploma in Management Sciences and B.Sc. Business Mathematics and Statistics. An understanding of the elements of probability and statistical inference is required, together with a first course in survey methods and Regression Analysis such as ST254 **Statistical Techniques in Management Sciences** or EC220 **Introduction to Econometrics and Economic Statistics**.

Core Syllabus: The aim of the course is to cover the main methods of data collection and analysis used in market and opinion research and to introduce models for perception, attitude structure and buying behaviour. Only available for 3rd year students who have fulfilled the prerequisites or General Course students.

Course Content:

ST327.1 **Marketing and Market Research** (Michaelmas Term – Dr. C. Phillips, Lent Term – Ms. J. I. Galbraith): **Research Methods** is the core methods course and is predominantly concerned with the application of survey methods in market and opinion research. Marketing information systems. Problem formulation and research designs for market and opinion research. Random sampling and statistical inference: stratification clustering, multistage, multiphase, and area sampling. Sampling frames and non-response. Quota sampling. Data collection methods; interviews, mail questionnaires, observation, panel studies, retail audits and some more qualitative methods. Attitude measurement. Causal designs. Demand forecasting, test marketing, product tests, advertising and public opinion research.

ST327.2 **Case Studies (Professor M. Sommers)** Students will build on this information and technique gained from ST327.1 by carrying out a cooperative Marketing Case Study though individual write up of this is marked separately from the examination.

Teaching Arrangements: Lectures: ST327.1 26 Michaelmas and Lent Terms.
 Lectures: ST327.2 10 two-hour case-study meetings Lent Term.
 Classes: ST327.1A 16 Michaelmas, Lent and Summer Terms.

Written Work: Students will look at about 6 marketing and statistical problems for ST327.1. They will also be asked to prepare a class paper and a report for ST327.2. ST327.2 – As above in course content. Students submit a written project based on their continued case study work.

Reading List: No one book covers the entire syllabus. Students are however advised to purchase: T. C. Kinnear & J. R. Taylor, *Marketing Research: An Applied Approach* (Available in paperback).

Books which students may wish to consult include: C. A. Moser & G. Kalton, *Survey Methods in Social Investigation*; R. W. Worcester & J. Downham (Eds.), *Consumer Market Research Handbook*.

Methods of Assessment: There is a three-hour written examination in the Summer Term based upon ST327.1. It will be marked out of 70% and there will be a course-work mark out of 30% based upon ST327.2.

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School Buildings



From letters indicate the building e.g. H500 is in Cornwright House

A. Ashurst Building	K King's Chambers	X St Philip's Building - Health Centre
B. Columbus House	L Lincoln Chambers	Y St Philip's Building - South Block
C. Cornwright Building	M The Annexe	Z St Philip's Building - North Block
D. Deane House	PH Posh Hall	
E. East Building	PS 1 Portmouth St	▣ Wheelchair Access
F. Fitzwilliam	R Lionel Robbins Building	▣ Entrance
H. David Light House	S St Clement's Building	▬ Connecting Bridges
J. Cornwright House	T Tynes Court	

School Buildings



Prefix letters indicate the building e.g. H500 is in Connaught House

- | | | |
|--------------------------------|----------------------------------|--|
| A Old (main) Building | K King's Chambers | X St Philips Building - Health Centre |
| B Columbia House | L Lincoln Chambers | Y St Philips Building - South Block |
| C Clare Market Building | N The Anchorage | Z St Philips Building - North Block |
| D Clement House | PH Parish Hall | |
| E East Building | PS 1 Portsmouth St. |  Wheelchair access |
| G 20 Kingsway | R Lionel Robbins Building |  Entrances |
| H Connaught House | S St Clement's Building |  Connecting bridges |
| J Cowdray House | T Tymes Court | |

