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The London School of Economics and Political Science



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Calendar 1983-84

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The London School of Economics and Political Science *Calendar 1983-84*

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

Calendar 1983-84

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Dates of Terms

Session 1983-84

Michaelmas Term: Thursday, 29 September 1983 to Friday, 9 December 19

(Teaching begins Monday, 3 October 1983)

Lent Term: Monday, 9 January 1984 to Friday, 16 March 1984

Summer Term: Wednesday, 25 April 1984 to Tuesday, 3 July 1984

Session 1984-85

Michaelmas Term: Thursday, 4 October 1984 to Friday, 14 December 1984

(Teaching begins Monday, 8 October 1984)

Lent Term: Monday, 14 January 1985 to Friday, 22 March 1985

Summer Term: Monday, 29 April 1985 to Friday, 5 July 1985

Calendar 1983-84

(University functions in Italics)

September 1983

1	Th	
2	F	
3	S	
4	S	
5	M	
6	T	Investments Committee, 5 p.m.
7	W	
8	Th	
9	F	
10	S	
11	S	
12	M	
13	T	
14	W	
15	Th	
16	F	
17	S	
18	S	
19	M	
20	T	
21	W	
22	Th	
23	F	
24	S	
25	S	
26	M	
27	T	
28	W	
29	Th	School Michaelmas Term begins
30	F	

1	S	
2	S	
3	M	
4	T	Academic Studies Sub-Committee, 2 p.m. Standing Committee, 5.15 p.m.
5	W	<i>University Michaelmas Term begins.</i> Standing Sub-Committee of the Appointments Committee, 2 p.m. <i>Board of Studies in Economics</i> 2.30 p.m.
6	Th	
7	F	
8	S	
9	S	
10	M	
11	T	Publications Committee, 12.30 p.m.
12	W	General Purposes Committee, 2 p.m. Graduate School Committee, 4.30 p.m.
13	Th	LSE/AUT Joint Negotiating and Consultative Committee, 5 p.m.
14	F	
15	S	
16	S	
17	M	Meeting of Professors of Economics, 2 p.m. Building Committee, 5.30 p.m.
18	T	
19	W	Academic Policy Committee, 2 p.m. Research Committee, 4.30 p.m.
20	Th	Athletics Committee, 4 p.m.
21	F	
22	S	
23	S	
24	M	
25	T	Admissions Committee, 10 a.m.
26	W	Appointments Committee, 2 p.m. Library Committee, 4.30 p.m. Directors's Reception for Academic Staff, 8 p.m.
27	Th	Committee on Administrative and Library Staff, 10 a.m.
28	F	
29	S	
30	S	
31	M	

1	T	Academic Studies Sub-Committee, 2 p.m. Standing Committee, 5.15 p.m.
2	W	Academic Board, 2 p.m. Graduate School Committee, 4.30 p.m.
3	Th	External Relations Committee, 5 p.m. Director's Reception for Academic Staff, 8 p.m.
4	F	Sub-Committee on Student Numbers, 10 a.m. Committee on the Welfare of Overseas Students, 2 p.m.
5	S	
6	S	
7	M	Meeting of the Professors of Economics, 2 p.m. Student Health Service Committee, 4.15 p.m.
8	T	Committee on Undergraduate Studies, 5 p.m.
9	W	General Purposes Committee, 2 p.m.
10	Th	
11	F	
12	S	
13	S	
14	M	Staff Research Fund Committee, 2 p.m.
15	T	Joint Meeting of Standing Committee and Student Governors, 5.15 p.m.
16	W	Conference Grants Sub-Committee, 12 noon. Academic Policy Committee, 2 p.m. <i>Board of Studies in Economics</i> 2.30 p.m.
17	Th	LSE/AUT Joint Negotiating and Consultative Committee, 5 p.m.
18	F	Inter Halls Committee, 2 p.m.
19	S	
20	S	
21	M	Catering Services Advisory Committee, 3 p.m.
22	T	
23	W	Standing Sub-Committee of the Appointments Committee, 2 p.m.
24	Th	Committee on Accommodation, 2 p.m.
25	F	Safety Committee, 2 p.m.
26	S	
27	S	
28	M	
29	T	Admissions Committee, 10 a.m.
30	W	Academic Board, 2 p.m. Graduate School Committee, 4.30 p.m.

December 1983

1	Th	
2	F	
3	S	
4	S	
5	M	Committee on Administrative and Library Staffs, 10 a.m. Meeting of Professors of Economics, 2 p.m. Building Committee, 5.30 p.m.
6	T	Publications Committee, 12.30 p.m. Academic Studies Sub-Committee, 2 p.m. Committee on Undergraduate Studies, 5 p.m. Standing Committee, 5.15 p.m.
7	W	Appointments Committee, 2 p.m. Research Committee, 4.30 p.m.
8	Th	School Carol Service, 5.30 p.m.
9	F	School Michaelmas Term ends
10	S	
11	S	
12	M	
13	T	
14	W	University Michaelmas Term ends
15	Th	Court of Governors, 5 p.m.
16	F	
17	S	
18	S	
19	M	
20	T	
21	W	
22	Th	
23	F	School Buildings close for Christmas holiday, 9.30 p.m.
24	S	
25	S	Christmas Day
26	M	Public Holiday
27	T	Public Holiday
28	W	
29	Th	
30	F	
31	S	

January 1984

1	S	
2	M	Public Holiday
3	T	School buildings re-open, 9.30 a.m.
4	W	
5	Th	
6	F	
7	S	
8	S	
9	M	School Lent Term begins
10	T	Academic Studies Sub-Committee, 2 p.m. Committee on Undergraduate Studies, 5 p.m. Standing Committee, 5.15 p.m.
11	W	University Lent Term begins Standing Sub-Committee of the Appointments Committee, 2 p.m.
12	Th	
13	F	
14	S	
15	S	
16	M	Meeting of the Professors of Economics, 2 p.m. Student Health Service Committee, 4.15 p.m.
17	T	
18	W	Presentation Day. Conference Grants Sub-Committee, 12 noon. General Purposes Committee, 2 p.m. Graduate School Committee, 4.30 p.m.
19	Th	LSE/AUT Joint Negotiating and Consultative Committee, 5 p.m.
20	F	
21	S	
22	S	
23	M	
24	T	Committee on Undergraduate Studies, 5 p.m.
25	W	Academic Policy Committee, 2 p.m. Board of Studies in Economics, 2.30 p.m. Library Committee, 4.30 p.m.
26	Th	Athletics Committee, 4 p.m. External Relations Committee, 5 p.m.
27	F	
28	S	
29	S	
30	M	
31	T	Admissions Committee, 10 a.m. Investments Committee, 5 p.m.

February 1984

1	W	Appointments Committee, 2 p.m. Research Committee, 4.30 p.m.
2	Th	Committee on Administrative and Library Staffs, 2 p.m.
3	F	
4	S	
5	S	
6	M	Academic Studies Sub-Committee, 2 p.m. Committee on Undergraduate Studies, 5 p.m. Standing Committee 5.15 p.m. Academic Board, 2 p.m.
7	T	
8	W	
9	Th	Sub-Committee on Student Numbers, 10 a.m. Committee on the Welfare of Overseas Students, 2 p.m.
10	F	
11	S	
12	S	Meeting of the Professors of Economics, 2 p.m. Committee on Undergraduate Studies, 5 p.m. Joint Meeting of the Standing Committee and Student Governors, 5.15 p.m. Student Support Committee, 11 a.m. Standing Sub-Committee of the Appointments Committee, 2 p.m. Graduate School Committee, 4.30 p.m.
13	M	
14	T	
15	W	
16	Th	Committee on Accommodation, 2 p.m.
17	F	
18	S	
19	S	Staff Research Fund Committee, 2 p.m. Publications Committee, 12.30 p.m. Standing Sub-Committee of the Appointments Committee, (all day) LSE/AUT Joint Negotiating and Consultative Committee, 5 p.m. Standing Sub-Committee of the Appointments Committee, 10 a.m. Safety Committee, 2 p.m.
20	M	
21	T	
22	W	
23	Th	
24	F	
25	S	
26	S	Catering Services Advisory Committee, 3 p.m. General Purposes Committee, 2 p.m. Academic Policy Committee, 4.30 p.m.
27	M	
28	T	
29	W	

March 1984

1	Th	
2	F	
3	S	
4	S	Committee on Undergraduate Studies, 5 p.m. Standing Committee, 5.15 p.m. Conference Grants Sub-Committee, 12 noon. Appointments Committee, 2 p.m. Inter-Halls Committee, 2 p.m. Board of Studies in Economics, 2.30 p.m. Athletics Committee, 4 p.m.
5	M	
6	T	
7	W	
8	Th	
9	F	
10	S	
11	S	Meeting of the Professors of Economics, 2 p.m. Building Committee, 5.30 p.m. Admissions Committee, 10 a.m. Academic Studies Sub-Committee, 2 p.m. Committee on Undergraduate Studies, 5 p.m. Presentation Day. Academic Board, 2 p.m. Research Committee, 4.30 p.m. Committee on Administrative and Library Staffs, 2 p.m. Court of Governors, 5 p.m. School Lent Term ends
12	M	
13	T	
14	W	
15	Th	
16	F	
17	S	
18	S	University Lent Terms ends
19	M	
20	T	
21	W	
22	Th	
23	F	
24	S	
25	S	
26	M	
27	T	
28	W	
29	Th	
30	F	
31	S	

1	S	
2	M	
3	T	
4	W	
5	Th	
6	F	
7	S	
8	S	
9	M	
10	T	
11	W	
12	Th	
13	F	
14	S	
15	S	
16	M	
17	T	School buildings close for Easter holiday, 9.30 p.m.
18	W	
19	Th	
20	F	
21	S	
22	S	Easter Sunday
23	M	
24	T	
25	W	School buildings re-open, 9.30 a.m. School Summer Term begins. University Summer Term begins. Standing Sub-Committee of the Appointments Committee, 2 p.m.
26	Th	
27	F	
28	S	
29	S	
30	M	

1	T	Academic Studies Sub-Committee, 2 p.m.
2	W	General Purposes Committee, 2 p.m. <i>Board of Studies in Economics</i> , 2.30 p.m.
3	Th	
4	F	
5	S	
6	S	
7	M	May Day Public Holiday
8	T	Admissions Committee, 10 a.m. Committee on Administrative and Library Staffs, 2 p.m. Standing Committee, 5.15 p.m. Graduands' Reception, 6.30 p.m.
9	W	<i>Presentation Day.</i> Academic Policy Committee, 2 p.m. Graduate School Committee, 4.30 p.m. Committee on Undergraduate Studies, 5 p.m.
10	Th	Athletics Committee, 4 p.m.
11	F	Inter-Halls Committee, 11.30 a.m. Committee on the Welfare of Overseas Students, 2 p.m.
12	S	
13	S	
14	M	Meeting of the Professors of Economics, 2 p.m. Student Health Service Committee, 4.15 p.m.
15	T	Committee on Undergraduate Studies, 5 p.m. Joint Meeting of Standing Committee and Student Governors, 5.15 p.m.
16	W	Student Support Committee, 11 a.m. Appointments Committee, 2 p.m. Research Committee, 4.30 p.m.
17	Th	
18	F	
19	S	
20	S	
21	M	Staff Research Fund Committee, 2 p.m.
22	T	
23	W	Academic Board, 2 p.m. Library Committee, 4.30 p.m.
24	Th	LSE/AUT Joint Negotiating and Consultative Committee, 5 p.m.
25	F	
26	S	
27	S	
28	M	Spring Bank Holiday
29	T	Publications Committee, 12.30 p.m. Academic Studies Sub-Committee, 2 p.m.
30	W	Standing Sub-Committee of the Appointments Committee, 2 p.m.
31	Th	Committee on Accommodation, 2 p.m. External Relations Committee, 5 p.m.

1	F	
2	S	
3	S	
4	M	Committee on Administrative and Library Staffs, (all day)
5	T	Standing Committee, 5.15 p.m.
6	W	General Purposes Committee, 2 p.m. Inter-Halls Committee, 2 p.m. <i>Board of Studies in Economics</i> , 2.30 p.m.
7	Th	
8	F	Sub-Committee on Student Numbers, 10 a.m.
9	S	
10	S	
11	M	
12	T	Investments Committee, 5 p.m.
13	W	Academic Policy Committee, 2 p.m. Graduate School Committee, 4.30 p.m.
14	Th	LSE/AUT Joint Negotiating and Consultative Committee, 5 p.m.
15	F	Safety Committee, 2 p.m.
16	S	
17	S	
18	M	Catering Services Advisory Committee, 3 p.m.
19	T	
20	W	Appointments Committee, 2 p.m. Research Committee, 4.30 p.m.
21	Th	Athletics Committee, 4 p.m.
22	F	
23	S	Open Day
24	S	
25	M	Meeting of the Professors of Economics, 2 p.m. Building Committee, 5.30 p.m.
26	T	
27	W	Conference Grants Sub-Committee, 12 noon. Academic Board, 2 p.m.
28	Th	
29	F	
30	S	

1	S	
2	M	
3	T	School Summer Term ends Standing Committee, 5.15 p.m.
4	W	University Summer Term ends
5	Th	
6	F	
7	S	
8	S	
9	M	
10	T	
11	W	
12	Th	Court of Governors, 5.15 p.m.
13	F	
14	S	
15	S	
16	M	
17	T	
18	W	
19	Th	
20	F	
21	S	
22	S	
23	M	
24	T	
25	W	
26	Th	
27	F	
28	S	
29	S	
30	M	
31	T	

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²R. Young

¹Nominated by the Inner London Education Authority

²Nominated by the Students' Union

³Nominated by the Academic Board

⁴Nominated by the Senate of the University of London

⁵Nominated by the London School of Economics Society

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 (Two vacancies)

INVESTMENTS COMMITTEE

The Chairman of the Court of Governors
 The Vice-Chairman of the Court of Governors
 The Director
 The Pro-Director
 Sir Anthony Burney (Chairman)
 Mr. C. H. Barclay
 The Rt. Hon. Lord Croham
 Mr. R. J. Kirton
 Professor A. R. Prest
 Mr. E. de Rothschild

LIBRARY PANEL (a sub-committee of the Standing Committee)

Sir Anthony Part (Chairman)
 The Director
 The Pro-Director
 The Librarian
 The Chairman of the Library Committee
 (Mr. D. J. Sinclair)
 Mr. R. E. Bird
 Sir Frederick Dainton
 Dr. C. Crouch
 Professor W. Letwin

Committees of the Academic Board

GENERAL PURPOSES COMMITTEE

The Director
The Pro-Director
The Vice-Chairman of the Academic Board
(Professor W. R. Cornish)
The General Secretary of the Students' Union
(Ms. Debbi Hindson)
The Graduate Affairs Officer of the Students' Union Executive
(Ms. Luciana Ballini)

} *ex officio*

Mr. D. W. Balmer
Professor P. S. Dasgupta
Professor D. R. Diamond
Mr. J. R. Drewett
Dr. J. Midgeley
Dr. A. N. Oppenheim
Professor R. A. Pinker
Dr. A. B. Polonsky
Dr. S. A. Roberts
Mr. G. Schöpflin
Professor S. Strange
The Dean of the Graduate School (Mr. P. F. Dawson)
The Dean of Undergraduate Studies (Mrs. E. V. Barker)
(Two vacancies)

Four student members nominated by the Students' Union

ACADEMIC POLICY COMMITTEE

The Director
The Pro-Director
The Chairman of the Graduate School Committee
(Professor M. S. Anderson)
The Dean of the Graduate School
(Mr. P. F. Dawson)
The Dean of Undergraduate Studies
(Mrs. E. V. Barker)
The Librarian
The Vice-Chairman of the Academic Board
(Professor W. R. Cornish)
The Vice-Chairman of the Appointments Committee
(Professor D. J. Bartholomew)
The Chairman of the Academic Studies Sub-Committee
(Professor E. A. Wrigley)

} *ex officio*

Dr. R. W. D. Boyce
Professor M. W. Cranston
Dr. C. J. Crouch
Dr. P. Earle
Dr. J. G. H. Fulbrook
Mr. H. Glennerster
Mr. R. A. Jackman
Dr. B. S. Johnson
Mr. D. K. C. Jones
Professor G. W. Jones

Dr. J. O. Kaplan
Mr. S. Lumby
Mr. A. G. L. Nicol
Dr. A. N. Oppenheim
Dr. R. J. Paul
Dr. C. M. Phillips
Professor R. A. Pinker
Dr. R. Richardson
Dr. I. Roxborough
Mr. N. R. A. Sims
Dr. J. Sutton
Mr. J. J. Thomas
Dr. E. G. Zahar

ACADEMIC STUDIES SUB-COMMITTEE OF THE ACADEMIC POLICY COMMITTEE

The Pro-Director
The Dean of Undergraduate Studies
(Mrs. E. V. Barker)

} *ex officio*

Professor E. A. Wrigley (Chairman)
Dr. C. J. Crouch
Dr. P. Earle
Dr. J. G. H. Fulbrook
Mr. R. A. Jackman
Professor G. W. Jones
Professor R. A. Pinker
(Two vacancies)

COMPUTING SUB-COMMITTEE OF THE ACADEMIC POLICY COMMITTEE

The Director
The Pro-Director
The Chairman of the Computer Services Users' Committee
(Dr. C. Board)

} *ex officio*

Professor A. S. Douglas (Chairman)
Dr. G. D. Gaskell
Mr. J. M. Jacob
Dr. B. S. Johnson
Professor F. F. Land
Dr. H. Norton
Dr. T. J. Nossiter
Mr. P. J. Wakeford
Dr. S. J. Waters
(Vacancy)

Two student members to be nominated by the Students' Union

COMMITTEE ON STUDENT NUMBERS

(A sub-committee of the Academic Policy Committee)

The Director
The Pro-Director
Professor W. R. Cornish (Vice-Chairman of the Academic Board)
Dr. R. C. Estall (Chairman of the Admissions Committee)
Mr. A. J. Beattie (Vice-Chairman of the Admissions Committee)
Professor M. S. Anderson (Chairman of the Graduate School Committee)
Mr. P. F. Dawson (Dean of the Graduate School)

Mrs. E. V. Barker (Dean of Undergraduate Studies)
 Mr. J. Potter (Senior Tutor to General Course Students)
 Professor E. A. Wrigley (Chairman of the Academic Studies Sub-Committee)

CONFERENCE GRANTS SUB-COMMITTEE
 (A sub-committee of the General Purposes Committee)
 The Director
 The Pro-Director } *ex officio*
 Professor D. A. Martin
 Professor A. R. Prest
 Dr. M. Leifer

COMMITTEE ON ACCOMMODATION
 The Director
 The Pro-Director
 The Vice-Chairman of the Academic Board
 (Professor W. R. Cornish)
 The General Secretary of the Students' Union (Ms. Debbi Hindson) } *ex officio*
 Mr. R. F. G. Alford
 Dr. C. Board
 Mr. M. E. Falkus
 Mr. I. G. F. Karsten
 Mr. S. P. Lumby
 Dr. D. McKnight
 Dr. H. Machin
 Dr. A. E. M. Seaborne
 (Vacancy)

Four student members nominated by the Students' Union

CAREERS ADVISORY SERVICE COMMITTEE
 The Director
 The Pro-Director } *ex officio*
 Dr. S. R. Hill (Chairman)
 Mr. G. C. Brunton
 Mr. R. J. Kirton
 Mrs. K. F. Russell
 Mr. E. C. Sosnow
 Mr. S. F. Wheatcroft } *appointed by the Court of Governors*
 Dr. J. V. Howard
 Mr. I. G. F. Karsten
 Mr. S. P. Lumby
 Dr. J. A. Rees
 Dr. D. Stevenson
 Dr. J. E. Stockdale
 (Two vacancies)

Nine student members

COMPUTER TIME ALLOCATION COMMITTEE
 The Pro-Director
 The Vice-Chairman of the Academic Board
 (Professor W. R. Cornish)
 The Convener of the Statistics Department (Professor J. Hajnal)
 Dr. C. J. Crouch
 Professor M. Zander } *ex officio*

GRADUATE SCHOOL COMMITTEE
 The Director
 The Pro-Director } *ex officio*
 Professor M. S. Anderson (Chairman)
 Mr. P. F. Dawson (Dean)
 Professor B. V. Carsberg
 Mr. M. D. Donelan
 Dr. C. R. S. Dougherty
 Dr. C. J. Fuller
 Mrs. B. E. Hay
 Dr. S. R. Hill
 Dr. E. H. Hunt
 Professor L. H. Leigh
 Professor I. H. Nish
 Dr. A. N. Oppenheim
 Professor R. A. Pinker
 Dr. J. A. Rees
 Dr. R. Richardson
 Mr. J. V. Rosenhead
 Mr. M. D. Steuer
 Mr. L. A. Wolf-Phillips
 Dr. E. G. Zahar

NORTHERN STUDIES COMMITTEE
 The Director
 The Pro-Director
 The Cultural Attachés of the Four Northern Countries
 Professor M. S. Anderson (Chairman)
 Dr. R. W. D. Boyce
 Mr. J. T. S. Madeley
 Mr. J. Potter
 Mr. M. J. Reddin
 Dr. N. A. Spence } *ex officio*

PUBLICATIONS COMMITTEE
 The Director
 The Pro-Director } *ex officio*
 The Librarian
 Professor D. A. Martin (Chairman)
 Professor K. Bourne
 Dr. T. J. Nossiter
 Mr. M. J. Reddin
 (Vacancy)

STUDENT SUPPORT COMMITTEE

The Director
The Pro-Director
Dr. R. C. Estall
Mr. A. J. Beattie
Mrs. E. V. Barker
Mr. P. F. Dawson } *ex officio*
Professor M. S. Anderson
Mr. B. R. Green
Dr. M. Leifer
Dr. T. J. Nossiter
Mr. H. B. Rees
Ms. H. M. Scoging
Mr. D. J. Sinclair
Mr. J. J. Thomas
(Four vacancies)
Ms. Debbi Hindson
Mr. Li Mann-Kee
One other student member

COMMITTEE ON THE STUDENT HEALTH SERVICE

The Director
The Pro-Director } *ex officio*
Mr. H. Glennerster (Chairman)
Professor J. A. G. Griffith
Dr. J. McShane
Dr. S. Ramon

Four student members

COMMITTEE ON UNDERGRADUATE STUDIES

The Director
The Pro-Director
The Dean of Undergraduate Studies (Mrs. E. V. Barker) (Chairman)
The Academic Affairs Officer of the Students' Union
One member of the academic staff from each department
One student member from each department

Appointments Committee and its Committees

APPOINTMENTS COMMITTEE

The Appointments Committee consists of the Director, the Pro-Director, all professors, any other conveners of departments and other 'heads of departments' (including the Librarian).

STANDING SUB-COMMITTEE OF THE APPOINTMENTS COMMITTEE

The Director
The Pro-Director
The Vice-Chairman of the Appointments Committee } *ex officio*
(Professor D. J. Bartholomew)

Professor M. S. Anderson
Professor L. P. Foldes
Professor E. A. Gellner
Professor R. Higgins
Professor W. Letwin
Professor D. G. MacRae
Professor S. J. Nickell
Professor R. A. Pinker

RESEARCH COMMITTEE

The Director
The Pro-Director
The Librarian } *ex officio*
Professor D. G. MacRae (Chairman)
Mr. J. C. R. Charvet
Professor D. R. Diamond
Mr. A. C. Harvey
Professor R. Higgins
Dr. C. Howson
Professor R. A. Pinker
Dr. R. Richardson
Dr. A. P. E. L. Sealy
Dr. M. Walker

Committees Advisory to the Director

ADMISSIONS COMMITTEE (Undergraduate Courses)

The Director
The Pro-Director } *ex officio*
Dr. R. C. Estall (Chairman)
Mr. A. J. Beattie (Deputy Chairman)
Mr. R. F. G. Alford
Mr. D. E. Baines
Mr. M. H. Banks
Dr. N. A. Barr
Professor K. G. Binmore
Mr. P. F. Dawson
Mr. M. E. Falkus
Dr. A. M. Green
Mr. G. A. Grün
Dr. C. Harlow
Mr. J. M. Jacob
Mr. A. D. Jones
Mr. K. Klappholz
Dr. M. Leifer
Mr. D. McKay
Mr. K. R. Minogue
Dr. J. P. Parry
Mr. D. F. J. Piachaud
Dr. A. B. Polonsky
Mr. J. Potter
Ms. J. M. Rutterford
Miss H. M. Scoging
Dr. A. D. S. Smith
Dr. A. W. Swingewood

Dr. P. G. Taylor
Mr. J. J. Thomas
Mr. E. Thorp

ATHLETICS COMMITTEE

Mr. C. A. O'Muircheartaigh (Chairman)
Mr. M. E. Falkus (Vice-Chairman)
The Pro-Director
Mr. D. W. Balmer
Dr. E. A. Kuska } *nominated by the Academic Board*
Mr. K. R. Minogue (*representing the Senior Common Room*)
The President of the Athletic Union
The Internal Vice-President of the Athletic Union
The External Vice-President of the Athletic Union
The General Secretary of the Athletic Union
The Treasurer of the Athletic Union
The Assistant General Secretary of the Athletic Union
Mr. A. Macduff
Mr. D. Phelps (*representing the Economicals Club*)

COMMITTEE ON ADMINISTRATIVE AND LIBRARY STAFFS

The Director (Chairman)
The Pro-Director
Chairman of the Library Committee (Mr. D. J. Sinclair)
The Vice-Chairman of the Academic Board (Professor W. R. Cornish)
The Vice-Chairman of the Appointments Committee (Professor D. J. Bartholomew)
Dr. C. Crouch
Professor D. G. MacRae } *nominated by the Standing Committee*
The Librarian
The Secretary (Dr. C. J. Challis)

LIBRARY COMMITTEE

The Director
The Pro-Director
The Librarian
The Chairman of the Library Panel (Sir Antony Part)
The General Secretary of the Students' Union
(Ms. Debbi Hindson)
The Graduate Affairs Officer of the Students' Union Executive
(Ms. Luciana Ballini)
Mr. D. J. Sinclair (Chairman)
Professor D. A. Martin (Vice-Chairman)
Mr. R. E. Bird
Sir Frederick Dainton } *nominated by the Standing Committee*

Mr. A. Cornford
Dr. M. J. Hebbert
Professor W. Letwin
Professor I. M. Lewis
Dr. J. McShane
Professor B. S. Yamey
(Vacancy) } *nominated by the Academic Board*

An Academic Governor Member of the Library Panel
Two student members nominated by the Students' Union

(Up to two further outside members)

EQUIPMENT COMMITTEE

The Pro-Director (Chairman)
The Vice-Chairman of the Academic Board (Professor W. R. Cornish)
Dr. C. J. Crouch

INTER-HALLS COMMITTEE

The Director
The Pro-Director
The Warden of Carr-Saunders Hall (Dr. E. Kuska) (Chairman)
The Warden of Passfield Hall (Dr. M. Perlman)
The Warden of Rosebery Avenue Hall (Mr. K. Klappholz)
The Academic Resident of Fitzroy Street Flats (Dr. A. Shaked)
The Academic Resident of Maple Street Flats (Dr. S. Alpern)
Four student representatives resident in the Carr-Saunders complex and comprising two students resident in the Hall and one resident in each block of flats elected by the Hall Society.
Two student representatives resident in Passfield Hall and elected by the Hall Society.
Two student representatives resident in Rosebery Avenue Hall and elected by the Hall Society.

CATERING SERVICES ADVISORY COMMITTEE

The Director
The Pro-Director (Chairman)
Professor T. C. Barker
Miss J. Pinney
Dr. C. Whitehead } (*representing the Senior Common Room*)
Miss E. Roberts } (*representing the Administrative Staff Common Room*)
Miss P. Kendall }
The Senior Treasurer of the Students' Union (Mr. John Donkersley)

Four student members

SAFETY COMMITTEE

Professor M. Zander (Chairman)
Two representatives of the ASTMS

Two representatives of the AUT
 One representative of the EETPU
 Two representatives of NALGO
 Two representatives of the TGWU
 One representative of SOGAT
 One representative of ACCTS
 The Bursar
 The School Health Service Officer
 The Administrative Officer Residences and Catering
 The Assistant Personnel Officer
 The House Manager
 The Deputy Catering Manager
 The School Nurse
 The Safety Officer
 The Library Steward

Three student members

COMMITTEE ON THE WELFARE OF OVERSEAS STUDENTS

The Pro-Director	} <i>ex officio</i>
The Welfare Officer of the Students' Union Executive	
The Dean of the Graduate School (Mr. P. F. Dawson)	
The Dean of Undergraduate Studies (Mrs. E. V. Barker)	
Professor R. Chapman (Chairman)	
Dr. J. O. Midgley	
Professor I. H. Nish	
Mr. J. Potter	
Mr. J. J. Thomas	
(Vacancy)	
The Chairman of the Student's Union Committee on Overseas Students' Welfare	
Three other members nominated by the Students' Union	

History of the School

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

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

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

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

little was gained in terms of actual space as these buildings replaced others previously used by the School.

However, 1970 also brought the prospect of the largest building expansion at any one time since the School was founded, with the possibility of a sixty per cent increase in accommodation. The School entered into a contract to purchase Strand House, a five-storey building with some 158,000 square feet of floor space, on an adjacent site in Portugal Street. The building has been adapted to rehouse the British Library of Political and Economic Science in a way which enables scholars, both from the School and beyond, to have full access to the Library's two million items.

Following a successful appeal the School took possession of the building on 31 March 1976 and conversion work commenced in the late autumn of 1976. The building was renamed the Lionel Robbins Building in July 1978 and the Library opened to readers in its new home in October of that year. The hopes of many members of the School, nurtured over more than a decade, were thus realised.

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

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

Report by the Director on the Work of the School During the Session 1981-82

For LSE, 1981-82 had one dominant theme: how do we reconcile academic quality and financial viability? Even today, it is possible to have both; indeed the School has gone a long way towards this objective. But it is also difficult to have both. Financial viability is not a result of academic quality, nor does academic quality guarantee financial viability. Much of this year's Report will thus of necessity be taken up by discussing this issue.

First, however, there are two happier events to report. Undoubtedly the most delightful LSE occasion during the academic year was the Honorary Fellows' Dinner on 3 June 1982. Among a distinguished group of new Honorary Fellows, Her Majesty Queen Elizabeth The Queen Mother honoured us by accepting the Honorary Fellowship of the School, attending the Dinner, and addressing the assembled guests. As Chancellor of the University, and most particularly in connection with the building of halls of residence for students - for which LSE as well as other Colleges of the University has received large sums from an anonymous donor - the Queen Mother helped us in numerous ways. The School shares the widespread affection for her, and is truly proud to count her among its Honorary Fellows. The other new Fellows represent a characteristic mixture of nationalities, of academic and public distinction, of subjects of interest, in short of what LSE stands for: Professor S. H. Beaver, Mr. C. Goustis, Professor K. J. Hancock, Professor A. Nove, Professor K. N. Raj, Mr. A. D. Knox, Dr. H. Limann, Professor T. Scitovsky. Among those who attended the Dinner and added lustre to the occasion were many distinguished former students, including the Canadian Prime Minister, Pierre Trudeau, the Secretary General of NATO Joseph Luns, and the Commonwealth Secretary General, Shridath Ramphal. Two Honorary Fellows of the School whose 80th birthday we celebrated during the past year, were also present. Sir Sydney Caine, Director of the School from 1957 to 1967, was 80 on 27 June. He carries his age lightly, and is happily often seen around the School. Sir Karl Popper, now a Companion of Honour, celebrated his 80th birthday on 28 July, when the School gave a reception for him which was attended by friends from many countries. Popper, one of the great scholars of our time, has had a profound influence on the School, and on many of its members, including this Director. We are proud that he is one of us.

The other happy event to report before I turn to more difficult matters, is very different in kind. It has to do with the physical environment of LSE, a subject on which many members of the School feel strongly. It is not easy to maintain a civilized environment in the centre of one of the world's largest cities, and yet it is important. In part, this depends on how people behave; but in part it is a question of how plant is kept, and notably how the buildings around Clare Market look. A donor who, for the moment, must remain anonymous, has decided to help the School in this respect. As a beginning, he has had the School buildings in Houghton Street cleaned, so that when the School returned to life at the end of the summer vacation in 1982, we saw the Old Building and the East Wing for the first time in their original colours. One or two, it emerged at the Honorary Fellows' Dinner, including Sir Sydney Caine, had actually been present at the laying of the Foundation stone of the Old Building by King George V in 1920; so they knew what the buildings looked like, and look like again. It lifts one's spirits to see an improved physical environment. The benefactor proposes to do even more; but the School is already deep in his debt.

Financial Viability

This is the eighth time that I am reporting on a session of LSE as Director. It is also the eighth time that I find it necessary to spend a great deal of time on financial matters. Indeed, some repetition is inevitable in view of the dramatic changes which have occurred, and which are still not appreciated by many. Since my first Report in 1974-75, there have been two fundamental changes in the financial parameters of the School:

- *All universities have experienced years in which increases in the government grant, which reaches us through the University Grants Committee and the Court of the University, have not kept pace with inflation. In recent years, the resulting decline in government subsidy has been a deliberate policy. This has not affected LSE disproportionately, but it has meant a reduction by about a tenth since the early 1970s.
- *The so-called overseas student element has been taken out of recurrent grants, that is to say, universities have, over a period of three years, lost that proportion of their government grant which corresponds to the proportion of their overseas students. LSE, in other words, of whose students more than one-third have long come from overseas, has lost one-third of its grant in the process.

Other factors must be added to this picture. They include notably a growing reluctance on the part of government to finance research and teaching in the social sciences. This has affected the Social Science Research Council, and through the SSRC, grants for postgraduates in the social sciences; it has also affected government decisions about the number of "low-fee" (mainly home) students whom we are allowed to have by 1983-84.

As a result of these developments, LSE was faced with the stark choice, either to reduce its operation, staff, buildings and all, by nearly a half, or to find funds from other sources. In reality, choices are never quite as stark as they are on paper. It is in fact possible to combine strategies to some extent. But the underlying problem was clear, and dramatic.

In responding to this problem, the School has taken, either explicitly or by implication, a number of decisions:

- *We have decided that, as Britain's largest School of the social sciences, LSE has a special responsibility for maintaining teaching and research in the social sciences at the highest possible level of quality. We were fortunate in that the University of London has recognized the legitimacy of this objective and helped us achieve it.
- *We have decided that, by a combination of measures, we would try to attract a similar number of overseas students as we had in the past, or indeed a larger number. A combination of new degrees (Diplomas), increases in particular categories of overseas students (General Course), and deliberate efforts to attract students from overseas have enabled us to achieve this objective.
- *We have decided that in order to maintain the "mix" of students from home and overseas, but above all from many parts of the world, from rich as well as poor countries, indeed students who come from well-to-do and others who come from poor families, we would have to develop a student support system. The most important, though by no means the only element of this system is the LSE 1980s Fund. In 1981-82, 101 students received support to the tune of £141,000 from the School.
- *We have decided that, apart from supporting the SSRC in its own fight for survival – and, of course, benefiting from the opportunities for research and postgraduate training which it offers – we would have to find resources for research elsewhere as well. In this we were greatly helped by the enormously important initiative which we owe to Professor M. Morishima, and which has led to the setting-up of the International Centre for Economics and Related Disciplines.
- *We have decided that for financial reasons, but arguably also on general academic

grounds, it is desirable for the School to shrink slightly, say, by ten per cent over a period of three or four years. We have taken the necessary steps to bring about such a reduction, always respecting the principle that there will be no redundancies on account of the savings which have to be made. The process of reduction has begun. It is unlikely to be more painful in the next few years than it has been in 1981-82.

The combination of these policies is not always easy. For example, our success in attracting overseas students has led to a temporary increase in student numbers. In 1981-82, the School had 3,812 full-time and 644 part-time students. It is likely however, that this was the peak in LSE student numbers, and that in the next two or three years, the total number of students will decline by something like 100 a year.

In financial terms, the policies sketched here, are reflected in two main consequences. First, the structure of the School's income has undergone significant change. Even five years ago, the School received two-thirds of its income from government grants, and only about one-quarter from fees. In 1981-82, government grants accounted for less than half our total income, whereas fee income had risen above 40 per cent. Income from non-government sources will, in 1982-83, be at least as high as income from government sources. In this sense, LSE is well under way towards what has come to be called "privatization", or more precisely, towards semi-independence in its sources of income. It is not irrelevant to add, in anticipating the discussion of academic quality, that during the same period the proportion of total expenditure spent on research has increased not inconsiderably.

The other, more immediate consequence of the School's policies was that, by a combination of measures, we were able to remain in black figures. In 1981-82, LSE had no deficit, but instead, a slight surplus. So far as the income side of the picture is concerned, the main reasons for this out-turn have already been indicated. However, we should not have succeeded in avoiding a deficit had we not taken the need for savings, and for some overall shrinkage seriously.

One of the measures taken to this end deserves brief description. LSE has never believed in a total "freeze" on the filling of vacant posts. Not only is such a freeze usually somewhat imperfect – there are essential posts which will undoubtedly be filled whatever happens – but it is also demoralizing. At the same time, it was, and is, clear that we would be unable to fill a major portion of vacant posts. We therefore invented a system of "pots", one on the academic and one on the support staff side. Each of these "pots" was initially provided with a primer of £20,000. In addition, 20% of all savings from vacancies fell into the respective "pot" for new appointments. In this way, we were able to make a considerable number of appointments both of teachers and of support staff, while at the same time continuing that move towards a new steady state which underlies all policies mentioned. On the whole, the "pot" system worked, although the respective committees probably erred somewhat on the generous side.

LSE finished the year 1981-82 in black figures. However, financial viability is more than one successful year. Viability is achieved only once it is clear that one has all major factors affecting income and expenditure under control. At the end of 1981-82, we are still a long way from that goal. On the income side, both government grants and our ability to attract overseas students remain uncertain. LSE is in the process of approaching the latter issue more systematically. Apart from the regular activities of Registry and Graduate School, special responsibility for Overseas students publicity has now been given to the External Relations and Appeals Office. But question marks remain. They are even larger with respect to government grants. This is all the more so in view of the spectre of the replacement of student grants by loans and its effect on individuals as well as institutions. No-one who has any sense of the realities of government in developed countries can deny that there is today a conflict between principles like the one that education is a civil right, and the constraints of public expenditure in a period of low growth and high unemployment. At the same time, it is hard to see how one can hope to maintain a first-rate university system if unnecessary

uncertainties are added to the inevitable ones. The time has come to define the line below which universities will not be allowed to fall, that is, the steady state of recurrent grant for the foreseeable future. Once this basis is given, it will also be necessary to reconsider some of the more absurd consequences of the policies of recent governments.

If one adds to the question marks on the income side those on the expenditure side, it is clear that viability is too ambitious a word to describe the financial position of the School. But clearly, our position is better than that of many other schools, colleges and universities, and may well remain such for some time to come.

Academic Quality (1): A General Comment

Thus, is there reason for complacency? Readers of this Report may well conclude at this point that LSE demonstrates the success of a policy of self-reliance, and that now all is well. They are wrong. Worse than that, they overlook what universities are about. Universities are about inquiry and communication, about research and teaching at the frontiers of knowledge. The quality of their research and teaching however is not related in any direct way to their ability to attract funds. The subject is so important that a few general remarks about it are in place.

The first remark has to do with that much-abused word, market. Universities must go out into the marketplace like everybody else, it is said. The implication is that the best are bound to be the most successful. Whoever thinks or speaks this way, suffers from a fundamental misunderstanding: the market of quality and the market of viability are in fact two different markets. This is what John Stuart Mill had to say about the subject in his *Principles of Political Economy* (V, XI, para. 8):

"Now the proposition that the consumer is a competent judge of the commodity, can be admitted only with numerous abatements and exceptions. He is generally the best judge (though even this is not true universally) of the material objects produced for his use . . . But there are other things of the worth of which the demand of the market is by no means a test; things of which the utility does not consist in ministering the inclinations, nor in serving the daily uses of life, and the want of which is least felt where the need is greatest . . . Education, therefore, is one of those things which it is admissible in principle that a government should provide for the people. The case is one to which the reasons for the non interference principle do not necessarily or universally extend."

What better way of making the case to a government committed to non-interference?

Mill is concerned with human frailty, and with the need to motivate people who do not know what they need. Another point can be added. In fact, the relationship between the market of quality and the market of viability is tenuous, and in important respects it does not exist at all. It is just not true that those whom their peers regard as the best are necessarily those who attract the most money, and even less that those who attract the most money are necessarily the best. Financial success is not a very good yardstick for academic quality, even if some of the best institutions in the country happen to have done well financially, too.

In one important respect, this statement must be qualified. Research funds for universities come to a considerable extent from bodies – be they research councils or foundations – which apply, in the allocation of funds, the same standards of quality which are used, say, for academic appointments. The instrument of measuring quality is peer group review. (This unquestionably begs the question to some extent: who are the peers? But the principle remains correct.) Insofar as institutions like the SSRC are in fact instruments for defining peer groups, they belong in the same world as universities. It is therefore entirely right that the University of London should have

decided, in 1981-82, to take into account in the allocation of grants, the ability of colleges (in the first instance in the sciences) to attract research funds from institutions which use peer group judgement in their allocations. In this limited sense, in other words, financial success is indeed a possible measure of academic quality.

But the same is not true in the more general sense of the ability of an institution to attract money. Again, it is important not to be too vague.

At the instigation of the Vice-Chairman of the Court of Governors, Sir Antony Part, he, the Pro-Director and I visited the Cranfield Institute of Technology last autumn. Thanks to the hospitality of Sir Henry Chilver, we had a most rewarding and informative day at what is clearly one of the more remarkable institutions of research and teaching in the country. Cranfield of course does evaluate departments by their ability to attract money; they are regarded as "profit centres", and their heads are given time off in order to attract new contracts. As a consequence, their minds are on application. Cranfield is in some ways a uniquely successful, separate R & D section of a range of industries. It is pleasing to see it at work, and indeed to see it supported to some extent by the Department of Education and Science. But Cranfield does not claim to be a university.

Now, I have entered a minefield of course. What, indeed, is a university? And is there any answer to this question from which it follows that there must be nearly four dozen universities in Britain? Has the University Grants Committee perhaps, in its courageous allocation of last year's government grant, implicitly defined universities? Whatever the answer, it is probably true that we could turn LSE into a successful Clare Market Institute of Economics. But questions begin even as one remembers the full name of the School: an Institute of Economics and Political Science? I suspect that if we asked our young professors of economics to turn their department into a profit centre, they would all go to Harvard, or Princeton, or Chicago, or Stanford, or some other place where people get Nobel Prizes in Economics (as did former LSE teachers, Friedrich von Hayek, Sir John Hicks, Sir Arthur Lewis, James Meade). We have first-rate Departments of Economic History, of International History, of Sociology, of many other subjects which could not easily be turned into profit centres. Indeed, even apparently applied subjects, like law, or industrial relations, are taught with a view to making students understand their subject, not to apply packaged knowledge.

Once again, it is important not to destroy a case by overstating it. Cranfield is not as much of a business enterprise, nor is LSE as much of a monastery, as may appear from the preceding comments. Cranfield is proud of some departments which do not actually make a profit, and LSE certainly benefits from the profitable contacts with some of our departments, and many of our teachers have with the world outside. Indeed, one of the results of the visit to Cranfield and other discussions within the School may well be that we make further efforts, especially in the Department of Economics, to relate teaching and research to the needs of decision-makers and other practical people.

But such reservations do not affect the main point of this argument which is, that a great academic institution in the social sciences cannot be measured by its ability to remain financially viable. Financial viability is almost incidental to its academic quality. It must be measured by its contribution to knowledge, and to teaching first-rate students. *Felix qui potuit rerum cognoscere causas*, certainly. And Karl Popper has taught us that nobody will ever know for sure what the causes of things are. But to try and advance the frontiers of knowledge is a task which, in a civilized society, must not be dependent on, indeed related to the ability to attract money.

Academic Quality (2): Some Recent Developments

Lofty ideals? Perhaps, but then, there is something unusual about the academic world,

unusual opportunities, and unusual responsibilities also. In any case, the practical applications of our general comments to the academic year 1981-82 are apparent. Four above all deserve mention. The first concerns the University of London. Faced with the evident need to contract in order to adapt to a new, much lower level of revenue, the University has adopted a two-pronged approach. On the one hand, it has looked at the viability of institutions. As in medicine a few years ago, the decision-making bodies of the University have reached the conclusion that in some cases, mergers of institutions are the only way out. Thus, Bedford College will move to Egham in Surrey and merge with Royal Holloway College; Kings College will re-integrate Queen Elizabeth College into its structure, and perhaps add Chelsea College in due course. It is hoped that the initial cost of these mergers will lead to longer-term savings. However, LSE is not involved in the process.

The second approach is directly related to the argument about academic quality. In order to make sure that whatever decisions had to be taken, were not based solely on financial considerations, the University first set up the Committee on Academic Organization (Swinnerton-Dyer Committee, or CAO), and later a number of Subject Area Review Committees (SARCs), including one for Social Studies. The Reports of these Committees were fed into the University machinery for allocating grants. In the event, their most significant effects turned out to concern the sciences. Science departments from different colleges will be merged; in some cases, departments will be closed. In Social Studies, no significant changes emerged from the work of the SARCs.

The process of external scrutiny is to be welcomed. If LSE was nevertheless somewhat sceptical with respect to the CAO and the SARCs, there were two main reasons. One is that the University exists in and through its Schools and Colleges. Subjects have their place in the context of Schools and Colleges. Grants are block grants to Schools and Colleges. It would be unfortunate if this proven structure were to be eroded by a new, "horizontal" structure of subjects. The other objection which the School has raised has to do with peer group scrutiny. It is by no means certain that there are, within the University of London, peers for those who teach particular subjects in particular institutions. Like the universities of the country in general, the University of London has good and less good departments in most subjects. A proper review would therefore have to range more widely - a point which is now accepted by the University.

To external scrutiny, the School added its own internal scrutiny. Three aspects of this process must be mentioned. They show a mixed picture of success and need for improvement. They also demonstrate the general point about financial viability and academic quality.

The first has to do with the staff-student ratio at LSE. Anyone who has read carefully the story of our policies will have noticed that there is a gap between the objective of a certain shrinkage of the School and the need to attract large numbers of students, especially from overseas. In fact, student numbers have increased, while at the same time, staff numbers have begun to decline. The result is obvious: whereas in 1974-75, my first year at the School, the staff-student ratio was 1:10, in 1981-82 it was 1:13. The deterioration appears shocking. It is not quite as shocking as it seems if one takes into account the fact that throughout the 1960s, the School has tried to improve its traditional ratio of 1:11, and that only in 1970, it finally succeeded in a massive improvement. But then, the fact that things have improved is certainly no reason for them to deteriorate again. Let there be no doubt: the significant worsening of the overall staff-student ratio of the School which is a consequence of the constraints described above in financial terms, is a part of the academic cost of financial viability. In academic terms, there is no excuse for it. The sooner we can improve the staff-student ratio again, the better it will be for students and teachers alike.

But it is not good enough just to wait for this moment. For this reason, the School set up (as I reported last year) a Committee on Teaching Arrangements under the Chairmanship of Professor Raymond Chapman. The Chapman Committee has

worked expeditiously and yet thoroughly. Not surprisingly, it found important differences in teaching practices and needs between Departments. It would be mechanical and ineffective to try and impose identical rules on all Departments. But discussions of the Chapman Report in academic committees have made a difference, and have led to results.

Many of these results are minor adjustments which are nevertheless important. But some major effects of the debate on quality which was triggered by the Chapman Report deserve special mention. Arguably the most important among them is a greater awareness of teaching needs by many members of staff. It is often said that overseas students who pay high fees expect more attention in return for their money. This may well be so. But again, it is not money that determines the quality of teaching, nor must teaching of high quality be confined to those who pay. One would like to think that as a result of last year's discussions, there are now fewer excessively large classes, tutorial obligations are taken even more seriously, teaching methods are improving.

Another change is more tangible, though it remains a continuing subject for debate. It is in the introduction of Study Guides, which should probably be called course guides, because they inform students about the requirements which they have to satisfy on their way to examinations. A sizeable number of such study guides have been prepared in time for the new session. Perhaps, they will in future be included in the Calendar. Such study guides are undoubtedly useful. At the same time, one hesitates to feed the already widespread attitude of students which gives examinations and examination requirements precedence over the freedom of academic life, indeed over academic freedom in the true sense. For academic freedom is the right to teach, and to choose courses, which have an intrinsic interest rather than necessarily a practical value. But enough has already been said about the monastic quality of universities. The new study guides are undoubtedly a useful teaching aid.

A further noteworthy effect of the Chapman Committee and of discussions stimulated by other bodies concerns the Library. The main collection of the British Library of Political and Economic Science is now a jewel in the School's academic crown. But the teaching collection has raised numerous problems. More students try to make use of it; longer reading lists are given to students; much recommended reading consists of articles or chapters of books. Such changes require adaptations of Library attitudes and practices which of necessity take time. They also raise questions: is it really the task of a library to provide dozens of copies of a journal article? Some progress has been made, but much remains to be done.

Problems of a deteriorating staff-student ratio, and improvements through the work of the Chapman Committee are two aspects relevant to academic quality at LSE. The third has to do with that innovation which made us financially viable, and which at the same time demonstrates the potential conflict between viability and quality most clearly, Diplomas. The School has long had Diplomas in some subjects, and some of these, such as for example the Diploma in Social Planning and Developing Countries, have acquired a high reputation of their own. With respect to the new Diplomas, however, the picture is more mixed. The Diploma in Business Studies is rapidly becoming a recognized qualification in its own right. If its students do not have the first-degree qualifications to be admitted to a Masters' course, they certainly receive a training that is worthwhile and useful. The same cannot so readily be said, however, with respect to the Diploma in Economics. At the end of the academic year 1981-82, it emerged that one out of every two students who started the Diploma course in Economics, had not completed it successfully. Many of them had failed the final examination. In order to maintain this Diploma as a recognized qualification, it was decided to reconsider admissions policy, and to make some changes in the organization of teaching. In fact, fewer students have been admitted to Diploma courses in 1982-83. The Diplomas will keep their place in the course system of the School; but this place will have to be better defined in future.

There are some events relevant to the more general question which dominates this Report; what about the academic quality of LSE in view of the evident need to remain financially viable?

The answer is easiest with respect to academic staff. It is perhaps not surprising that, at a time of contraction in most universities, new appointments are almost inevitably appointments of high quality. But the School also has an effective system of taking decisions about tenure, and about promotion. The Appointments Committee, through its Standing Sub-Committee, examines the case of individuals across the School, and does so with care and responsibility. This is one of several reasons why LSE sees no point in "restructuring" the academic profession.

The answer to the question of quality is easy also with respect to home students. Government targets limiting the intake of home students at a time at which generations of school leavers are still growing force us to reject highly qualified students. By the same token, these targets lead to a rise in the standard of those who are admitted.

The answer is not quite so easy with respect to overseas students. Certain groups, like General Course Students, or research students, have always been, and still are, of the highest quality. We should like to think that all other overseas students admitted to the School are also of a standard comparable to that of home students. But inevitably, the conflict between administrative restrictions on the number of home students and financial incentives to increase the number of overseas students, must have some effect.

And then, of course, there is the staff-student ratio, or rather, the fact that a shrinking staff is faced with a very large number of students. It would be vain to deny that this must affect the quality of teaching in some areas. What improvements have happened, as a result of a more stringent admissions policy to Diploma courses, and above all as a consequence of the Chapman Report, are important, but not sufficient. LSE has reason to be proud of the quality of research and teaching at the School – but the battle for financial viability has tested our ability to maintain this quality severely, and the need to square the circle of remaining viable and remaining first-rate will be with us for some time to come.

A Note on Policy

Members of LSE, and certainly its Director, have opposed many of the Government policies which have brought about the quandary of quality and viability. The overseas students policy may well turn out to have been one of the more costly mistakes made by Government. Home student targets which keep many gifted young people out of universities will not help anybody. The climate of uncertainty which prevails, threatens the best high education system in Europe. But it is clearly unlikely that any political party, if in government, would introduce fundamental, and therefore necessarily costly, changes in policy, such as the abolition of overseas students fees. If rumours are correct that some more funds may be made available to higher education, it is therefore necessary to concentrate on minor remedial action.

Most universities are worried above all about what has come to be called the "lost generation" of university teachers, that is, the fact that financial constraints make it impossible over an extended period to offer the best young scholars university positions. There is no doubt about the seriousness of this issue. While the age structure of academic staff at LSE is atypical in that a large number of teachers will retire during the next few years, one would certainly support the creation of a considerable number of Fellowships for young scholars which are financed from additional funds, and which are available to academic institutions if these are prepared to convert them into tenured appointments after a period of seven, or even five years.

So far as overseas students are concerned, new proposals are under discussion. Apart from needling decisions like the non-eligibility of overseas students for NHS treatment, which would seem quite unnecessarily mean, and of major questions of definition (why should EEC student fees be halved merely because they have been lumped together with home students in the "low-fee" category?), there is one clear issue: what is needed is a massive increase in the number of studentships and other forms of student support available to overseas students. This is the only way to make sure that the cost of a mistaken policy is reduced. Such studentships could, in the first instance, be offered to Commonwealth students, or to students from member countries of the Group of 77; but the next £15 million (or whatever sum is contemplated) for overseas students should be spent in this manner.

Then there is the general process of "privatization". If this is to work, it must mean more than simply the withdrawal of Government funds. The LSE 1980s Fund now stands at £1.2 million; but of this sum, only 37 per cent was found in Britain. Foundations, companies and individuals in this country are so far in no sense oriented to the support of institutions from which Government has withdrawn. This is partly a matter of specific action, such as tax concessions for donations to charitable, or educational institutions; but it is also a matter of creating a climate in which it is understood that the withdrawal of Government is more than temporary.

External Relations and Appeals

LSE can make such statements about policy changes which are desirable because it has helped itself, and continues to do so. This is very largely the work of the External Relations and Appeals Office of the School, and of Dr. Anne Bohm who continues to be our roving ambassador all over the world. And it should be said in the context of this Report: whatever our External Relations and Appeals Office does, indeed all activities of the School in this respect, are not only compatible with academic quality, but are designed to support and enhance quality.

The student support system has already been mentioned. The LSE 1980s Fund has grown slowly, but at a satisfactory rate. In 1981-82, about £160,000 was added to the Fund, and about £140,000 was spent. There can be little doubt that the target of £2 million within the 1980s will be reached, provided we continue to work at it. Equally, however, there can be no doubt that this target is modest, in relation to needs, and above all that the need for student support will not cease at the end of the decade. The 1980s Fund is a fund which will be spent – but what about the students of the 1990s? The External Relations Committee of the School will have to take up this issue at the earliest possible moment.

Student support by the School is an activity which has grown rapidly and unsystematically. Those in charge of disbursing funds to students have done an unusually important job exceedingly well. But the point was reached at which even they began to wonder what exactly the School's policy is with respect to student support, to what extent support should be based on hardship irrespective of quality, whether a formal method of reviewing decisions should be set up, and the like. It did not come as a surprise, therefore, when student governors demanded a review of our student support system. A Working Party was set up. Three lay Governors, three academic and three student representatives served on it. I took the chair. The Working Party very nearly concluded its deliberations during the session 1981-82. Its recommendations will undoubtedly lead to a more transparent system of decision-making, even to a clearer terminology. The recommendations of the Working Party will be implemented in the session 1982-83.

It is worth mentioning that the Working Party began its deliberations by looking at other colleges and wondering why LSE would appear to be so much more generous in

helping students than others. In 1981-82, 520 students were helped in one way or another by the School. The School has a Scholarships Officer, quite apart from its External Relations Office. The conclusion we reached was twofold. On the one hand, student support is a necessary corollary of the process of "privatization"; on the other hand, LSE is unique in its large number of self-financing students, be they overseas students or home post-graduates.

The 1980s Fund is not the only instrument of student support. During the past session, the Eileen Younghusband Memorial Fund was set up, in conjunction with the National Institute for Social Work and the International Association of Schools of Social Work, part of which will be devoted to students at LSE. By the end of the session, £36,000 had been donated to this Fund. On an initiative by the Students' Union, a Scholarship Fund for students from South Africa has been created. It is hoped that a student can be financed from this Fund by 1983-84.

Among the bequests left to the School, that by Professor Richard Greaves deserves special mention.

Much of our success in attracting support is due to the ever improving relationship between the School and its former students. Once again, a Reunion Reception was held, this time of the years 1966-67. Abroad, groups of LSE alumni have been active in many places. Apart from Dr. Bohm, members of staff have travelled widely and helped develop groups abroad. Meanwhile, the Alumnus Officer of the School has not only co-ordinated all these activities, but also received numerous visitors from all over the world. It must be said that these contacts are rewarding in more ways than one. Indeed, they are an important part of our attempts to help ourselves. Today, it is difficult to imagine the School without an External Relations and Appeals Officer who maintains our contact with those who will, might, some would even say should help us.

Events of the Session

The final section of the Director's Report is often a mere enumeration of names and events. This year, this section too reflects the processes discussed earlier. One of the instruments created by Government to enable universities to reduce their staffs, is the Premature Retirement Compensation Scheme (PRCS), by which academics and academic-related staff receive help which enables them to retire early but receive full pensions. During the last session, quite a few teachers and administrators of the School have made use of this scheme. Among them were two former Pro-Directors, Professor Cyril Grunfeld, Professor of Law, who first came to the School in 1946 and was Pro-Director from 1973-1976, and Professor Alan Stuart, Professor of Statistics, Pro-Director from 1976-1979, who joined the School in 1949.

Six other members of the academic staff retired early at the end of the session: Dr. Lucy Brown, Senior Lecturer in International History, Dr. Audrey Lambert, Senior Lecturer in Geography, Miss Hilda Lee, Senior Lecturer in International History, Dr. Herbert Tint, Senior Lecturer in French, Mrs. Joan Williams, Lecturer in Social Work. The sixth is Professor Adela Nevitt, Professor of Social Administration, and until recently Vice-Chairman of the Academic Board, who had to retire for health reasons, having given the School exceptional service.

There were retirements also in the Library and the Administration. Mr. Brian Awty, Senior Assistant Librarian, Mr. Walter Hughes, Assistant Librarian, and Mr. E. C. Blake, Sub-Librarian, retired from the Library. Miss Aina Anderson left her post as Secretary of *Economica*. Mr. Patrick Davis retired as the School's Publications Officer, but will be available for one day a week. Two Assistant Registrars who were well-known and widely respected throughout the School decided to retire: Miss Ilse Boas (Timetables) and Miss Winifred Davis (Examinations). Of the porters, Mr. Jack MacDonald retired. Then, Mr. Arthur Jones left us. He was Storeman, and belongs to

those who have spent the major part of their lives at the School; he first joined us in 1934 as a Junior Library Porter.

These retirements evidently involve major changes. Both in the Library and in the Administration, some restructuring has taken place. On the academic side, it is more correct to say that reductions in one field have been accompanied by new developments in others. Four colleagues have received the title of Professor during the session, and the Appointments Committee welcomed Professor Derek Diamond (Geography), Professor Frank Land (Systems Analysis), Professor Leslie Hannah (Business History) and Professor Leonard Leigh (Law). In all, ten new appointments of academic staff were made in 1981-82.

One major academic development led, at the end of the session, to the transfer of a research unit from Brunel University to LSE. The Decision Analysis Unit, headed by Dr. Lawrence Phillips, found its place somewhere between our Departments of Statistical and Mathematical Sciences and Social Psychology. The Deputy Director of the Unit, Dr. Patrick Humphreys was appointed to a Lectureship in Social Psychology.

It will be clear even from these few and sketchy notes that this is a time of change for the School. Sad as it is to see colleagues retire, such change also offers opportunities. The School will make use of its opportunities in the future as in the past.

In doing so, the School will have to rely to a considerable extent on those members of the academic staff who are prepared to accept offices which are often arduous, but which involve great responsibilities. I am especially pleased that Professor Alan Day, Professor of Economics, has agreed to serve as Pro-Director for a second term, beginning in 1982-83. Professor Bill Cornish, Professor of Law, has succeeded Professor Adela Nevitt as Vice-Chairman of the Academic Board. Professor David Bartholomew, Professor of Statistics, has succeeded Professor John Griffith as Vice-Chairman of the Appointments Committee. Both Deans, Dr. Robert Orr and Mr. Dan Sinclair, have also completed their term of office. Mr. Peter Dawson, Lecturer in Political Science and Public Administration, has become Dean of the Graduate School, and Mrs. Eileen Barker, Lecturer in Sociology, Dean of Undergraduate Studies. Gratitude to those who have served the School so well is coupled in all these cases with good wishes for their successors.

Finally, we mourn the death of two of our Honorary Fellows who both died in December 1981: Professor Sir Michael Postan, Lecturer in Economic History from 1931-35 and Honorary Fellow since 1973, and Sir Paul Chambers, a student at the School from 1923-26 and again from 1930-35, and an Honorary Fellow since 1958.

At the beginning of the session, we were all shocked and saddened by the death of Professor Robert McKenzie who had been a student at the School and a member of the staff since 1949. A Memorial Service was held at the University Church of Christ the King on 7 December 1981. Preparations are under way for a Memorial Fund.

In December 1981, my supervisor and revered teacher, Professor T. H. Marshall, died. He had been a member of the staff from 1925-56, with periods of public service away from the School. A Memorial Service was held in the Founders' Room of the School on 4 February 1982, at which Mr. H. C. Hillmann, Mrs. Jean Floud, Professor J. E. Meade, Professor D. G. MacRae and I spoke.

RALF DAHRENDORF
October 1982

Academic Awards

Scholarships and Studentships Awarded in 1982

(a) Awarded by the School

ENTRANCE SCHOLARSHIPS

Delia Ashworth Scholarship
Anne Galbraith
Peter Kuda Mavunga

Christie Exhibition
Mary Clodagh Murphy

UNDERGRADUATE AWARDS

Institute of Chartered Secretaries and Administrators' Scholarship
Keith Edward Smith

Harold Laski Scholarship
Helen Fawcett
Paul David John Marshall

C.S. Mactaggart Scholarships
Jonathan Andrew Hodgkin
Prakash Ambadas Shimpi

Undergraduate Scholarships
Divyesh Mansukhlal Kamdar
Chai Seng Ong

AWARDS OPEN TO UNDERGRADUATES AND GRADUATES

School Scholarship in International Law
David Robert Frankel

GRADUATE AWARDS

Montague Burton Studentship in International Relations
John Ferris Iowe Ross

Graduate Studentships
Helen O'Shea
Fernando Santos Granero

THE LSE 1980s FUND

The LSE 1980s Fund Undergraduate Scholarship
Yuen Kiow Yip Hoi Yen

The LSE 1980s Fund Graduate Studentship

Dilip Mookherjee

American Friends of LSE Awards

Richard James Banta
Kyle Elaine Brown
Candice Elizabeth Foss
Perry Gandhi Mehrling
Laura Hulme Merrill
Scott Michael O'Toole
Steven Payson
Christopher Stoddart

Barclay Studentship

Ammiel Hirsch

Noel Buxton Awards

Edwell Kaseke
Andrew Steven Ladley

Catalonian Alumni Award

Jaime Garcia Villar

Lauchlin Currie Studentship

Mauricio Cabrera Galvis
Eduardo Antonio Lora Torres

W. G. Hart Bursary Award

Jill Barbara Hunter

ICERD Grant II

Rodrigo Calderon
Thomas Clegg
Manuel Maria Escudero Zamora
Thomas Paul Gibson
Jill Barbara Hunter
Khong Cho Oon
Andrew Steven Ladley
Anne Louise Martin
Nicholas John Miles
Holli Annette Semetko
Masokaziu Tanaka
Devandranuth Yallapa

Kahn-Freund Awards

Kathryn Jane Skoyles
Barbara Townley

Henry Luce Foundation Awards

Yin Kin Olive Chow
Han-Ku Chung
Pey Bin Ng
Tang Ching Hua
Ing Wen Tsai
Soh Kim Hock
Soh Peck Kheng

William J. Baumol Studentship

Harold David Oakes

Sir Arthur Lewis Studentship

Dorian Klein

Daniel Patrick Moynihan Studentship

Paul Wilson

Harry G. Johnson Studentship

Perry Gandhi Mehrling

Abba P. Lerner Studentship

Michael Charles Doran

Edward Shils Studentship

Rowena Ann Pecchenino

Rank Xerox Studentships

Alison Gwyneth Budge
David Alexander Curwen
Alexander Anthony Ferguson
Elizabeth Anne Morris

Suntory-Toyota Studentships

Jaime Garcia Villar
Mark Jonathan Hoffman
Hing-Man Leung

The Third World Foundation

Undergraduate Scholarship
Annie Ngar Nay Yung

Third World Research Award

Rodrigo Calderon

Third World Student Award

Paikiasothy Saravanamuttu

Younghusband Award

Edwell Kaseke

(b) Awarded by the University

Loch Exhibitions
Elizabeth Price

Jennifer Haas

Metcalf Studentship

Susan Jane York

Metcalf Scholarship

Katarina Elisabeth Sarlvik

Prizes Awarded in 1982

(a) Awarded by the School

Arthur Andersen Prizes

Timothy James Shacklock
Mark Philip Inzani
Henry Hon Leung Tai

} Joint Award

Bassett Memorial Prize in Trade Union Studies

Frederick Geoffrey Cattle

Janet Beveridge Awards

Anthony Roger Martin
William Ian Ridley Johnston

Coopers and Lybrand Prizes

Sheila Lochab
David Victor Matthews
Margaret Elizabeth Midgley

} Joint Award

Deloitte Haskins + Sells Prizes

Nora Marie Gorman
Mak Swee Wah
Keith Edward Smith

} Joint Award

Ely Devons Prizes

Ali Mahmoud Khadr
Sushil Baldev Wadhvani

William Farr Prize

Prakash Ambadas Shimpi

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 Cynthia Ruth Masters
 Harrischundra Singh Mathoora
 *David John Mayston
 Robert Louis Megna
 Laura Rebeca Mejia Arauz
 Dionisios Mentzeniotis
 Laura Hulme Merrill
 Constantine Michalos
 Maria Blanca Del Romero Miramon
 Kiran Ram Moghe
 James Christopher Moley
 *Susan Monoson
 Romel Moradkhan
 David Edward Morey
 Adrian Michael Morris
 *Patricia Campbell Mosser
 Giovanna Mossetti
 Alaric Hugh Hunter Mostyn
 Peter Jonathan Mousley
 George Moustafelos
 *Elly Elikunda Elineema Mtango
 Ricardo Munoz Villasenor
 *Terence Anthony Murphy
 Dhanpaul Narine
 Yusof Bin Nayan
 Sadrocin Nedjati-Gilani
 Katherine Cleve Newman
 Yoko Nishioka
 Jennifer Norman
 Lindsay Elizabeth North
 Anthony Novak
 Samuel Chidowa Johnson Nwosu
 Harold David Oakes
 Marios Besweri Obwona
 Timothy William Douglas Ogier
 Josephine Anne O'Gorman
 Godson Olisaeloka Okafor
 Samuel Chuba Okeke
 Chiedu Elue Okonjo-Adigwe
 Barbara Mitchell Omar
 Heybeti Esin Onan
 John Albert Oram
 Marietta Lorena Ortega Perrier
 *Mark of Distinction awarded

Dick Osah Osah
*Helen O'Shea
Samia Osman
Scott Michael O'Toole
Rita Anne Packford
Dimitris Panagiotou
Panayiota Papadiamantaki
Andreas Papandreou
Veroni Papatzimou
Ellen Kumata Parisian
Philip Matthew Parks
Elizabeth Anne Patton
Steven Payson
Clive Roger Pearman
Rowena Ann Pecchenino
Brian Conrad Pel
Ib Skov Petersen
Caroline Pfohl
Artemis Andrea Philippides
*Linda Frances Phillips
Adriana Pineda-Pinto
Adrian Norman Piper
Georgia Pissaridou
Ioanna Andreou Pitta
Jan Michael Podivinsky
Cesar Raul Porras Andujo
Santiago Trinidad Pulido
Albert Chei Jin Quah
Rodolfo Raigosa Sotelo
Gerlinde Irmtraut Rambausek
Magaly Miranda Marconato Ramos
*Georgina Jane Ray
Anders Nikolai Reichborn
Alexander Franz Richter
Michael Vincent Rigby
James David Rintoul
Nada Rizk
Andrew Robson
Traude Allison Rogers
Anthony Gordon Rohlwink
Rebecca Rose Rouben
Paul Routledge
David Alan Rudd
Lawal Bala Rumah
Alan Jonathan Ruskin
Howard Grant Russon
Erol Sagmanli
Mari Sako
Sima Sassanpour
Graham Paul Savage
*Rama Kant Saxena
Junichi Sayato
Argia Maria Sbordone
Jeffrey Lowell Schaub
Hans-Jurgen Schlosser

Carlos Federico Schuster-Chayla
Ljiljana Scully
*Holli Annette Semetko
Andrew William Sentance
Helene Seppain
Ronan Joseph Sharkey
Elizabeth Beame Sherard
Gil Shidlo
John Andrew Shinebourne
Arnold Elson Sibanda
Georgina Sibanda
Priscilla Sibanda
Jane Claudia Siegel
Prem Nath Sikka
Ronald Marr Simpson
John Singleton
Gopal Sinh
*Frances Mary Elizabeth Sinha
Andrew Clive Smith
Andrew John McLaren Smith
John Christopher Smith
Julian Paul Smith
Annapurna Sofat
Natalia Sogunro
James Mervyn Sookun
Christopher Paul Sowden
Giuseppe Spadafora
*Erich Lawson Spangenberg
Jaime Fernando Square
Roger Staton
Menelaos Antonios Stavrakellis
Kyriacos Stavrou
Clinton Nicholas Stefan
Alison Kay Stephens
David Stevens
Peter Richard Stickells
Christopher Stoddart
Mark Richard Stone
Richard Frederick Strasser
Phillip Anthony Stringer
James Thomas Sturrock
Roberta Lynne Sullivan
Elizabeth Yazmin Sumar
Pei-Wen Sung
Wayne Svoboda
Andrew Ian Spence Swan
Catherine Joanne Swan
*Karl Rudolf Otto Szasz
Leang Hing Tam
Cheng lee Tan
*Tan Eng Beng
Te Thay Tan
Wee Meng Tan
*Mark of Distinction awarded

Lina Yee Man Tang
Tang Chung Wah
Sailesh Kumar Tanna
*Ayse Nihan Tasar
*Ruper Langley Taylor
Poh Wah Teh
John William Templeton
Fraternus Lazar Temu
Laura Ann Terlip
Bayjool Thakker
Stelios Theophilou
Steven Mark Thompson
Andrew Masami Thurley
Martin Philip Timmis
Philippa Hilary Jane Todd
Colin Peter Tourick
Sarah Townsend
Mark Towson
Malcolm Ronald Tulloch
Suat Turkoz
Kenneth Peter Turner
Ekaette Pius Usoro
Therese Chinyelu Uzodike
Sophie-Maria Valambous
Dominique Philippe Van De Walle
Hester Adelita Van Enter
Cynthia Varela Villegas
Victor Marcos Soriano Venida
Jonathan Venn
Gordon Edward Venner
Stavroula Ventiri
Pablo Alberto Vinageras Barroso
*Sushil Baldev Wadhvani
Jane Elizabeth Wagner
*Henry Benjamin Wall
*Paul Anthony Walsh
Barbara Ellen Waltz
*Amanda Jane Diane Waring
*Harriet Overtan Warner
Christopher Stephen Waters
Philip Roger Watkins
Lorelei Ann Watson
*Michael Craig Webb
Paul David Webb
Eric Alan Webber
Eric Theodore Ariely Weinstein
Keith Malcolm Wickham
Gillian Wilcox
Jennifer Wilkinson
Thomas Willi
Ian Vaughan Williams
Karen Williams
*Timothy Williams
*Paul Wilson
Ruth Mary Wilson

Susan Elizabeth Wintle
Wong Fong Tze
Wai-Ying Wong
Geoffrey Frank Woodhead
Om Prakash Yadava
Nigel Yates
Peter John Yaun
Yeh Chi Hung
Yeoh Lam Keong
Betty Man Wai Yeung
Wan Chong Ying
John Yip Ying Chee
*Kam Wai Yong
Sheik Mohamed Hanief Yusuff
Nicolas Xydis
Istifanus Sonsare Zabadi
Lyn Karen Zachariasen
Simon Zadek
Syed Akbar Zaidi
Francesco Zallio
Giuseppe Zampaglione
Guillermo Alfonso Zarate Flores
Krzysztof Marja Zawisza
Joanna Zour

M.A. 1981-82

Daniel Michael Chudnow
Anthos Cleanthous
Irene Doris Dewey
Nicholas Fairclough
Anne Grant Laskowski
Anna Notaras-Koenig
Luise Babbette Oppenberg
Roberto Salomon Raydan Rivas
Mary Leslie Smith
Peter Sobolewski
*Graham Jenman Sopp
Richard Stevenson
Wendy Lorraine Taylor
Clive David Woodbridge

LL.M. 1981-82

Muhammed Taofeeq Abdulrazaq
Oladipo Adegboyega Adelaja
Esmeralda Adu-Ampoma
James Nnamdi Aduba
Michael Ashikodi Agbamuche
Julie Elizabeth Aldred
Rosy Nasreen Amin
Henry Edward Walter Baden-Powell
Karen Ann Banks
Richard James Banta

*Mark of Distinction awarded

Richard Barrett
 Dianne Evelyn Beer
 Peter Graeme Berman
 Alexander Julian Betts
 Jahanzeb Khan Bharwana
 Timothy Frank Bienias
 Neville James Bissember
 Deborah Lina Blum
 Richard Herbert Bowes
 Stefan Braun
 James Francis Burchill
 Judith Mary Butt
 Augusto Cesar Camarero Benitez
 Cheung Yuk Tong
 Karen Elizabeth Coleman
 Marc Cote
 John Gerald Crawford
 Roberto Cristofolini
 Christopher William Cullen
 David Oladisun Delano
 Kirtida Madanbhai Desai
 Christopher Keith Robert Dixon
 Siboniso Clement Dlamini
 Michael John Donen
 Michael Thomas Edwards
 Onyekachi Aja Emole
 Anthony Winston Essiedu
 Michael Blaine Evanoff
 Patricia Ann Finn
 Louis Gagnon
 Ann Grace
 Peter Walter John Gray
 Mark Steven Hauser
 Mary-Beth Louise Hawrish
 Mark Robert Ernest Hedderly
 Barbara Ann Hocking
 Anton Huka
 Oluyinka Osayame Ighodaro
 Susan Johnstone
 Dorothy Iorwen Jones
 Elizabeth Ann Joseph
 Alizatul Khair Binti Khairuddin
 Salah Mustafa Khalil
 Peter Koh Soon Kwang
 Amina Kolo
 Wolfgang Gunter Kretschmer
 Geraldine Oghenenyorbe Kwokori
 Gregory William Lewis
 Leonard Gordon Lizmore
 Guy Lloyd-Roberts
 *David Edwin Loder
 Marc Andre Loesch
 Helen Elizabeth Love
 Gurmail Singh Manhas
 Liliane Huguette Miller

Said Mohammedally
 Minal Natwarlal Morjaria
 Muchammad-Muntasir Muhammad
 Johnson Paul Mathias Mwanyika
 Lazarus Ndlovu
 Clifford Matembo Simbeye Nzunda
 Derek Adetokunbo Obadina
 Christopher Adebayo Ojo
 Abimbola Adeleke Olowofoyeku
 Gloria Ong Siew Choo
 Mabel Adetoun Oni
 Geoffrey Jideofor Kwusike Onyeama
 Comfort Orraca-Tetteh
 Taiwo Osipitan
 Richard Kyle Paisley
 Maurizio Vittorio Panetti
 Efthalia Vassiliou Papacosta
 Isabelle Parizeau
 Leo Philip Ewart Ramchand
 Abdur Rashid
 Alison Mary Real
 Christopher Mark Reed
 Adrian Joseph Rhead
 Janis Grace Robert
 Robert Irwin Rotenberg
 Olywagbolahan Olaseni Sanyaolu
 Samuel Oludoupe Segun
 Jyoti Parkash Singh
 Sharon Anne Singh
 *Kathryn Jane Skoyles
 Stephen Francis Smith
 Oluseyi Sodimu Sowemimo
 Angela Mary Stewart
 Jens Erik Sundby
 Jane Louise Thomas
 Gregory Anderson Thyberg
 Hamidu Bagwan Usman
 Aleruchi Wachuku
 Nicholas Bruce Watson
 David Luther Woodward
 Rupert Lawrence Worsdale
 *Shelley Elizabeth Wright

M.Phil. 1981-82

Miguel Basanez
 John Eichmanis
 Nigel Charles Gates
 Oscar Eduardo Hernandez-Rodriguez
 Charles Peter Linthwaite
 Brenda Margaret Catherine Meldrum
 Muhammad Azher Zafar Shah
 Charles Paul Watt

*Mark of Distinction awarded

Ph.D. 1981-82

Uzir Abdul Malik
 Andrew Carl Atkinson
 John Baloro
 John Ernest Barrett
 Simon James Baynham
 Alok Bhargava
 Jossef Bilovich
 Francis William Botham
 Suzanne Bouchard
 Valerie Gilda Brasse
 Celia Brown
 Simon John Bulmer
 Anne Bernadette Burnage
 Julia Campos Fernandez
 Alvaro Cencini
 Lon-Sjue Chen
 Yock Yoon Chong
 Marios Clerides
 Paul Theodore Cohen
 Edward Cowan
 William James Cowie
 Janet Mary Dobson
 Harold Irvin Dutton
 Hamdy Abdo El-Hinnawy
 Neil Reinhard Ericsson
 Thomas Scott Fleming
 Claude Denys Fluet
 Sean Greenwood
 Dorothy Mae Hepworth
 Michael James Hoy
 Jill Barbara Hunter
 Martin Desmond Jones
 Simon Mark Oliver Jones
 Sassa Josephides
 Kaiyan Homi Kaikobad
 John Kane
 Peter Ronald Kane
 Yagya Bahadur Karki
 Stephen Robert Kennett
 Joseph Kostiner
 Inga-Bitt Krause
 Eran Lerman
 Bruno Daniel Liebhaberg
 Colin Martyn Lizieri
 Thomas Hayes McCurdy
 John Douglas Frederick Martyn
 Nicholas Michael Mason
 Dilip Mookherjee
 Jennifer Morris
 Bishakha Mukherjee
 Brian Juan O'Neill
 Kent Duane Palmer
 Emmanuel Pikoulakis

Robert Michael Power
 Joyce Elizabeth Prince
 Wolf Dietrich Reitsperger
 John William Bruce Robertson
 Albrecht Rothacher
 Donald Eric Russell
 Robert Charles Self
 Helena Margaret Shaw
 Gillian Marie Shepherd
 Teck Wong Soon
 Aristodemos Spanos
 Paul Simon Spicker
 Mary Jane Paris Spink
 Peter Charles Spurgeon
 Henri Stelman
 Margaret Anne Stott
 Dominic Strinati
 Kenee Beth Switzer
 David Beaumont Tait
 Barbara Townley
 Malcolm Henry Trevor
 Julia Morton Twigg
 Antony Andreas Vass
 Roberta Mary Warman
 Rubie Sharon Watson
 Beryl Wright
 Faruk Yalvac

Diploma (Awarded by the University of London) 1982

Diploma in International Law

Daryl Andrew Libow
 Ichiro Shoji

Diplomas (Awarded by the School) 1982

Diploma in Accounting and Finance

†Shewarkabesh Akeberegn
 Mahmood Abdulla Al Alawi
 †Philip Erskine Hamilton Mills Bishop
 Laurian Balyir Gandaa Bizoola
 †Chau Wai Kau
 ††Brooks Murray Goodyear
 ††Byung-Ki Hwang

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

John Kelly
Mohammed Ameziane Lasfer
Anita Yuet Mun Leung
†Lim Ee Wey
Rafael Quintino Montilla Martinez
Patrick Ikemefuna Nwankwo
Thenjiwe Jeannett Nzeku
Ayodeji Olamiposi Odukoya
†James Bayo Ogunleye
Barbara Reichhold
Rafael Ernesto Rodriguez Gonzalez
David Chait Silver
Mehdi Varasteh
†Hiroshi Yamada

Diploma in Business Studies

††Eloy Ignacio Alvarez Pelegry
†Alison Gwyneth Budge
††Christopher Patrick Burdick
†Deborah Ann Chan
†David Alexander Curwen
†Francesca Dall'Olmo
Deborah Joanne Dumon
Alexander Anthony Ferguson
†Foong Lian Fey
†Margo Ellen Kaufman
†Ranjit Mangha Kripalani
†Chong Poh Lee
Geoffrey Robert Mayer
††Elizabeth Anne Morris
Jan Tor Olsson
Armann Reynisson
Andrew Paull Ross
†Thomas David Sherman
†Gregory Mathews Stewart
Purnawan Sutiono
†††Ursula Elisabeth Felicitas Van Almsick

Diploma in Economics

Manuel Rodrigo Alatorre Fierro
John Andriopoulos
Antonio Jose Arcila Agudelo
†Sotero Arizu
†Frederic Arnaud
Soheil Azimi-Nowbar
†Tammy Lai Sheung Chow
Juan Luis Correa
†Susanna Filbinger
††Stephen Paul Fisher
††Tamara Margaret Gorgas
Robert Yau-Chung Ho
Michael Howard Hyman
Constance Gloria Jackson

††Keizo Kamiya
Leopoldo Javier Lomeli Eguia
††Glen John David McDougall
Dale Thomas Mathews
Spyro Mitrokostas
Maki Nakachi
†Antione Marie Ortoli
†††William Robert Maurico Perraudin
††Luis Alfredo Prince Inagas
Anupam Baleshwar Rastogi
Alejandro Renjifo
Gultekin Osman Sarioglu
Alexander Shaahu
Paz Estrella Enrile Tolentino
Jorge Valencia Restrepo
†Nancy Ellen Winkler

Diploma in Criminal Justice

Olukayode Adetokun Adegbenbo

Diploma in Urban and Social Geography

Diogenes Pylarinos

Diploma in International and Comparative Politics

Hossein Amirsadeghi
Abba Zoru Bashir
Oliver Alain Jean Baulac
Susan Lorraine Belgrave
Victoria Perla Brocca Andrade
Joyce Ellen Erony
†††Marcus Johannes Julian Fedder
†††Joseph Daniel Fitz
Milena Gomez
Michael Adriaan Goudswaard
Laura Elizabeth Hazen
Mostafa-Kamel Hezili
Jaafar Bin Mohamad Yusof
Evan Martin LeDuc
Michail Mavrikos
Christopher Kalaiyo Ogan
Ruby Amelia Porras
Valerie Sue Reid
James Philip Reilly
Jan Erik Romstad
Savvas Savva
Munenori Tada

†Diploma obtained with Credit

††Diploma obtained with Merit

†††Diploma obtained with Distinction

Ghislaine Louise Sabine Van De Mortel
Wendy Elise Williams
John Davidson Woodward

Diploma in Management Sciences

Oludare Aluko
†Gorande Mayur Bhatt
††Ramy Saleh Bourgi
Craig Ian Bruce-Learmond
Helen Caroukis
Mary Lee Song Chin
Arachchige Shantha Sumedha Edirisuriya
Ariadni Giourgali
†Krisana Kitiyadisai
†††Teame Tewoldeberhan
Chin-Fan Tsang

Diploma in Operational Research

John Tsakiris
Stephen Yin Ching Wong

Diploma in Personnel Management

Charles William Anstey
Andrea Denise Boulter
Joy Kathryn Chappell
Neil Anthony James Coade
Donald Peter Cuthbert
Joan Margaret Gartshore
Anne Clare Gillon
Fiona Irvine Hanan
Pauline Anne Jones
Oi Yiu Shirley Leung
Gloria Anne Moss
Sarah Jane Noble
Michael Andrew Redfern Orton
Stephen Wayne Phoenix
Jeremy Martin Pyke
Jane Sheila Rose
Tamsin Elizabeth Rowe
Siu Ming Pak
Bockari Kortoo Stevens
David Charles Challinor Watson
*Andrew Frank Withers

Diploma in Social Planning in Developing Countries

†††Abdul Rahman Bin Ramly
Gopika Dass

Mercy Wairimu Irimu
Don Gerald Chrispin Leo
Katui Munguti
Kai Loon Pun
Supachai Suvansurutn
Bello Mallam Tamawa

Diploma in Social Policy and Administration

Patrick John Atkinson
Alex Bamber
Susan Annette Beail
Kay Benstead
Regina Chor-Man Cheng
Vicki Margaret Dowell
Tony Dunne
Catherine Anne Galbraith
Jennyfer Avis Haas
David Hogg
David John Lewis
John Timothy Mallett
Peter Kuda Mavunga
Mary Louise Miller
Jane Frances Nugent
Neil William Barry Perkins
Elizabeth Mary Price
Matthew Brian Ryder
Carole Ann Sturdy
Paul Szymczyk

Diploma in Social Psychology

Zubaydah Ashkanani
†Elana Maria Balsinde
††Janine Maria McKeown

Diploma in Sociology

Gopal Raj

Diploma in Statistics

Abdullahi Mohamed Abdulwasi
Yoseph Eshete
†††Meyer David Lanyado
Ayane Senbeta Legesse

†Diploma obtained with Credit

††Diploma obtained with Merit

†††Diploma obtained with Distinction

Research

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

- (a) Much of the research done at the School is carried out by individual members of the staff and receives no support apart from that given indirectly by the School in the form of library, computational and other facilities, and directly in the form of the strictly limited support provided by the School's Staff Research Fund which covers, where possible, expenses of research assistance, travel and field work and usually comprises between £40,000 and £70,000 in any one year. The Fund is disbursed by a School Committee of the same name to the School's Departments which are grouped together for the purpose into seven "Research Divisions". The secretaries of these Divisions are Dr. M. J. Desai (Economics), Dr. M. J. Sallnow (Geography/Anthropology), Dr. H. Machin (Government), Dr. A. B. Polonsky (International Studies), Ms. J. Temkin (Legal), Dr. C. T. Husbands (Social) and Mr. A. C. Harvey (Statistics).
- (b) This 'floor' of research support which the University Grants Committee expects the School to provide is supplemented by support from outside sources for some 50 major research projects in the School. This support comes to a large extent from the Research Councils, notably the Social Science Research Council, as well as from Government Departments, and foundations such as Nuffield and Leverhulme. The School's Research Committee oversees in general and in the case of particular projects, the conduct of the responsibilities which the School undertakes in accepting this level of outside help for its research.

Centre for International Studies

The Centre for International Studies was established at the School in 1967 with the aid of a five year grant from the Ford Foundation. Soviet and Chinese studies have from the start been a central concern of the Centre but new interests which have developed over recent years include European Studies (including French studies, East-West relations in Europe and the external relations of the European Community), International Politics in Asia and the Pacific (with particular interest in Indonesia's and Japan's external relations) and International Political Economy (particularly the International Politics of Energy and Raw Material problems and International Business studies). The Centre's aim continues to be to encourage (a) an interdisciplinary approach to these studies; (b) a concern with the links between the external and domestic levels of analysis, and (c) where appropriate, attention to their policy relevance.

The Centre sponsors an inter-disciplinary M.Sc. in European Studies. Members of the Centre are also responsible for a number of seminars, in particular on Asia and the Pacific, on the international politics of energy and raw material questions, and on the external relations of the European Community.

Details of the work of earlier years are set out in previous *Calendars*. Although the Centre is no longer in a position to offer Research Fellowships and Studentships, it appoints up to five Visiting Fellows each year. In 1982-83 the following Fellows were appointed: Mrs. Kristin Lundby (Nansen Foundation, Norway), Dr. Karen Dawisha (Rockefeller International Relations Fellow), James Davidson (ex F.C.O.), Fred Halliday (Transnational Institute, Amsterdam) and Mr. Noboru Kojima (Japan Foundation Fellow).

The Centre sponsors a monograph series in the field of International Studies published by the Cambridge University Press. The titles published during the

current year have been: Roger Buckley, *Occupation Diplomacy: Britain, the United States and Japan 1945-52* and Chin Kin Wah, *The Defence of Malaysia and Singapore: The Transformation of a Security System 1957-71*.

The work of the Centre is directed by a Steering Committee under the Chairmanship of Dr. M. Leifer, consisting of Professor A. C. L. Day, Professor G. Ionescu, Mr. L. Labeledz (Editor, *Survey*), Dr. P. H. Lyon, Dr. H. Machin, Mr. J. B. L. Mayall, Professor I. H. Nish, Professor F. S. Northedge, Dr. A. B. Polonsky, Mr. P. Reddaway, Professor L. B. Schapiro, Dr. A. Sked, Dr. G. R. Smith, Mr. G. H. Stern, Mr. M. D. Steuer, Professor S. Strange, Dr. P. G. Taylor, Professor D. C. Watt, Dr. J. F. Weiss, Professor P. J. de la F. Wiles, Mr. P. Windsor.

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

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

The financial management of the Unit is in the hands of a Steering Committee on which the School, Imperial College and business are represented. Its members are: Professor R. G. Dahrendorf (Chairman), Professor T. C. Barker (LSE), Sir Donald Barron (Midland Bank), Rt. Hon. E. Dell (Channel Four Television), Professor A. G. Dickens (British Academy), Sir Arthur Knight, Mr. R. Leigh-Pemberton (Bank of England), Sir Peter Parker (Chairman, British Rail), Sir Antony Part (Vice-Chairman of the Court of Governors, LSE), Sir Alastair Pilkington (Pilkington Bros. Ltd), Professor Z. A. Silberston (Imperial College).

Academic guidance and support is provided by an Academic Management Committee consisting of: Professor T. C. Barker (LSE), Professor S. G. Checkland (Glasgow), Professor D. C. Coleman (Cambridge), Professor H. C. Edey (LSE), Professor Sir Douglas Hague (Oxford Management Centre), Professor A. R. Hall (Imperial College), Professor L. Hannah, Professor D. G. MacRae (LSE), Professor P. Mathias (Oxford), Professor L. S. Pressnell (Kent), Dr. W. J. Reader, Professor B. C. Roberts (LSE), Professor Z. A. Silberston (Imperial College), Professor Charles Wilson (Cambridge), Professor B. S. Yamey (LSE).

International Centre for Economics and Related Disciplines

The Foundation for Economic Research at L.S.E., popularly called the Suntory-Toyota Foundation, was established in 1978 on the basis of funds donated by Suntory Ltd., and the Toyota Motor Company Limited of Japan. The International Centre for Economics and Related Disciplines was established at the same time and is financially supported by the income arising to the Foundation.

The Centre finances a wide variety of research by members of the School staff, both inside and outside the Centre. The areas of recent research include the economic

history of Japan, technical change and the demand for microprocessors, monetary aspects of the British economy, Soviet military aid, the econometrics of panel data, homelessness in London, and unemployment among school-leavers. The Centre circulates several series of discussion papers and other publications. In 1981, it initiated a series of Occasional Papers.

The Centre issues invitations to distinguished visitors from all over the world welcoming them to participate in the academic life of the School and the University.

The Centre has initiated a series of public lectures — The L.S.E. Suntory-Toyota Lectures — under the direction of the I.C.E.R.D. Lectures Committee. A Workshop in Theoretical Economics is conducted by economists and mathematicians. A variety of other seminars are held under the auspices of the Centre.

The Centre gives three scholarships for research degree students. These are called the Suntory-Toyota Studentships. The Centre also at present contributes a substantial amount of money to the Scholarships and Prizes Committee to allocate in the form of scholarships and bursaries.

The work of the Centre is directed by a Steering Committee consisting of: The Director, the Pro-Director, the Convener of the Economics Department, the Chairman of the School's Research Committee and Professor A. B. Atkinson, Professor T. C. Barker, Professor K. Binmore, Professor B. V. Carsberg, Professor L. Hannah, Dr. M. Leifer, Professor M. Morishima, Professor I. H. Nish, Dr. T. J. Nossiter, Professor D. E. G. Plowman, Professor J. D. Sargan, Professor K. E. Thurley, Professor M. J. Wise and Professor B. S. Yamey.

A small Planning Sub-Committee consisting of Professors Atkinson, Carsberg, Morishima, Dr. Nossiter, Professors Thurley and Yamey meets regularly to consider applications to the Centre for support for research.

Decision Analysis Unit

The Decision Analysis Unit moved on 1st October to the School from Brunel University where since its founding in 1974 it had been one of several Units of the Institute of Organisation and Social Studies. The Unit is now comfortably housed on four floors at 1 Portsmouth Street, across the street from The Old Curiosity Shop.

Understanding and aiding human decision making continues to be the main aim of the Unit, with research conducted in collaboration with identified clients in government, commerce and industry who have real and immediate decision problems. These problems may involve choices among options, reducing or dealing with risk and uncertainty, evaluating alternative systems, products or strategies when objectives conflict, or generating fair allocations of resources so as to bring most benefits for least cost.

Sponsored work in 1982 included the development of

- intelligent knowledge-based systems for insurance underwriting,
- models of human error probabilities in the operation of nuclear power stations,
- an evaluation model that allows a company's products to be assessed and compared to each other and to competitors' products
- evaluation procedures used for the Department of Industry's EPIC (Education in Partnership with Industry and Commerce) award,
- an evaluation model allowing a company to compare the performance of its various subsidiaries, and
- an interactive computer program that facilitates career counselling.

Current research includes projects investigating

- why people get 'locked in' to hypotheses or courses of actions that are not longer appropriate,

- the circumstances under which human judgement can be used effectively in decision making,
- differences in knowledge representation required of decision support systems at different levels in the organisation, and
- the nature of career decisions, how pre-decisional processes can be modelled, and how these processes can change over time.

The Unit continues to provide a rapid problem-solving service: decision conferencing. The stakeholders in a decision faced by an organisation come to the Unit for an intensive two-day problem solving session that uses decision technology assisted by on-the-spot computer modelling. Extensive sensitivity analyses provide informative feedback, with the result that new intuitions invariably emerge about the problem, often with a solution. From the experience of many decision conferences, the Unit is accumulating much valuable information about problem solving and how it could be conducted more effectively in organisations.

Finally, some of the software developed for the work of the Unit is available for general use through the provision of End-User licences. Three programmes are currently available:

- MAUD, a very flexible and user-friendly system that helps people to clarify their objectives and to decide among options.
- TREE, a decision support package that enables a user already familiar with decision analysis to build a decision tree model that accommodates multiple objectives.
- SELSTRA, an interactive system for the hierarchical structuring of evaluation criteria, starting with a pre-structured 'core' hierarchy relevant to the problem at hand.

Greater London Group

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

S. K. Ruck, *London Government and the Welfare Services*, Routledge and Kegan Paul, 1963.

S. K. Ruck, *Municipal Entertainment and the Arts in Greater London*, Allen and Unwin, 1965.

Greater London Group, *Local Government in South East England*, Royal Commission on Local Government in England, Research Studies 1, H.M.S.O., 1968.

G. Rhodes, *The Government of London: The Struggle for Reform*, Weidenfeld and Nicolson, 1970.

G. Rhodes (Ed.), *The New Government of London: The First Five Years*, Weidenfeld and Nicolson, 1972.

E. Wistrich, *Local Government Reorganisation: The First Years of Camden*, Camden Borough Council, 1972.

M. F. Collins and T. M. Pharoh, *Transport Organisation in a Great City: The Case of London*, Allen and Unwin, 1974.

The Group has subsequently completed two major research projects. One is an

examination of London's labour market with particular reference to the problems of recruitment and retention of staff by large employers in both the public and private sectors of industry. The second project is a comparative study of the political process in four London boroughs. Entitled 'Politics and Democracy in Four Selected London Boroughs', it sought to determine what factors influence the policies and resource allocation of the Councils and the methods by which these matters are determined. The Group is preparing a new book to coincide with the 20th anniversary of Greater London as a Local Government.

To complement the major publications noted above, the Group also publishes a series of research monographs known as the Greater London Papers (they are listed at the foot of this note). The current office holders are: Acting Chairman: Professor G. W. Jones, Research Secretary: Professor D. R. Diamond, Publications: Dr. M. Hebbert.

PUBLICATIONS

Greater London Papers

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

*Public lectures delivered under the auspices of the Group.

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

Centre for Labour Economics

The Centre for Labour Economics is a part of the Department of Economics. It is one of six S.S.R.C. Designated Research Centres in the social sciences, to which the Social Science Research Council has committed long-term finance. The Centre's major current research is on unemployment, asking why the level of unemployment has been so high, and what can be done about it. The work involves studies of labour demand and supply, as well as of the unemployed themselves. Work is also being done on the relation between inflation and the level of unemployment, and the relation between employment and fiscal and monetary policy. Other research projects are concerned with wage structure and incentives (especially as they affect the work behaviour of married women). Apart from the S.S.R.C., this work is also supported by the Department of Employment and the Esmee Fairbairn Charitable Trust.

The research is being undertaken by Dr. C. Bean, Professor W. Buitter, Mr. R. Jackman, Professor R. Layard (Head of the Centre), Professor D. Metcalf, Professor S. Nickell, Mr. D. Piachaud and Dr. C. Pissarides (all part-time), in collaboration with four full-time research officers and numerous part-time research assistants (often graduate students). In addition J. Stern of the Department of Health and Social Security has been spending three years in the Centre as a Visiting Research Associate, analysing the Department's cohort study of the unemployed.

The Centre produces a series of discussion papers which are available on request. This year 38 discussion papers were produced, and 19 articles and 2 books published. The Centre has a regular sequence of overseas visitors (mainly from the U.S.) It has been associated with four conference volumes in the last four years, all special issues of journals; on education and income distribution (*Journal of Political Economy*), unemployment (*Economica*), collective choice in education (*Public Choice*), and

unemployment (*Review of Economic Studies*).

There is a weekly seminar on unemployment attended by civil servants and academics. There is also an annual conference. This year this was a major international conference on women's work, with papers from 16 countries, held in Sussex in June 1983 and organised jointly with Professor Mincer of Columbia University.

The Centre has a library on the economics of labour, and is associated with the teaching of labour economics to M.Sc. and Ph.D. students. Many research students work in the Centre.

Industrial Relations and Work Behavioural Research Unit

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

Current research includes a study of strategic planning in industrial relations and management of change in British Rail; a study of the personnel function of supervision; a project on the contribution of the personnel function to the effectiveness of organisations; a study of hiring practices and local labour markets in West Germany and the U.K. and a historical study of the development of the shop-floor and plant bargaining in the Midlands between 1939 and 1946.

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

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

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

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

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

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

Population Investigation Committee

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

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

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

In 1976 the Nuffield Foundation awarded a grant to the Committee to analyse the data on social mobility in the National Sample Survey and the first paper resulting from this research was published in 1981. Further papers should appear shortly.

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

In collaboration with L.S.E., the Committee organized a postgraduate training programme in demography, focused on developing countries but accepting students from developed societies. Since its establishment in 1965, some 240 students have been admitted. A book embodying the results of new methodological research undertaken in connection with the training programme, *Demographic Estimation for Developing Societies*, by N. H. Carrier and J. N. Hobcraft, was published by the Committee in 1971.

The Committee has received financial support from many bodies, including the Social Science Research Council, the Ford Foundation, the Home Office, the International Planned Parenthood Federation, the Nuffield Foundation, the Eugenics Society, the Simon Population Trust, the Population Council and the Rockefeller Foundation. The Chairman of the Committee is the Director of the London School of Economics and Political Science, Professor R. G. Dahrendorf; the Honorary Treasurer is the Government Actuary, Mr. E. A. Johnston and the General Secretary is Mrs. D. Castle.

Other Aspects of Research

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

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

Computer Services

As members of the University of London, students and staff of the School have access to the University computer facilities. These comprise the Amdahl 470 V/8 and Cray 1S computers at the University of London Computer Centre (ULCC). CDC 6000 and 7600 computers currently at ULCC are scheduled to be phased out early in 1984; the ICL 2980 computer and Distributed Array Processor at Queen Mary College; and the CDC Cyber 174 and 170/720 computers at Imperial College.

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

Over 100 teletypes and video terminals (including 25 in two classrooms) are available to connect to the computers. Interactive graphics facilities are available for use with Tektronix computer display terminals. A PDP 11/34 and a variety of micro computers are also available for use. A Systime 6400 is available for word processing by staff in academic departments.

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

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

Publications by Members of Staff from 1 August 1981 to 31 July 1982

(This list includes publications that were not available for inclusion in the report for 1980-81.)

Director's Publications

- On Britain* (British Broadcasting Corporation, London and the University of Chicago Press, Chicago, 1982)
- (Editor with Introduction and Conclusion) *Trendwende: Europas Wirtschaft in der Krise* (Verlag Fritz Molden, München, 1981)
- (Editor with Introduction and Conclusion) *Europa tra Crisi e Sviluppo: Una Svolta per gli Anni Ottanta?* (Edizioni di Comunità, Milano, 1981)
- (Editor with Introduction and Conclusion) *Europe's Economy in Crisis* (Weidenfeld and Nicolson, London and Holmes and Meier, New York, 1982)
- (Editor with Introduction and Conclusion) *La Crise en Europe* (Fayard, Paris, 1982)
- 'Technik und Gesellschaft auf dem Weg in die Zukunft' in Jean-François Bergier and Gottlieb F. Höpli (Eds.), *Technik woher? Technik wohin?* (Verlag Neue Zürcher Zeitung, Zurich, 1981)
- 'Das Ende des Sozialismus und die Wiedergeburt des Liberalismus (1969)' in Klaus Hansen (Ed.), *Frankfurter Schule und Liberalismus* (Nomos, Baden-Baden, 1981)
- 'O Liberalismo e a Europa' Interview with Vincenzo Ferrari (*Coleção Sociedade Moderna*, Vol. 3, Editora Universidade de Brasília, Brasília, 1982)
- 'Mutual Interests: An Illusion?' in *Towards One World?*, International Responses to the Brandt Report (Maurice Temple Smith, London, 1981)
- 'Studying Policy, Planning Policy, Making Policy' (*Policy Studies*, Vol. 2, No. 2, October 1981)
- 'Une Société Ouverte au Changement?' (*Documents*, Vol. 4, No. 81, Paris, December 1981)
- 'Gegenwart und Zukunft der österreichischen Universitäten und Kunsthochschulen' (*Parlamentarische Enquete*, Österreichische Staatsdruckerei, Vienna, 26 February 1982)
- 'Tiene Europa Futuro?' (*Boletín Informativo*, 114, Fundación Juan March, Madrid, April 1982)
- 'Liberale Politik für morgen' (*Liberal*, Heft 5, Mai 1982)
- 'Hambacher Festrede 1982 zum 150-jährigen Jubiläum des Hambacher Festes vom 27.5.1832' (*Liberal*, Heft 7, Juli 1982)

Accounting and Finance

Professor Bryan Carsberg

- The Usefulness of Current Cost Accounting* (Accounting Standards Committee, London, 1982)
- (With M. O. Alexander) 'Glory, Knock-Down Arguments, and Impenetrability' in J. W. Buckley (Ed.), *The Impact of Accounting Research on Policy and Practice* (Arthur Young Professors, Reston, Virginia, 1981)
- An International Comparison of Inflation Accounting Standards* (Arthur Young Lecture No. 4, University of Glasgow Press, 1982)

Professor H. C. Edey

- (With L. H. Leigh) *The Companies Act 1981* (Butterworth, London, 1981)

Mr. Christopher J. Napier

- Accounting for Pension Costs: An Interim Report* (Accounting Standards Committee, February 1982)

Professor B. S. Yamey

- (With M. Bywater) *Companion Guide to Historic Accounting Literature* (Scholar Press, London, 1982)

Anthropology

Dr. M. E. F. Bloch

- (With J. H. Bloch) 'Women and the Dialectics of Nature in 18th Century French Thought' in Carol MacCormack and Marilyn Strathern (Eds.), *Nature, Culture and Gender* (Cambridge University Press, 1981)
- 'Tombs and States' in S. C. Humphries and H. King (Eds.), *Mortality and Immortality: The Anthropology of Death* (Academic Press, 1981)
- 'Rang et Pouvoir en Imerina' in F. Raison (Ed.), *La Royauté à Madagascar* (Kleinseik, 1982)
- 'British Anthropological Journals' (*The Times Higher Education Supplement*, October 1981)
- (With S. Guggenheim) 'Campadrazgo, Baptism and the Symbolism of a Second Birth' (*Man*, N.S. Vol. 16, 1981)
- 'Hierarchy and Equality in Merina Kinship' (*Ethnos*, Vol. 1, No. 2, 1981)

Dr. C. J. Fuller

- 'The Attempted Reform of South Indian Temple Hinduism' in J. Davis (Ed.), *Religious Organization and Religious Experience* (Academic Press, 1982)

Professor E. A. Gellner

- 'Introduction' to E. E. Evans-Pritchard (Ed.), *A History of Anthropological Thought* (Faber and Faber, 1981)
- 'What is Structuralism?' in C. Renfrew (Ed.), *Theory and Explanation in Archaeology* (Academic Press, New York, 1982)

Professor I. M. Lewis

- A Pastoral Democracy: Pastoralism and Politics among the Northern Somali of the Horn of Africa* (Africana, new edition with new preface, 1982)
- (Co-editor with Fred Eggan and C. von Furer-Haimendorf) *Atlas of Mankind* (Mitchell Beazley, 1982)
- 'Exotische Glaubensvorstellungen und die Produktionsweiser der Feldforschung in der Anthropologie' in Hans Peter Duerr (Ed.), *Der Wissenschaftler und das Irrationale* (Erster Band, Beiträge aus Ethnologie und Anthropologie) (Syndikat, Frankfurt am Main, 1981)
- 'Prophets and their Publics' (*Semeia*, Vol. 21, 1981)
- 'What is a Shaman?' (*Folk*, Vol. 23, 1981)
- 'Acute Crisis in Somalia' (*Rain*, Vol. 43, 1981)

Dr. P. Loizos

- The Heart Grown Bitter: A Chronicle of Cypriot War Refugees* (Cambridge University Press, 1981)

Dr. David McKnight

- 'Conflict, Healing and Singing in an Australian Aboriginal Community' (*Anthropos*, Vol. 77, 1982)

Dr. J. P. Parry

'Death and Cosmogony in Kashi' (*Contributions to Indian Sociology*, N.S. Vol. 15, Nos. 1 and 2, 1981; also published in T. N. Madan (Ed.), *Way of Life: King, Householder and Renouncer. Essays in Honour of Louis Dumont*, Vikas, Delhi, 1982)

Economics

Professor A. B. Atkinson

La economía de la desigualdad (Spanish translation of *The Economics of Inequality*, Editorial Crítica, 1981)

(With R. Altmann) 'State Pensions, Taxation and Retirement Income - 1981-2031' in M. Fogarty (Ed.), *Retirement Policy - The Next Fifty Years* (Heinemann, London, 1982)

(With J. Corlyon, A. K. Maynard, H. Sutherland and C. G. Trinder) 'Poverty in York: A Re-Analysis of Rowntree's 1950 Survey' (*Bulletin of Economic Research*, Vol. 33, 1981)

(With F. Bourguignon) 'The Comparison of Multi-Dimensioned Distributions of Economic Status' (*Review of Economic Studies*, Vol. 49, 1982)

'Unemployment, Wages and Government Policy' (*Economic Journal*, Vol. 92, 1982)

Professor P. T. Bauer

(With B. S. Yamey) 'The Political Economy of Foreign Aid' (*Lloyds Bank Review*, October 1981)

'Ecclesiastical Economics' (*This World*, Winter/Spring 1982)

(With B. S. Yamey) 'Foreign Aid: What is at Stake?' (*The Public Interest*, Summer 1982)

Mr. D. P. C. Blake

(With Andrew Harvey, Colin McKenzie and Meghnad Desai) 'Irregular Data Revisions' in Arnold Zellner (Ed.), *Proceedings of ASA - CENSUS - NBER Conference on Applied Time Series Analysis of Economic Data* (Washington DC, October 1981)

(With Meghnad Desai) 'Modelling the Ultimate Absurdity: A Comment on "A Quantitative Study of the Strategic Arms Race in the Missile Age"' (*Review of Economics and Statistics*, Vol. LXIII, No. 4, November 1981)

(With Meghnad Desai) 'Monetarism and the US Experience' (*Journal of Monetary Economics*, July 1982)

Dr. Frank A. Cowell

(With K. Kuga) 'Additivity and the Entropy Concept - An Axiomatic Approach to Inequality Measurement' (*Journal of Economic Theory*, Vol. 25, August 1981)

'Taxation and Labour Supply with Risky Activities' (*Economica*, Vol. 48, November 1981)

'Income Maintenance Schemes under Wage Rate Uncertainty' (*American Economic Review*, Vol. 71, September 1981)

'The Estimation and Interpolation of Inequality Measures' (*Review of Economic Studies*, Vol. 49, April 1982)

Professor P. S. Dasgupta

The Control of Resources (Basil Blackwell, Oxford and Harvard University Press, Cambridge, Massachusetts, 1982)

(With G. Heal and J. Stiglitz) 'The Taxation of Exhaustible Resources' in G. Hughes and G. Heal (Eds.), *Public Policy and the Tax System - Essays in Honour of James Meade* (Allen and Unwin, London, 1981)

'Environmental Management under Uncertainty' in V. Kerry Smith and J. V. Krutilla (Eds.), *Explorations in Natural Resource Economics* (Johns Hopkins University Press, 1982)

'Utilitarianism, Information and Rights' in A. Sen and B. Williams (Eds.), *Utilitarianism and Beyond* (Cambridge University Press, 1982)

'The Economics of Pollution Control' in M. Gersovitz *et al* (Eds.), *The Theory and Experience of Economic Development: Essays in Honour of Sir W. Arthur Lewis* (Allen and Unwin, London, 1982)

(With Y. Ushio) 'On the Rate of Convergence of Oligopoly Equilibria in Large Markets: An Example' (*Economics Letters*, Vol. 8, 1981)

'Resource Pricing and Technological Innovations under Oligopoly' (*Scandinavian Journal of Economics*, Symposium on the Impact of Rising Oil Prices on the World Economy, Vol. 83, 1981)

(With J. Stiglitz) 'Market Structure and Resource Extraction under Uncertainty' (*Scandinavian Journal of Economics*, Symposium on the Impact of Rising Oil Prices on the World Economy, Vol. 83, 1981)

(With M. Radetzki) 'Resource, Environment and Foreign Trade' Final Report on a series of UNCTAD/UNEP research projects (UNCTAD/LDC/43, United Nations, 1982)

Mr. J. E. H. Davidson

'Small Sample Properties of Estimators of the Moving Average Process' Chapter 2 of E. G. Charatsis (Ed.), *Proceedings of the Econometric Society European Meeting 1979: Selected Econometric Papers in Memory of Stephen Valavanis* (Contributions to Economic Analysis 138, North Holland Publishing Company, Amsterdam, 1981)

'Problems with the Estimation of Moving Average Processes' (*Journal of Econometrics*, Vol. 16, 1981)

Dr. Meghnad Desai

Testing Monetarism (Frances Pinter, 1981)

A Nation of Shopkeepers? (Lecture delivered in Osaka in March 1981, published in Japanese by the Kansai Economic Research Foundation, October 1981)

'Marxian Political Economy' in T. Bottomore (Ed.), *Modern Interpretations of Marx* (Blackwell, 1981)

(With S. Mawatari *et al*) *Marxian Keizai Gaku* (Ochanomizou Shobo, Tokyo, 1981)

'Inflation, Unemployment and Monetary Policy: The UK Experience' (*British Review of Economic Issues*, November 1981)

(With David Blake) 'Modelling the Ultimate Absurdity: A Comment on "A Quantitative Study of the Strategic Arms Race in the Missile Age"' (*Review of Economics and Statistics*, Vol. LXIII, No. 4, November 1981)

(With Anup Shah) 'Growth Cycles with Induced Technical Change' (*Economic Journal*, December 1981)

'Homilies of a Victorian Sage; A Review Article on Peter Bauer's "Equality, The Third World and Economic Delusion"' (*Third World Quarterly*, April 1982)

(With Dilia Montes) 'A Macroeconomic Model of Bankruptcies in the British Economy' (*British Review of Economic Issues*, Spring 1982)

(With David Blake) 'Monetarism and the US Experience' (*Journal of Monetary Economics*, July 1982)

Dr. Moshe Efrat

'The People's Democratic Republic of Yemen: Scientific Socialism on Trial in an Arab Country' in Peter Wiles (Ed.), *The New Communist Third World* (Croom Helm, London, 1982)

'Soviet Military Aid to the New Communist Third World, 1964-1978' in Peter Wiles (Ed.), *The New Communist Third World* (Croom Helm, London, 1982)

Professor Lucien P. Foldes

(With Pauline Watson) 'Quarterly Returns to Treasury Bills: UK and US 1926-75' (*Papers on Capital and Risk*, No. 7, 1981)

(With Pauline Watson) 'Time Series Analysis of UK and US Equity Portfolios 1926-70' (*Papers on Capital and Risk*, No. 8, 1982)

(With Pauline Watson) 'Quarterly Returns to Investment in Ordinary Shares 1919-70' (*Economica*, May 1982)

Dr. Douglas Gale

Money: In Equilibrium (J. Nisbet and Cambridge University Press, 1982)

Professor Oliver D. Hart

(With S. Grossman) 'Corporate Financial Structure and Managerial Incentives' Chapter 4 in J. McCall (Ed.), *The Economics of Information and Uncertainty* (University of Chicago Press, 1982)

'A Model of Imperfect Competition with Keynesian Features' (*Quarterly Journal of Economics*, February 1982)

Dr. Brian Hindley

'Takeover Bids and Company Law' in Tony Orhnia (Ed.), *Limited Liability and the Corporation* (Croom Helm, 1982)

'The Mixed Economy in an International Context' in Lord Roll (Ed.), *The Mixed Economy* (Proceedings of Section F of the British Association for the Advancement of Science 1980, Macmillan, 1982)

Mr. R. A. Jackman

(With C. Mulvey and J. Trevithick) *The Economics of Inflation* (Martin Robertson, 2nd edition, Oxford, 1981)

(With J. Papadachi) 'Local Authority Education Expenditure in England and Wales: Why Standards Differ and the Impact of Government Grants' in M. J. Bowman (Ed.), *Collective Choice in Education* (Martinus Nijhoff Publishers, The Hague, 1981; also in *Public Choice*, Vol. 36, No. 3, 1981)

(With J. Sutton) 'Imperfect Capital Markets and the Monetarist Black Box: Liquidity Constraints, Inflation and the Asymmetric Effects of Interest Rate Policy' (*Economic Journal*, March 1982)

(With R. Layard) 'An Inflation Tax' (*Fiscal Studies*, March 1982)

'Does Central Government Need to Control the Total of Local Government Spending?' (*Local Government Studies*, May/June 1982)

Mr. Kurt Klappholz

'Economics, Politics and the Future of the Private Rented Sector' (*Property Journal*, Vol. VIII, June 1982)

Professor P. R. G. Layard

'Youth Unemployment in Britain and the US Compared' in R. Freeman and D. Wise (Eds.), *The Youth Labor Market Problem* (University of Chicago Press, 1982)

(With G. Johnson) 'Efficient Public Employment with Labour Market Distortions' in R. Haveman (Ed.), *Public Finance and Public Employment* (Wayne State University Press, 1982)

(With S. Nickell) 'The Case of Subsidising Extra Jobs' in D. Colander (Ed.), *Solutions to Unemployment* (Harcourt, Brace, Jovanovich, 1982)

'Measuring the Duration of Unemployment: A Note' (*Scottish Journal of Political Economy*, November 1981)

'Unemployment in Britain: Causes and Cures' (*Work and Social Change*, No. 6, European Centre for Work and Society, Maastricht, 1981)

(With R. Jackman) 'An Inflation Tax' (*Fiscal Studies*, Vol. 3, No. 1, March 1982)

'Incomes Policy, Employment Measures and Economic Performance' (*Could Do Better*, IEA Occasional Paper Special No. 62, 1982)

Dr. Julian Le Grand

The Strategy of Equality (Allen and Unwin, 1982)

'The Distribution of Public Expenditure on Education' (*Economica*, February 1982)

Ms. A. M. McGlone

Chapters in C. V. Brown (Ed.), *Taxation and Labour Supply* (George Allen and Unwin, 1981)

Mr. D. E. de Meza

'LDC Policy Towards Multinationals: A Case for Payroll Taxes and Capital Subsidies' (*Economics Letters*, Vol. 5, 1980)

'Perverse Short-Run and Long-Run Factor Demand Curves' (*Economica*, August 1981)

'World Wage Distribution' (*Economics Letters*, Vol. 6, 1981)

'Generalised Oligopoly Derived Demand with an Application to Tax Induced Entry' (*Bulletin of Economic Research*, May 1982)

Professor A. R. Prest

The Taxation of Urban Land (Manchester University Press, Manchester, 1981)

'Land Taxation and Urban Finances in Less Developed Countries' in M. Cullen and S. Woolery (Eds.), *World Congress on Land Policy* (Lexington Books, D. C. Heath, Lexington, Massachusetts, 1980)

'The Fiscal Aspects of the Campbell Report' in M. Fisher (Ed.), *A New Financial Revolution?* (Centre for Independent Studies, Sydney, 1982)

'Revenue and Expenditure Ratios Again' in *Perspective on Economic Development: Essays in the Honour of W. Arthur Lewis* (University Press of America, Washington D.C., 1982)

'Budgetary Principles and Practices: The Implications of Some Recent Developments in Economics' (*14th Jordanas de Finanzas Publicas*, Cordoba, September 1981)

'On Charging for Local Government Services' (*Three Banks Review*, March 1982)

'Greener Still and Greener' (*Local Government Studies*, May/June 1982)

Dr. C. A. Pissarides

'Staying-on at School in England and Wales' (*Economica*, November 1981)

Dr. G. C. Psacharopoulos

(With B. Sanyal) *Higher Education and Employment* (UNESCO, 1981)

'Education and Society: Old Myths versus New Facts' in Lord Roll (Ed.), *The Mixed Economy* (Proceedings of Section F of the British Association for the Advancement of Science 1980, Macmillan, 1981)

(With B. Sanyal) 'Student Expectations and Labor Market Performance: The Case of the Philippines' (*Higher Education*, No. 4, 1981)

'Returns to Education: An Updated International Comparison' (*Comparative Education*, October 1981)

'Education and the Structure of Earnings in Portugal' (*De Economist*, No. 4, 1981)

(With M. Blaug and C. Dougherty) 'The Distribution of Schooling and the

- Distribution of Earnings: Some British Evidence' (*Manchester School*, March 1982)
 'A Social Welfare Analysis of Educational Reform in Greece' (*Compare*, Spring 1982)
 'The Economics of Higher Education in Developing Countries' (*Comparative Education Review*, June 1982)
 'An Analysis of the Demand for Upper Secondary Education in Portugal' (*Economics of Education Review*, Summer 1982)
 (With J. Tinbergen) 'Long Range Educational Perspectives in OECD Countries' (*Reappraisal of Educational Planning*, OECD, 1982)
 'Earnings and Education in Greece, 1960-1977' (*European Economic Review*, 1982)
 'The Economics of Early Childhood Education and Day Care' (*International Review of Education*, No. 1, 1982)
 (With S. Gedeon) 'Unemployment, Education and Selection: The Case of a Bank Entrance Examination' (*European Journal of Education*, No. 1, 1982)
 (With B. Sanyal) 'Student Expectations and Graduate Labor Market Performance in Egypt' (*Higher Education*, No. 1, 1982)
 (With A. Marin) 'Does the Labor Market Reward Risk? Evidence from the UK' (*Journal of Political Economy*, No. 4, 1982)

Mr. S. E. Pudney

- 'An Empirical Method of Approximating the Separable Structure of Consumer Preferences' (*Review of Economic Studies*, October 1981)
 'The Identification of Rational Expectations Models under Structural Neutrality' (*Journal of Economic Dynamics and Control*, January 1982)

Mr. R. Repullo Labrador

- 'A Note on Imperfect Information and Optimal Pollution Control' (*The Review of Economic Studies*, July 1982)

Professor J. D. Sargan

- 'On Monte Carlo Estimates of Moments that are Infinite' (*Advances in Econometrics*, Vol. 1, 1982)

Dr. Christopher D. Scott

- 'Agrarian Reform and Seasonal Employment in Coastal Peruvian Agriculture' (*The Journal of Development Studies*, July 1981)

Dr. Avner Shaked

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Analysis of Regular and Occasional Students, 1980-83—continued

REGULAR STUDENTS

	SESSION 1980-81				SESSION 1981-82				SESSION 1982-83			
	STUDENT NUMBERS			Grand Total	STUDENT NUMBERS			Grand Total	STUDENT NUMBERS			Grand Total
	Men	Women	Total		Men	Women	Total		Men	Women	Total	
B.Sc./B.A. Social Anthropology												
1st year	4	16	20	54	4	16	20	53	9	12	21	60
2nd year	7	9	16		4	14	18		3	17	20	
3rd year	9	9	18		7	8	15		4	15	19	
B.Sc. Social Psychology												
1st year	9	11	20	48	2	18	20	49	9	11	20	57
2nd year	4	7	11		7	11	18		2	16	18	
3rd year	7	10	17		4	7	11		8	11	19	
B.Sc. Sociology												
1st year	13	15	28	79	5	20	25	81	7	19	26	79
2nd year	19	11	30		13	13	26		6	19	25	
3rd year	7	14	21		19	11	30		13	15	28	
B.A. French Studies												
1st year	4	12	16	38	4	7	11	42	-	-	-	34
2nd year	2	13	15		2	8	10		3	7	10	
3rd year	-	4	4		2	15	17		2	9	11	
4th year	-	3	3		1	3	4		2	11	13	
B.Sc. Chemistry and Philosophy of Science (jointly with King's College)												
1st year	1	2	3	4	-	-	-	2	-	1	1	4
2nd year	-	-	-		-	2	2		-	1	1	
3rd year	1	-	1		-	-	-		-	2	2	

Analysis of Regular and Occasional Students, 1980-83—continued

REGULAR STUDENTS

	SESSION 1980-81				SESSION 1981-82				SESSION 1982-83			
	STUDENT NUMBERS			Grand Total	STUDENT NUMBERS			Grand Total	STUDENT NUMBERS			Grand Total
	Men	Women	Total		Men	Women	Total		Men	Women	Total	
B.A. Social Anthropology and Mediaeval History												
1st year	-	1	1	3	1	-	1	2	-	-	-	2
2nd year	1	1	2		-	-	-		1	-	1	
3rd year	-	-	-		1	-	1		-	1	1	
B.Sc. Social Science and Administration												
1st year	4	22	26	70	5	17	22	67	8	12	20	59
2nd year	7	15	22		4	19	23		4	14	18	
3rd year	6	16	22		7	15	22		4	17	21	
LL.B.												
1st year	58	34	92	252	63	37	100	267	45	29	74	255
2nd year	38	41	79		55	32	87		60	33	93	
3rd year	46	35	81		38	42	80		56	32	88	
LL.B with French Law												
1st year	-	-	-	-	7	5	12	12	-	4	4	14
2nd year	-	-	-		-	-	-		-	5	5	
B.A. History												
1st year	11	14	25	61	9	13	22	65	11	10	21	65
2nd year	3	15	18		11	13	24		9	11	20	
3rd year	9	9	18		4	15	19		9	15	24	
OTHER REGULAR STUDENTS:												
General Course	88	68	156	156	119	69	188	188	105	78	183	183
Pre-Law Year	-	-	-	-	1	1	2	2	-	-	-	-
Trade Union Studies	9	2	11	11	9	3	12	12	11	2	13	13

Analysis of Regular and Occasional Students, 1980-83—continued

REGULAR STUDENTS

	SESSION 1980-81				SESSION 1981-82				SESSION 1982-83			
	STUDENT NUMBERS			Grand Total	STUDENT NUMBERS			Grand Total	STUDENT NUMBERS			Grand Total
	Men	Women	Total		Men	Women	Total		Men	Women	Total	
TOTAL REGULAR UNDERGRADUATES	1459	792	2251	2251	1525	842	2367	2367	1468	874	2342	2342
OTHER STUDENTS:												
Single Term	39	40	79	79	50	56	106	106	63	66	129	129
Occasional	18	12	30	30	20	21	41	41	20	16	36	36
TOTAL OTHER STUDENTS	57	52	109	109	70	77	147	147	83	82	165	165
TOTAL ALL UNDERGRADUATE STUDENTS	1516	844	2360	2360	1595	919	2514	2514	1551	956	2507	2507
M.Sc.												
1st year	489	252	741		465	241	706		476	229	705	
2nd year and subsequent years	71	56	127	868	85	61	146	852	81	49	130	835
Ph.D./M.Phil.												
1st year	145	68	213		123	65	188		109	57	166	
2nd year and subsequent years	353	142	495	708	347	160	507	695	294	138	432	598
				1758				1713				1604
LL.M.												
1st year	101	38	139		78	38	116		87	49	136	
2nd year and subsequent years	9	8	17	156	20	4	24	140	7	4	11	147
M.A.												
1st year	11	10	21		9	11	20		10	5	15	
2nd year and subsequent years	3	2	5	26	2	4	6	26	3	6	9	24

Analysis of Regular and Occasional Students, 1980-83—continued

REGULAR STUDENTS

	SESSION 1980-81				SESSION 1981-82				SESSION 1982-83			
	STUDENT NUMBERS			Grand Total	STUDENT NUMBERS			Grand Total	STUDENT NUMBERS			Grand Total
	Men	Women	Total		Men	Women	Total		Men	Women	Total	
University Postgraduate Diplomas:												
International Law	-	1	1	1	2	1	3	4	-	1	1	1
Law	-	-	-		-	1	1		-	-	-	
Diplomas Awarded by the School:												
Social Planning	6	4	10	10	6	2	8	8	5	5	10	10
Personnel Management	10	15	25	25	11	13	24	24	12	12	24	24
Social Administration	12	12	24	24	12	9	21	21	2	6	8	8
Statistics												
1st year	4	4	8		4	1	5		1	1	2	
2nd year	1	-	1	9	-	-	-	5	-	-	-	2
Accounting and Finance												
1st year	18	8	26		19	8	27		22	11	33	
2nd year	-	-	-	26	-	-	-	27	-	1	1	34
Business Studies												
1st year	20	10	30		18	10	28		13	8	21	
2nd year	-	-	-	30	1	-	1	29	-	-	-	21
Management Sciences	5	5	10	10	6	5	11	11	5	5	10	10
Economics												
1st year	27	14	41		44	14	58		27	12	39	
2nd year	-	-	-	41	1	-	1	59	1	1	2	41
Econometrics	4	1	5	5	2	-	2	2	2	-	2	2

Analysis of Overseas Students in Attendance at the LSE during the sessions 1980-83 (By Domicile) *continued*

COUNTRY OF DOMICILE	1980-81			1981-82			1982-83		
	Under-graduate	Graduate	Total	Under-graduate	Graduate	Total	Under-graduate	Graduate	Total
Ecuador	-	2	2	-	1	1	-	-	-
Egypt	-	5	5	-	5	5	-	2	2
Eire	2	11	13	2	18	20	1	5	6
Ethiopia	1	3	4	1	7	8	-	3	3
Fiji	-	1	1	-	-	-	1	-	1
Finland	-	2	2	-	1	1	-	6	6
France	6	7	13	4	5	9	10	10	20
Gambia	1	1	2	1	-	1	1	-	1
Germany (West)	28	33	61	22	35	57	21	22	43
Ghana	2	14	16	3	17	20	4	9	13
Gibraltar	1	-	1	1	1	2	1	-	1
Greece	24	71	95	19	75	94	17	80	97
Grenada	2	-	2	2	1	3	-	-	-
Guyana	6	3	9	4	6	10	1	3	4
Hong Kong	57	28	85	84	20	104	106	42	148
Hungary	-	1	1	-	-	-	-	-	-
Iceland	-	3	3	-	5	5	-	2	2
India	15	36	51	14	37	51	12	26	38
Indonesia	3	6	9	5	2	7	4	2	6
Iran	13	43	56	9	24	33	4	8	12
Iraq	-	1	1	-	2	2	-	2	2
Israel	1	17	18	4	11	15	5	10	15
Italy	10	44	54	9	32	41	10	34	44
Jamaica	2	1	3	2	2	4	-	2	2
Japan	3	23	26	7	28	35	7	33	40
Jordan	1	4	5	3	6	9	1	1	2
Kenya	24	4	28	16	7	23	12	6	18
Korea	-	7	7	-	7	7	1	13	14
Kuwait	1	-	1	2	3	5	4	1	5
Lebanon	4	5	9	3	4	7	5	3	8
Lesotho	-	1	1	-	2	2	-	1	1
Liberia	-	-	-	-	-	-	-	1	1

Analysis of Overseas Students in Attendance at the LSE during the sessions 1980-83 (By Domicile) *continued*

COUNTRY OF DOMICILE	1980-81			1981-82			1982-83		
	Under-graduate	Graduate	Total	Under-graduate	Graduate	Total	Under-graduate	Graduate	Total
Libya	-	-	-	-	-	-	-	1	1
Luxembourg	1	3	4	1	1	2	2	2	4
Malawi	-	-	-	-	4	4	-	2	2
Malaysia	49	25	74	68	32	100	69	41	110
Malta	-	1	1	-	1	1	1	-	1
Mauritius	13	7	20	16	7	23	14	4	18
Mexico	-	56	56	-	83	83	1	48	49
Morocco	-	1	1	1	1	2	-	1	1
Namibia	1	-	1	1	-	1	-	-	-
Nepal	-	2	2	-	-	-	-	-	-
Netherlands	5	5	10	6	10	16	3	6	9
Netherlands Antilles	-	-	-	-	-	-	-	1	1
New Zealand	-	5	5	-	3	3	-	4	4
Nigeria	9	54	63	14	66	80	16	51	67
Norway	3	4	7	3	3	6	3	3	6
Pakistan	28	15	43	22	14	36	19	9	28
Panama	-	-	-	-	1	1	-	2	2
Papua New Guinea	-	1	1	-	1	1	-	-	-
Peru	1	1	2	1	1	2	1	5	6
Philippines	1	7	8	1	3	4	4	5	9
Poland	-	2	2	1	2	3	1	-	1
Portugal	6	8	14	7	5	12	10	7	17
Puerto Rico	-	-	-	-	1	1	-	1	1
St. Lucia	1	1	2	-	-	-	-	1	1
Sabah	-	-	-	-	-	-	2	-	2
Samoa (Western)	-	-	-	1	-	1	-	-	-
Saudi Arabia	1	2	3	-	4	4	-	3	3
Seychelles	-	-	-	-	-	-	-	1	1
Sierra Leone	-	2	2	-	3	3	1	1	2
Singapore	33	16	49	28	20	48	29	24	53
Somali Dem. Republic	-	5	5	-	8	8	-	4	4

144 Analysis of Overseas Students in Attendance at the LSE during the sessions 1980-83 (By Domicile) *continued*

COUNTRY OF DOMICILE	1980-81			1981-82			1982-83		
	Under-graduate	Graduate	Total	Under-graduate	Graduate	Total	Under-graduate	Graduate	Total
South Africa	2	15	17	4	19	23	2	10	12
Spain	6	25	31	5	19	24	9	25	34
Sri Lanka	2	9	11	4	12	16	6	7	13
Sudan	-	4	4	-	8	8	-	8	8
Swaziland	-	1	1	-	1	1	-	1	1
Sweden	5	1	6	2	1	3	4	4	8
Switzerland	10	12	22	8	6	14	8	12	20
Taiwan	2	7	9	1	9	10	1	4	5
Tanzania	1	7	8	-	8	8	-	6	6
Thailand	7	7	14	6	9	15	7	7	14
Trinidad and Tobago	2	7	9	3	3	6	3	3	6
Tunisia	-	1	1	-	1	1	-	-	-
Turkey	3	19	22	3	12	15	3	5	8
Uganda	1	7	8	1	3	4	1	4	5
United Arab Emirates	-	-	-	1	-	1	1	-	1
Uruguay	-	1	1	-	1	1	-	2	2
U.S.A.	222	197	419	292	222	514	298	202	500
U.S.S.R.	-	6	6	-	3	3	-	2	2
Venezuela	1	27	28	-	20	20	-	13	13
Vietnam	-	1	1	-	-	-	-	-	-
Yemen	-	1	1	-	1	1	-	-	-
Yugoslavia	-	1	1	-	2	2	2	1	3
Zaire	-	-	-	-	-	-	1	-	1
Zambia	1	2	3	1	2	3	1	2	3
Zimbabwe	5	13	18	4	9	13	3	1	4
GRAND TOTAL	714	1208	1922	814	1231	2045	849	1059	1908

145 Analysis of Overseas Students in Attendance at the LSE during the sessions 1980-83 (By Domicile Group)

	SESSION 1980-1981			SESSION 1981-1982			SESSION 1982-1983		
	Under-graduate	Post-graduate	Total	Under-graduate	Post-graduate	Total	Under-graduate	Post-graduate	Total
1. THE CONTINENTS OF:									
EUROPE	161	283	444	145	273	418	167	254	421
ASIA	230	303	533	267	263	530	291	259	550
AFRICA	62	147	209	64	190	254	57	133	190
NORTH AMERICA	245	350	595	320	385	705	322	316	638
SOUTH AMERICA	10	86	96	13	86	99	9	79	88
AUSTRALASIA	6	39	45	5	34	39	3	18	21
TOTAL	714	1208	1922	814	1231	2045	849	1059	1908
2. MEMBERSHIP OF THE COMMONWEALTH	293	399	692	339	397	736	359	337	696
3. MEMBERSHIP OF THE EUROPEAN ECONOMIC COMMUNITY	57	113	170	50	111	161	71	169	240

Part II: Regulations and Facilities

Admission of Students

1. Students are classified in the following categories:
 - (a) Regular students — those paying a composition fee for a degree or diploma or for any other full course and students paying a research fee.
 - (b) Occasional students — those paying a fee for one or more separate courses of lectures.
2. No student will be admitted to any course until he has paid the requisite fees. The School reserves the right at all times to withdraw or alter particular courses and course syllabuses.

First Degrees

U.C.C.A.

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

Overseas candidates who are applying from the following countries are advised to submit their applications to U.C.C.A. through the recognised agency in London (e.g. the British Council Technical Assistance Training Department or their own country's High Commission, Embassy, Consulate-General or Students' Office): Brunei, Cyprus, Ghana, Guyana, India, Luxembourg, Singapore, Tanzania and Thailand. Candidates from other overseas countries should send their applications to U.C.C.A. direct. British Council offices abroad can give helpful advice, but do not supply application forms or handbooks. Any student whose permanent home address is outside the U.K. will be classed as an overseas student for U.C.C.A. purposes.

The earliest date at which the U.C.C.A. will receive applications for admission in October 1984 is 1 September 1983. The closing date for the receipt of applications at the U.C.C.A. is 15 December 1983, except for students who include Oxford or Cambridge in their choice of Universities, who must submit their applications by 15 October 1983. However, all students are advised to submit their applications as soon as possible after 1 September and not to leave them until the last minute.

Entrance Requirements

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

Either

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

- The ordinary level passes must be obtained at Grade A, B or C. A Grade 1 pass in a subject taken in the Certificate of Secondary Education is recognised as equivalent to an Ordinary level pass in the G.C.E. examination. Ordinary passes (Grades A-C, in examination in and after 1973) in the Scottish Certificate of Education are accepted by the University of London as equivalent to Ordinary level passes in the G.C.E. examination. The University has also recently agreed that a student who has passed five separate subjects at the Higher level in the Scottish Certificate of Education and has obtained not less than Grade B in four of these subjects will be deemed to have satisfied the General Entrance requirements of the University of London. However the School would normally expect the candidates from Scotland to offer good passes in at least two subjects either in the Certificate of Sixth Year Studies examination or under the Post Higher syllabus.
- or 2. graduating in another university approved for this purpose by the University of London;
 - or 3. obtaining by examination a full practising professional qualification;
 - or 4. obtaining the Diploma in Technology;
 - or 5. applying under the regulations for Advanced Students by virtue of a Teacher's Certificate awarded since 1962, after a course of study lasting three academic years in a training college in England or Wales, or a three-year course of training in Northern Ireland since 1950;
 - or 6. other qualifications to be considered by the Special Entrance Board of the University.

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

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

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

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

Concurrent Study

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

Additional Information for Overseas Students

Many students overseas will find it convenient to submit their applications to the U.C.C.A. through an established agency, such as their government's Students' Office or High Commission, or the Overseas Development Administration, and students are

advised to seek the help and advice of these agencies before submitting an application. Students who wish to do so, however, may send direct to the U.C.C.A. any application for admission to a first-degree course at this School. Students who are in any doubt or difficulty over this procedure may write direct to the School for advice.

Candidates from overseas are also asked to take particular note of the following points.

Those who do not hold the relevant British qualifications listed above, but who hold qualifications enabling them to enter a foreign university, may be considered by the Special Entrance Board of the University of London. Such students should in the first instance apply for admission to the School through the U.C.C.A. If the School is willing to admit them it will forward their applications to the Special Board for consideration.

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

Students whose mother tongue is not English will be required to give evidence of proficiency in the language.

Candidates from overseas, whether living abroad or in the United Kingdom at the time they make application, will be required, before they are accepted, to show that they have adequate financial resources to cover the cost of the three-year full-time course of study for a first degree. They will be asked to provide a guarantee that they have available a sufficient sum to cover their maintenance in London (£3100 for 1983/84) in addition to the fees. They may also be asked to provide a medical certificate.

Intending students from overseas should not set out for this country unless they have received a definite offer of a place at the School.

Course Requirements

Note Besides the general requirements given on pages 146-148 candidates must satisfy the course requirements for the degree they wish to take.

<i>Course and Course Requirements</i>	<i>Description of Course Page</i>
B.Sc. Economics	172-98
'O' level pass in Mathematics expected	
LL.B.	224-7
No course requirement	
LL.B. with French Law	228-30
'A' level pass in French required	
B.A. Geography	205-7
'O' level pass in Mathematics expected	
B.Sc. Degree	
'O' level pass in Mathematics expected for:	205-7
Geography	209-11
Management Sciences	214
Social Psychology	214-6
Sociology	
'A' level pass in a Mathematics subject expected for:	211
Mathematics/Philosophy	207-9
Mathematics/Statistics/Computing/Actuarial Science	222-3
B.Sc. Social Science and Administration	
'O' level pass in Mathematics expected	231-2
B.A. History	
'O' level pass in a foreign language, modern or classical, required	
'A' level pass in History or Economic History preferred	

General Course Students

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

1. Applications for General Course registration will be considered from undergraduates who will have completed at least two years of study in a foreign university by the time of their enrolment at the School. Highly qualified graduate students who wish to do general work in the social sciences may also apply. Graduates who wish to follow a more specialised course without preparing for a degree, should apply for Research Fee registration (see pages 161 and 236).
2. General Course enrolment enables a student to attend lectures and classes and receive tuition at the School for one academic year only.
3. The number of students admitted each year is limited.
4. (a) The Tutor to General Course students has general responsibility for the arrangements for students in this category and will address newly-arrived students at the beginning of the year as part of a reception programme.
(b) Every student is allocated to a tutor, who will advise in the selection of courses and act throughout the session as supervisor.
(c) The student may attend most lecture courses and may also join classes.
(d) The student has full use of the Library without payment of any additional fee.
5. (a) At the end of the course each student will be given, on request, a certificate of registration. This certificate lists the lectures and classes for which the student was registered, but does not include a detailed record of attendance.
(b) The student may apply to write up to four examination papers in subjects of his own choosing. The results of any examinations are added to the registration certificate.
(c) A tutor's confidential report will also be made available, on request, to the student's home university.

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

6. Application forms for General Course registration may be obtained from the Assistant Registrar of the School. An application fee (non-refundable) of £10 (or \$20) must be submitted at the time of application.

Occasional Students

1. Occasional students are entitled to select up to three lecture courses per term from those listed in the Sessional Timetable. They are normally required to enrol for a complete course or for a whole term; registration for single lectures is not permitted. Classes and seminars are not normally open to Occasional students. The fee for most courses is £2 per hour. Refunds of fees are not normally available.
2. Applicants for admission as Occasional students must normally be in full-time employment.
3. A person seeking admission as an Occasional student should obtain a form of application from the Assistant Registrar of the School and return it at least four weeks before the opening of the term in which he wishes to attend.
4. Applicants will be asked to state their qualifications for study at the School and the purpose for which they wish to study, and they may be invited to attend for interview before admission. In view of pressure on teaching resources and accommodation, only a limited number of Occasional students will be accepted. Candidates for external degrees of this University may not normally be registered as Occasional students.

5. If the application is accepted the student will, on payment of the fees, receive a card of admission for the courses named thereon and must produce it on demand.
6. Occasional registration does not entitle a student to tutorial assistance. The teaching facilities are strictly limited to attendance at the courses for which the individual student is registered.
7. An Occasional student will be allowed full use of the Main Library but not of the Teaching Library.
8. At the end of their attendance students will, on request, be given a typed certificate listing the courses for which they have been registered, but this certificate will not include a detailed record of attendance.

The Pre-Law Programmes

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

Pre-Law Year

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

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

Pre-Law Semester

Students are required to take four single courses as follows:

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

Certification

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

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

University Registration

Students of the School who are reading for degrees or diplomas of the University of London are registered by the School as internal students of the University.

Regulations for Students

Preamble

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

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

Alterations and Additions

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

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

General

4. No student of the School shall:

- (a) Disrupt teaching, study, research or administrative work, or prevent any member of the School and its staff from carrying on his work, or do any act reasonably likely to cause such disruption or prevention;
- (b) Damage or deface any property of the School, or do any act reasonably likely to cause such damage or defacing;
- (c) Use the School premises contrary to the Regulations and Rules, or do any act reasonably likely to cause such use;
- (d) Engage in any conduct which is, or is reasonably likely to be, clearly detrimental to the School's purposes.

Academic Matters

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

The Press

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

Public Statements

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

Copyright in Lectures

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

Misconduct

9. Any breach by a student of these Regulations constitutes misconduct and renders the student guilty of such a breach liable to penalties as laid down in these Regulations. Misconduct shall not be excused by the fact that the offender may have acted on behalf of, or on the instructions of, any other person or organisation.

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

11. If a student is convicted of a criminal offence in the courts which relates to an act committed within the School or immediately affecting the School or committed in such circumstances that the continued presence of the offender within the School may be clearly detrimental to the well-being of the School, the fact of a conviction will not necessarily preclude the institution of disciplinary action by the School under these Regulations.

Penalties for Breaches of Regulations

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

Reprimand.

A fine not exceeding £25.

Suspension from any or all of the facilities of the School for a specified period.

Expulsion from the School.

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

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

Reprimand.

A fine not exceeding £25.

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

Disciplinary Procedures

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

Should the Secretary be satisfied that a *prime facie* case exists, he will refer the complaint to the Director, or to another person authorised by the Director, and the Director or such person shall decide whether the complaint shall be proceeded

with, and, if so, whether before a Summary Tribunal or before a Board of Discipline. In deciding whether proceedings shall take place before a Summary Tribunal or a Board of Discipline the Director or the person authorised by him shall have regard to the seriousness of the alleged misconduct. Where the decision is made to proceed the Director or the person authorised by him shall formulate the charge or cause it to be formulated, and convene a Summary Tribunal or Board of Discipline as the case may require.

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

Provided that

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

(b) Students against whom charges of misconduct are laid shall have the right, if they so wish, to be heard by a disciplinary body without student members provided it is otherwise properly constituted.

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

Provided that

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

(b) No member of the Rules and Regulations Committee shall be a member of the Disciplinary Panel.

17. The Student Disciplinary Panel shall consist of ten persons who are registered full-time students selected annually by lot in accordance with Regulation 26.

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

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

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

the hearing of the Summary Tribunal he shall be entitled to be represented by an advocate of his own choice, who may be a lawyer. He or his representative shall be entitled to cross-examine any witness called, and to call witnesses in his defence. He shall further be entitled to give evidence and to address the Tribunal in his defence. The Summary Tribunal shall report its findings and the penalty (if any) imposed in writing to the student concerned and to the Director.

21. In every case where a Summary Tribunal reports that a breach of Regulations has been committed the student concerned shall be entitled to request, within forty-eight hours of being informed of the report and of the penalty proposed to be imposed, that the decision be reviewed by an Appeals Board consisting of two members of the Disciplinary Panel who shall not be persons concerned in the original hearing, selected in the same manner as the academic members of the Summary Tribunal. The Appeals Board shall not re-hear evidence, but otherwise shall determine its own procedure. It shall report its decision in writing to the student concerned and to the Director.

22. Subject to Regulation 15, a Board of Discipline shall consist of two members of the Disciplinary Panel who are also lay Governors, two academic members of the Disciplinary Panel, two members of the Student Disciplinary Panel and a Chairman who shall be a practising member of the Bar of at least seven years' standing who is not a member of the School and who shall be appointed in consultation with and subject to the agreement of the Vice-Chancellor of the University of London. The decision of a Board of Discipline shall be by a majority. At least three weeks before a Board of Discipline meets, the student alleged to have committed a breach of these Regulations shall be informed in writing of the date of the meeting and of the nature of the breach which he is alleged to have committed. At the hearing of the Board of Discipline he shall be entitled to be represented by an advocate of his own choice, who may be a lawyer. He or his representative shall be entitled to cross-examine any witness called, and to call witnesses in his defence. He shall further be entitled to give evidence and to address the Board in his defence. The Board of Discipline shall report its findings and the penalty (if any) imposed in writing to the student concerned and to the Director.

23. In every case where the Board of Discipline reports that a breach of Regulations has been committed the student concerned shall be entitled, within three weeks of being informed of the report and of the penalty proposed to be imposed, to appeal to an Appeals Committee of two members, neither of whom shall be members of the School, appointed in consultation with and subject to the agreement of the Vice-Chancellor of the University of London. The Appeals Committee shall not re-hear evidence but otherwise shall determine its own procedure and shall report in writing its decision to the student concerned and to the Director.

24. At any time when a decision to refer an alleged offence to a Board of Discipline is under consideration, or after any such reference has been made, the Director or a person under his authority may suspend the student concerned from all or any specified use of the School facilities pending the decision of the Board of Discipline.

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

Student Members of Rules and Regulations Committee

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

Student Disciplinary Panel

26. The annual selection of members of the Student Disciplinary Panel shall be made by the Secretary in the academic year preceding the year of office, using a random selection process. In making this selection he shall seek the advice of an Appointed Teacher in Statistics of the University. He shall exclude from the selection students whose courses he anticipates will be completed during the year of selection. He shall notify the persons selected and shall ask them to state in writing whether they agree to serve as members of the Panel. If within fourteen days of this notification any of the persons selected has not given his consent, further selections shall be made in like manner until ten persons have been selected and have agreed to serve. Any casual vacancies that arise during the year of office may be filled by further selection in like manner from the same group of persons. The President of the Students' Union shall be entitled to appoint a student to observe the conduct of the selection.

Academic Members of Disciplinary Panel

27. The annual selection of the academic members of the Disciplinary Panel shall be made by the Secretary in the academic year preceding the year of office using a random selection process. In making this selection he shall seek the advice of an Appointed Teacher in Statistics of the University. He shall exclude from the selection persons who he anticipates will be absent from the school for any period in term time exceeding four weeks during the year of office for which the selection is made. He shall notify the persons selected and shall ask them to state in writing whether they agree to serve as members of the Panel. If within fourteen days of this notification any of the persons selected has not given this consent, the Secretary shall make further selection in like manner until ten persons have been selected and have agreed to serve. Any casual vacancies that arise during the year of office may be filled by further selection in like manner from the same group of persons.

Miscellaneous

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

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

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

31. Until the first Disciplinary Panel has come into existence a Summary Tribunal shall be duly constituted if its members (other than the student) consist of two members of the academic staff appointed by the person convening the Tribunal, and a Board of Discipline shall be duly constituted if its Chairman has been nominated as laid down in Regulation 22 and its other members (other than students) consist of any four persons appointed by the person convening the Board from the Board of Discipline in existence immediately before these Regulations come into force. If at any time there shall be no duly constituted Student Disciplinary Panel in existence a Summary Tribunal or a Board of Discipline shall be duly constituted if the Tribunal or Board as the case may be has no student members provided that it is otherwise properly constituted. Selection of members of a Summary Tribunal or Board of Discipline under Regulation 19 shall not be invalid only by reason of the fact that at the time of selection the number of members of the Disciplinary Panel or Student Disciplinary Panel is less than that specified in Regulation 16 or 17, as the case may be.

32. Rules and Instructions issued under these Regulations shall be deemed part of the Regulations. All Rules in force immediately before these Regulations come into force

shall remain valid and shall be deemed part of these Regulations until they have been amended, altered or cancelled under the provision of Regulation 3.

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

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

Fees

1 The fees stated are payable for the academic year 1983-84. They may not apply thereafter.

2 Students are normally expected to pay fees by the session and fees are due to be paid not later than the end of the first week of the Michaelmas term.

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

- (i) Michaelmas term fees should be paid by the end of the first week of that term;
- (ii) the balance of the sessional fee due for the Lent and Summer terms should be paid by the end of the first week of the Lent term;
- (iii) any student who wishes to defer payment of fees for the Summer term beyond the first week of the Lent term should again apply for permission to the Registrar or the Secretary of the Graduate School, who will ask for full reasons why this permission should be granted.

3 If fees are not paid when due registration will be incomplete and the student will not be entitled to use any of the School's facilities unless an extension of time to pay is allowed in writing by the School. The School reserves the right to withhold or, where appropriate, to ask the University to withhold the award of a degree or diploma to any student owing fees.

4 The fees stated are composition fees and cover registration, teaching,¹ first entry to examinations,² the use of the library and membership of the Students' Union. For students working under intercollegiate arrangements the fees also cover teaching and the use of student common rooms at the other colleges which they attend.

5 Separate fees are payable by students from overseas.

6 Students who withdraw in mid-course having given notice of their intention to do so may apply for a refund of an appropriate portion of fees paid.

7 Enquiries about fee accounts should be made in the first instance to the Registry or the Graduate School Office.

8 Fees should, as far as possible, be paid by cheque and remitted BY POST to the Accounts Department, Room H.402. Cheques should be made payable to the 'London School of Economics and Political Science' and should be crossed 'A/c. Payee'.

¹Composition fees do not include the cost of field work or practical work required to be undertaken in vacation or term time.
²The first entry to all examinations required by the regulations of a student's course is covered by the composition fee. Students needing information about re-entry fees for examinations should enquire at the Registry or Graduate School Office.

Full-time Students				
Sessional Fees	HOME AND EEC	OVERSEAS		
		in 1983	beginning in 1980, 1981 & 1982	before 1980
All first degrees				
General Course				
Trade Union Studies	£480	£3100	£2900	£1575
*M.Sc. and Diploma in Social Planning in Developing Countries	£1494	£3400	—	—
M.Sc. in Sea-Use Law, Economics and Policy- Making	£3400	£3400	—	—
LL.M.	£1494	£2900	—	—
All other higher degrees School diplomas, University diploma and research fee	£1494	£3100	£2900	£2046
Part-time Students				
Sessional Fees	beginning			
	HOME, EEC AND OVERSEAS	in 1981, 1982 & 1983	in 1980	
†First degrees (where applicable)		£125	—	
All higher degrees		£565	£425	
Research Fee		£565	£425	
Continuation Fee: Home and Overseas		£150	£150	

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

† Part-time Registration

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

Students Registered with the Graduate School

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

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

Fees for Occasional Students

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

Financial Help Available to Applicants and Students

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

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

Information in the following paper covers these subjects:

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

Public Awards

(A) Undergraduates

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

(B) Postgraduates

The principal sources of public awards for postgraduates at the School are the Social Science Research Council, the Science and Engineering Research Council, the Natural Environment Research Council and the Department of Education and Science. Students may not apply direct to these bodies but should enquire at the School (Scholarships Officer).

Assessment of Need

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

Types of Help offered by the School

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

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

Scholarships

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

Loans

All loans are interest-free

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

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

Work Awards

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

Bursaries

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

Notes for Applicants

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

It is most important that you should set out your case clearly, giving all the information which you think might help the School to reach a decision quickly. All information supplied will be regarded as confidential and knowing this students are asked to be full and frank in their statements. It is sensible to make sure that your Tutor or Supervisor knows of your problem, because he/she might be able to write in support of your application.

When you have completed the form please leave it with the Scholarships Officer. It will be considered by the Committee appointed by the School for this purpose. You might be invited to attend for interview though this will not normally be necessary if your application is clear, full and unambiguous.

Decisions and Appeals

After the Committee have obtained all the possible information they require on which to determine your application they will make a recommendation for or against an award. As soon as a decision on the recommendation has been made an administrative officer will write to tell you, at your term-time address. If the decision is in your favour you will be told how the School is going to help you.

If you do not obtain the help you seek you may ask for a review, with or without submitting fresh material. You will normally be invited to attend for an interview to present your case at the review.

Time for Decisions

The time taken for decisions to be reached on the different forms of help will vary considerably, according to the nature of the application. The following should be taken as a rough guide:

Form of Help

Short-term loan

Time for Decision

up to £50 either at once or within a few hours; for larger sums, within 14 days.

Scholarship
Long-term loan
Bursary
Work Award

within 14 days; if longer a letter will be sent to the applicant giving the reasons for the delay.

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

(a) Undergraduate Scholarships

These Scholarships may be awarded annually on the basis of academic achievement at the School. Applications are not required and all candidates in the appropriate categories are considered.

Name	Value	Eligibility or Department where offered
Entrance Scholarships	£100	First years students: all degrees
Institute of Chartered Secretaries and Administrators	£300	B.Sc. (Econ.) and LL.B. second or third year
Lillian Knowles	£125	Best results in Part I of B.Sc. (Econ.) specialising in Economic History at Part II
Harold Laski	£125	B.Sc. (Econ.) second or third year, specialising in Government
C. S. Mactaggart	£250	B.Sc. (Econ.) second or third year
Metcalfe	£100	B.Sc. (Econ.) second or third year women students
Senior Scholarships	£100	Second and third year students; all degrees
Stern Scholarships in Commerce	£125	Awarded on basis of final examination, B.Sc. (Econ.) or B.Sc. by course units in Faculty of Economics for postgraduate study in a field of commercial interest

(b) Undergraduate Prizes

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

Allyn Young	£20	Performance in certain papers of Part I B.Sc. (Econ.)
Arthur Andersen Prizes	£60; £40	Best and second best performance in the examination Accounting and Finance I

Bassett Memorial Prizes	(i) £30	Performance in B.Sc. (Econ.) final examination, specialising in Government or Government and History, especially government of Great Britain.
	(ii) £20	Performance in Trade Union Studies course
Janet Beveridge Awards	(i) £50	Third year B.Sc. in Social Science and Administration
	(ii) £50	First or second year B.Sc. in Social Science and Administration
Coopers and Lybrand Prizes	£60; £40	Best and second best performance in the examination, Accounting and Finance III
Deloitte Haskins + Sells Prizes	£60; £40	Best and second best performance in the examination, Accounting and Finance II
William Farr Prize	£25 and silver medal	Performance in B.Sc. (Econ.) Part II examination, specialising in Statistics or Computing
Morris Finer Memorial Prize in Law	£100	Performance at Part I of LLB
Maurice Freedman	£50	Best dissertation for special essay paper in Social Anthropology; third year
Geoids Book Prize in Memory of S. W. Wooldridge	about £15	Student who makes a distinctive contribution to the life of the Joint School of Geography at King's College and LSE
Gonner Prize	£15	Performance in certain special subjects of B.Sc. (Econ.) degree final examination
Gourgey Prize	£7.50	Best project report submitted for Trade Union Studies course

Hobhouse Memorial Prize	£50	Performance in final examination B.Sc. Sociology or B.Sc. (Econ.) specialising in Sociology at Part II
Hughes Parry Prize	£50	Performance in subject of Law of Contract in Intermediate examination in Laws
Maxwell Law Prize	£75	Performance in Part I of LL.B.
Mostyn Lloyd Memorial Prize	£40	Performance in Diploma in Social Science and Administration
George and Hilda Ormsby Prizes	(i) £50	Performance in B.A./B.Sc. in Geography or B.Sc. (Econ.) specialising in Geography at Part II
	(ii) £50	Best piece of original work in Geography
Peats Prizes	£60; £40	Best and second best performance in the examination, Elements of Accounting and Finance
Gilbert Ponsonby Memorial Prizes	£100	Performance in Part II of B.Sc. (Econ.) final examination
Premchand Prize	£80	Performance in special subject of Monetary Economics at Part II of the B.Sc. (Econ.) examination
Raynes Undergraduate Prize	£40	Best Performance in Part II of the B.Sc. (Econ.) examination
School Prize for Mathematicians	£100	Excellence in mathematical subjects in final examination of B.Sc. degree
S. W. Wooldridge Memorial Awards	—	To assist independent projects of field study by students registered in Joint School of Geography of King's College and LSE

(c) *Postgraduate Studentships*
These Studentships are all awarded on the basis of competitive interview after admission to the School. Competition is intense.

Acworth Scholarship	£400	Graduate work in inland transport subjects
Delia Ashworth Scholarship	£275	Diploma course in Social Science and Administration
William J. Baumol Studentship	at least £3,000	Graduate work in Economics. Preference given to students from North America.
Harry G. Johnson Studentship		
Abba P. Lerner Studentship		
Sir Arthur Lewis Studentship		
Daniel Patrick Moynihan Studentship		
Edward Shils Studentship		
Montague Burton Studentships in International Relations	£800 minimum	Graduate work in International Relations. Preference given to those wishing to qualify themselves for university teaching in International Relations.
<i>(from the endowment provided by the late Sir Montague Burton and with additional funds donated by his daughter and three sons)</i>		
Morris Finer Memorial Studentships	Fees and maintenance	Research in socio-legal field on certain specified topics
Graduate Studentships	Fees and some maintenance	Graduate work in the social sciences
Graduate Studentships in Social Sciences	Fees and some maintenance	Graduate work in the social sciences
Hatton and Medlicott Awards	Interest-free loan up to £1000	Graduates registered in Department of International History
C. K. Hobson Studentships in Economics	Fees and some maintenance	Graduate work in Economics
Hutchins Studentship for Women	£500	Research in the social sciences preferably Economic History
IBM awards for the European Doctoral Programme	£3000 available	Graduate work under auspices of European Doctoral Programme for which student must be registered at LSE
Rees Jeffreys Road Fund Award	Fees and maintenance	Research in the field of transport

Madge Waley Joseph Scholarship	£40	Woman student registered for one-year course in Social Science and Administration
Kahn-Freund Award	Fees and some maintenance	Graduate work in law in specified fields of interest
Jackson Lewis Scholarship	£700	Graduate work in social sciences
Loch Exhibitions	£100	Students registered for a Diploma course in the Department of Social Science and Administration
Andre Mannu Studentship	£3500 approx.	Graduate work in Philosophy, Logic and Scientific Method
Metcalfe Studentship	At least £500	Woman student for research in social sciences, especially for study of a problem bearing on the welfare of women
Gilbert Ponsonby Memorial Awards	Grants or loans	Postgraduate students from developing countries registered in Department of Economics
Eileen Power Studentship	£1250	Research in Social or Economic History. Preference to candidates whose research is undertaken in some country other than the country of their usual residence
Rank Xerox Studentships in Business Studies	Fees and possibly some maintenance	For the Diploma course in Business Studies
Rosebery Studentship	£350	Graduate work in social sciences, preference given to those including some aspect of transport in their studies
Suntory-Toyota Studentships	Fees and some maintenance	Research work in specified fields of study for which the International Centre for Economics and Related Disciplines was established

Third World Foundation Research Award	Fees only	For research which is likely to create greater awareness of the problems of the Third World. Preference given to students from Third World countries.
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American Friends Scholarships

Financial aid to graduate students in the form of fee awards may also be available from the American Friends of LSE. To be eligible for consideration applicants must be residents of the United States of America and must have applied for admission to a graduate programme at LSE. The applicant's overall qualifications will be considered in awarding scholarships. Applications should be sent directly to the Chairman, Scholarship Committee, American Friends of the London School of Economics, Suite 203, 1302 Eighteenth Street, NW, Washington DC 20036, USA (they should be submitted by 15 March). Applicants should include a statement of their academic record (together with degree transcripts wherever possible), two letters of recommendation, and any other information that they believe would be useful to the Committee including financial need and the current status of their applications at LSE.

(d) *Postgraduate Prizes*

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

Bowley Prize	£60	Written work in the field of economic or social statistics completed within four years prior to 1 January 1984
Ely Devons Prizes	£60	Best student registered for M.Sc. (Economics); best student for M.Sc. (Econometrics and Mathematical Economics)
Firth Awards	£150	Best paper contributed to a seminar in Department of Anthropology by a graduate student

Gladstone Memorial Prize	£100	Student registered for Masters degree who submits best dissertation on subject connected with History, Political Science or Economics including some aspect of British Policy
George and Hilda Ormsby Prize	£60	Graduate work in Geography
Robson Memorial Prize	—	To help present or recent students of the School prepare for publication as articles or books work in subject area of interest to the late Professor Robson

(e) 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
S. H. Bailey Scholarship in International Studies; and School Scholarship in International Law	£100	Awards are offered in alternate years. To enable attendance at some institute of international study; or to attend a session at the Academy of International Law at the Hague
Baxter-Edey Awards	£3000 available	Accounting and Finance: second and third year undergraduates or post-graduates
Christie Exhibition	£50 if an annual award; £100 if offered biennially	Students registered in Department of Social Science and Administration
W. G. Hart Bursary Award	£800	Undergraduate or graduate work in Law

Japan Air Lines Travel Awards		Through the generosity of Japan Air Lines, air tickets are available for part or complete journeys to London. Japan Air Lines presently flies to London from Abu Dhabi, Auckland, Bangkok, Cairo, Copenhagen, Delhi, Fiji, Fukuoka, Guam, Honolulu, Kuala Lumpur, Manila, Moscow, Osaka, Paris, Pusan, Rome, Saipan, Sapporo, Seoul, Singapore, Sydney and Tokyo. A change of aircraft during the journey may be necessary. Any students who need help with their fares to come to LSE and who could join one of these routes should apply to the Scholarships Officer at the School
Robert McKenzie Scholarship	£1,000	Preference given to students from Canada and to those wishing to study Sociology, particularly Political Sociology and other related fields which would have been of interest to the late Professor McKenzie

Scholarships and Studentships awarded by the University of London

The University of London offers a number of awards for undergraduate and graduate students. All enquiries should be addressed to: the Scholarships Department, Senate House, Malet Street, London WC1E 7HU.

First Degree Courses

General Information

General Note: The School prepares students for degrees of the University of London. It has no power to award its own degrees.

All students should read the University Regulations for Internal Studies in the relevant faculty. They may be obtained from the University or the Registry at the School.

The School registers students for the following degrees of the University of London:

Bachelor of Science in Economics

B.Sc. Degree in the Faculty of Economics, with Main Fields in:

Geography,
Mathematics, Statistics, Computing and Actuarial Science,
Management Sciences,
Mathematics and Philosophy,
Social Anthropology,
Social Psychology,
Sociology

B.A. degree in the Faculty of Arts, with Main Fields in:

French Studies
Geography
Social Anthropology and Mediaeval History

Bachelor of Arts in History

Bachelor of Laws

Bachelor of Science in Social Science and Administration

The information printed in this Calendar concerning these degrees is correct at the time of going to press, but minor modifications may be made by the beginning of the academic year.

The School reserves the right at all times to withdraw or alter particular courses and course syllabuses.

Students should note that for timetabling reasons, it may not be possible to make arrangements for some combinations of papers at Part II of the B.Sc. (Econ.) degree.

The approved course of study for a first degree extends over not less than three years.¹

Except by special permission of the Director, students of the School who fail at any degree examination, or whose progress has been unsatisfactory, or who have completed the normal course for an examination but, without adequate reason, have failed to enter, will not be eligible for re-registration. Students who are given this special permission will not be allowed in the year of re-registration to do any work at the School other than work for that examination in which they failed. Departures from this rule will be made only in exceptional cases and subject to such conditions as the Director may require in any particular case.

Study Guides

In the regulations which follow a Study Guide number is printed opposite each examination paper. The Study Guides are printed in detail in Part III of the Calendar, with a general explanation on page 324.

Degree of Bachelor of Science in Economics

Entrance Requirements

The entrance requirements for this degree are set out in the table on page 149.

¹Graduates and persons who have obtained a Teacher's Certificate awarded after a course of study extending over not less than three years may in certain circumstances be permitted to complete the course for a first degree in not less than two years. Details may be found in the General Regulations for Internal Students obtainable from the University of London, Senate House, London WC1E 7HU.

Course of Study

A student will be eligible to present himself for Part I of the examination after having satisfactorily attended approved courses extending over one academic year, and Part II after having satisfactorily attended approved courses extending over two further academic years.

Details of Examination

The examination is divided into two Parts, and a candidate is normally required to pass Part I before he enters for his final Part II examination papers.

Methods of Examination

Examiners may test a candidate by means of written papers and an oral examination and at Part I may take into consideration the assessment of work done during his course. At Part II some of the papers may be examined by means of an essay.

Part I

The examination for Part I consists of four papers to be chosen from at least three of the following groups. Provided these requirements are satisfied a paper in an approved foreign language may be substituted for one of the papers listed below.

Part I Subjects

Group	Papers	Study Guide Numbers
I	(a) Economics A	Ec1400
	or (b) Economics B	Ec1403
	or (c) Introduction to Mathematical Economics	Ec1408
II	(d) Elements of Accounting and Finance	Ac1000
	(a) Basic Mathematics for Economists	Ec1415
	or (b) Elementary Mathematical Methods	SM7000
	or (c) Introduction to Algebra	SM7001
III	(d) Introduction to Analysis and Set Theory	SM7002
	(a) Basic Statistics	SM7200
	or (b) Elementary Statistical Theory	SM7201
	(c) Introduction to Logic	Ph5200
	or (d) Introduction to Mathematical Logic	SM5201
IV	(e) Introduction to Scientific Method	Ph5210
	(a) Modern Politics and Government, with special reference to Britain	Gv3010
	(b) An Introduction to Political Thought: the Greeks	Gv3000
	(c) The Language of Politics: An Introduction to Political Theory	Gv3001
	(d) English Legal Institutions	LL5020
	(e) The Structure of International Society	IR3600
V	(f) Public International Law	LL5131
	(a) Modern British Society in Historical Perspective	EH1601
	or (b) The Economic History of Great Britain and the U.S.A. 1850-1939	EH1600
	(c) Political History, 1789-1941	Hy3400
	or (d) World History since 1890	Hy3403

		<i>Study Guide Numbers</i>
VI	<i>or</i> (e) The History of European Ideas since 1700	Hy3406
	(a) Introduction to Sociology	So5800
	(b) Introduction to Individual and Social Psychology	Ps5400
	(c) Introduction to Social Anthropology	An1200
	(d) Geographical Perspectives on Modern Society	Gy1081
	(e) Introduction to Social Policy	SA5600
VIII	(f) Population, Economy and Society	Pn7100
	<i>or</i> General Computing	SM7301
	Elements of Computer Science	SM7300

Approved Foreign Language

The following languages have been approved by the School for examination in Part I:

French	German	Russian	Spanish
Ln3800	Ln3801	Ln3802	Ln3803

Details of Examination

In the Part I examination a student may be referred in one paper which must normally be passed before the beginning of his third year of study. Instead of resitting the examination in the paper in which he was referred, a student may choose to follow a course of study in a new subject and offer that for examination to satisfy the Part I requirements.

Part II

Part II of the examination consists of eight papers as prescribed for each special subject. At least two of the eight will be on subjects taught outside the department responsible for the special subject.

The special subjects are as follows:

I	Economics, Analytical and Descriptive
II	Econometrics and Mathematical Economics
III	Monetary Economics
IV	Industry and Trade
V	International Trade and Development
VI	Economic Institutions and Planning
VII	Accounting and Finance
VIII	Economic History
IX	Government
X	Sociology
XI	Statistics
XII	Computing
XIII	International Relations
XIV	Social Anthropology
XV	International History
XVI	Geography
XVII	Philosophy
XVIII	Government and History
XIX	Economics and Economic History
XX	Philosophy and Economics
XXI	Economic History and Sociology
XXII	Russian Government, History and Language

XXIII	Social Policy
XXIV	Population Studies
XXV	Industrial Relations
XXVI	Mathematics and Economics

Details of Examination

In the lists of special subjects which appear on the following pages some papers are marked by an asterisk. Students have the right or the School may require them to be examined in at least two of these papers at the end of the first year of the Part II course. Students may also request permission to be examined in up to two more such papers, with a maximum number of four papers which may be taken in the first year of Part II.

The remaining papers prescribed for a special subject will be examined at the end of the second year of the Part II course.

A student who is unsuccessful in Part II examinations taken at the end of the first year of the Part II course may be permitted by the School to proceed to the final year of the course with re-examination in the paper or papers in which he has failed.

Languages at Part II

The modern foreign languages available at Part II are French, German, Russian and Spanish. Any other language may be approved by the convener of the department responsible for the candidate's Special Subject, provided that appropriate teaching and examining arrangements can be made.

Classification for Honours

The classification for Honours will be based primarily on the candidate's performance in Part II of the examination, but the marks obtained in Part I may be taken into account.

Class List

Successful candidates at the Final examination will be awarded (1) First Class Honours, (2) Second Class Honours, or (3) Third Class Honours. The Second Class Honours List will be divided into an Upper and Lower Division. Candidates who do not qualify for Honours may be awarded a Pass B.Sc. (Econ.) degree; the list of such candidates will be published separately from the Honours List. The names in each class or division of the Honours List and of the Pass List will be in alphabetical order.

Special Subjects

The papers prescribed for each special subject are as follows:

I. Economics, Analytical and Descriptive

		<i>Study Guide Numbers</i>
*1.	<i>Either</i> (a) Economic Principles	Ec1425
	<i>or</i> (b) Principles of Economics Treated Mathematically	Ec1426
2.	<i>Either</i> (a) Problems of Applied Economics	Ec1500
	<i>or</i> (b) Topics in Quantitative Economics	Ec1579
3.	Advanced Economic Analysis	Ec1506
4.	Public Finance	Ec1507
5. and 6. <i>Two</i> of the following:		
	(a) History of Economic Thought	Ec1540
	*(b) Labour Economics	Ec1452

*May be examined at end of first year of Part II course.

	<i>Study Guide Numbers</i>
*(c) Economics of Industry	Ec1451
(d) Economics and Geography of Transport	Ec1544
(e) International Economics	Ec1520
(f) Principles of Monetary Economics	Ec1513
(g) Economic Development	Ec1521
(h) Planning	Ec1527
(i) Economic Institutions Compared	Ec1454
†*(j) An approved paper taught outside the department of Economics	—
(k) Economic Analysis of Law	LL5136
(l) The Economics of the Welfare State	Ec1543
*7. <i>Either</i> (a) Economic Statistics	Ec1430
<i>or</i> (b) Introduction to Econometrics	Ec1561
†*8. An approved paper taught outside the Department of Economics	
II. Econometrics and Mathematical Economics	
For students entering Part II in and before October 1982	
*1. Principles of Economics Treated Mathematically	Ec1426
2. <i>Either</i> (a) Econometric Methods	Ec1560
<i>or</i> (b) Econometric Theory (<i>only if Probability, Distribution Theory and Inference is taken under (6)</i>)	Ec1575
3. Quantitative Economics	Ec1576
4. Quantitative Economics II	Ec1577
*5. <i>One</i> of the following:	
(a) Elementary Mathematical Methods (<i>if not taken at Part I</i>)	SM7000
(b) Mathematical Methods	SM7020
†(c) Another approved paper taught outside the Department of Economics	
*6. <i>One</i> of the following:	
(a) Elementary Statistical Theory (<i>which must be taken if not taken at Part I</i>)	SM7201
(b) Probability, Distribution Theory, and Inference	SM7220
†(c) A further paper taught outside the Department of Economics	—
7. <i>One</i> of the following:	
(a) Introduction to Economic Policy	Ec1450
(b) Advanced Economic Analysis	Ec1506
(c) Public Finance	Ec1507
(d) Monetary Systems	Ec1514
(e) Economic Institutions Compared	Ec1454
(f) Labour Economics	Ec1452
(g) Economics of Industry	Ec1451
(h) Economic Development	Ec1521
(i) Planning	Ec1527
(j) History of Economic Thought	Ec1540
(k) Economics and Geography of Transport	Ec1544

*May be examined at end of first year of Part II course.

†See pages 199-203.

	<i>Study Guide Numbers</i>
(l) The Economics of the Welfare State	Ec1543
(m) Theory of Business Decisions	Ec1453
(n) Game Theory	SM7025
(o) International Economics	Ec1520
(p) Principles of Monetary Economics	Ec1513
(q) Economic Analysis of Law	LL5136
(r) Mathematical Economics (<i>only if Mathematical Methods is taken under (5)</i>)	Ec1570
†8. A further approved paper or, with the approval of the teachers concerned, a course of study designed specially for the student and examinable by means of a project and written examination, taught inside or outside the Department of Economics.	
For students entering Part II in and after October 1983	
*1. Principles of Economics Treated Mathematically	Ec1426
*2. Introduction to Econometrics	Ec1561
3. <i>One</i> of the following:	
(a) Topics in Quantitative Economics	Ec1579
(b) Econometric Theory	Ec1575
(c) Mathematical Economics (<i>only if Mathematical Methods is taken under (5)</i>)	Ec1570
*4. A Project of up to 10,000 words on an approved subject in Quantitative Economics.	Ec1569
*5. <i>One</i> of the following:	
(a) Elementary Mathematical Methods (<i>if not taken at Part I</i>)	SM7000
(b) Mathematical Methods	SM7020
(c) An approved paper taught outside the Department of Economics	
*6. <i>One</i> of the following:	
(a) Elementary Statistical Theory (<i>which must be taken if not taken at Part I</i>)	SM7201
(b) Probability, Distribution Theory and Inference	SM7220
(c) An approved paper taught outside the Department of Economics	
7. <i>One</i> of the following:	
*(a) Introduction to Economic Policy	Ec1450
(b) Advanced Economic Analysis	Ec1506
(c) Public Finance	Ec1507
(d) Monetary Systems	Ec1514
*(e) Economic Institutions Compared	Ec1454
*(f) Labour Economics	Ec1452
*(g) Economics of Industry	Ec1451
(h) Economic Development	Ec1521
(i) Planning	Ec1527
(j) History of Economic Thought	Ec1540
(k) Economics and Geography of Transport	Ec1544

	<i>Study Guide Numbers</i>
(l) The Economics of the Welfare State	Ec1543
(m) Theory of Business Decisions	Ec1453
(n) Game Theory	SM7025
(o) International Economics	Ec1520
(p) Principles of Monetary Economics	Ec1513
(q) Economic Analysis of Law	LL5136
(r) A paper under (3) not already taken	
8. A further approved paper taught inside or outside the Department of Economics	
 III. Monetary Economics	
*1. <i>Either</i> (a) Economic Principles	Ec1425
or (b) Principles of Economics Treated Mathematically	Ec1426
*2. Introduction to Economic Policy	Ec1450
3. Principles of Monetary Economics	Ec1513
4. Monetary Systems	Ec1514
5. <i>Either</i> (a) Problems of Applied Economics	Ec1500
or (b) Topics in Quantitative Economics	Ec1579
6. <i>One</i> of the following:	
(a) Advanced Economic Analysis	Ec1506
(b) Public Finance	Ec1507
(c) International Economics	Ec1520
(d) History of Economic Thought	Ec1540
(e) Labour Economics	Ec1452
(f) Economics of Industry	Ec1451
(g) Economic Development	Ec1521
(h) Economic Institutions Compared	Ec1454
(i) Economics and Geography of Transport	Ec1544
(j) The Economics of the Welfare State	Ec1543
*7. <i>Either</i> (a) Economic Statistics	Ec1430
or (b) Introduction to Econometrics	Ec1561
†*8. An approved paper taught outside the Department of Economics	—
 IV. Industry and Trade	
*1. <i>Either</i> (a) Economic Principles	Ec1425
or (b) Principles of Economics Treated Mathematically	Ec1426
2. <i>Either</i> (a) Problems of Applied Economics	Ec1500
or (b) Topics in Quantitative Economics	Ec1579
*3. <i>Either</i> (a) Economic Statistics	Ec1430
or (b) Introduction to Econometrics	Ec1561
4. and 5. <i>Two</i> of the following:	
*(a) Economics of Industry	Ec1451
*(b) Theory of Business Decisions	Ec1453

*May be examined at end of first year of Part II course.

†See pages 199-203.

	<i>Study Guide Numbers</i>
(c) Economics of Investment and Finance ¹	Ec1542
(d) Selected Topics in the Economics of Industry and Trade ²	Ec1541
6. and 7. <i>Two</i> of the following:	
(a) Advanced Economic Analysis	Ec1506
(b) History of Economic Thought	Ec1540
(c) Labour Economics	Ec1452
(d) International Economics	Ec1520
(e) Monetary Systems	Ec1514
(f) Public Finance	Ec1507
(g) Economic Development	Ec1521
(h) A paper available under 4 and 5 if not already taken	—
(i) Elements of Accounting and Finance	Ac1000
(j) Economic Institutions Compared	Ec1415
(k) Economics and Geography of Transport	Ec1544
(l) An essay of not more than 10,000 words on an approved subject	Ec1599
(m) Economic Analysis of Law	LL5136
(n) Elements of Management Mathematics	SM7340
(o) The Economics of the Welfare State	Ec1543
†(p) An approved paper taught outside the Department of Economics	—
†*8. An approved paper taught outside the Department of Economics	—
 V. International Trade and Development	
*1. <i>Either</i> (a) Economic Principles	Ec1425
or (b) Principles of Economics Treated Mathematically	Ec1426
2. <i>Either</i> (a) Problems of Applied Economics	Ec1500
or (b) Topics in Quantitative Economics	Ec1579
3. International Economics	Ec1520
4. Economic Development	Ec1521
*5. A Comparative Study of Modern Economic Development in Russia, Japan and India	EH1643
*6. <i>Either</i> (a) Economic Statistics	Ec1430
or (b) Introduction to Econometrics	Ec1561
7. <i>One</i> of the following:	
(a) Economic History of England 1216-1603	EH1620
(b) Economic History of England 1603-1830	EH1625
(c) Economic and Social History of Britain from 1815	EH1630
(d) Economic History of Western Europe from 1815	EH1640
(e) Economic History of the United States of America from 1783	EH1641
(f) Economic History of Latin America from Independence to the Present Day	EH1642
(g) Public Finance	Ec1507

*May be examined at end of first year of Part II course.

†See pages 199-203.

¹Available to candidates who have followed the lectures and classes for 4 and 5b.

²Available to candidates who have followed the lectures and classes for 4 and 5a.

	<i>Study Guide Numbers</i>
(h) Economics of Industry	Ec1451
(i) Advanced Economic Analysis	Ec1506
(j) History of Economic Thought	Ec1540
(k) Labour Economics	Ec1452
(l) Planning	Ec1527
(m) Economic Institutions Compared	Ec1454
(n) Economics and Geography of Transport	Ec1544
* <i>(o)</i> Elementary Mathematical Methods (<i>unless taken at Part I</i>)	SM7000
* <i>(p)</i> Mathematical Methods	SM7020
* <i>(q)</i> Elementary Statistical Theory (<i>unless taken at Part I</i>)	SM7021
* <i>(r)</i> Introduction to Economic Policy	Ec1450
(s) Economic Analysis of Law	Ec5136
(t) The Economics of the Welfare State	Ec1543
†*8. An approved paper taught outside the Department of Economics	—
VI. Economic Institutions and Planning	
*1. <i>Either</i> (a) Economic Principles or (b) Principles of Economics Treated Mathematically	Ec1425 Ec1426
*2. Economic Institutions Compared	Ec1454
3. <i>Either</i> (a) Problems of Applied Economics or (b) Topics in Quantitative Economics	Ec1500 Ec1579
4. Planning	Ec1527
5. <i>Either</i> (a) A Comparative Study of Modern Economic Development in Russia, Japan and India or †(b) An approved paper taught in the Department of Economics	EH1643 —
†6. An approved paper taught inside or outside the Department of Economics	—
*7. <i>Either</i> (a) Economic Statistics or (b) Introduction to Econometrics	Ec1430 Ec1561
†*8. An approved paper taught outside the Department of Economics	—
VII. Accounting and Finance	
*1. Accounting and Finance I	Ac1020
2. Accounting and Finance II	Ac1120
3. <i>Either</i> (a) Accounting and Finance III or *(b) Elements of Accounting and Finance Option (b) is available only to a candidate who has not taken Elements of Accounting and Finance at Part I and such a candidate is required to select it and be examined in the subject at the end of the first year of Part II.	Ac1121 Ac1000
4. Commercial Law	LL5060

*May be examined at the end of first year of Part II course.

†See pages 199-203.

	<i>Study Guide Numbers</i>
*5. <i>Either</i> (a) Economic Principles or (b) Principles of Economics Treated Mathematically	Ec1425 Ec1426
6. <i>One</i> of the following: (a) Economics of Industry (b) Theory of Business Decisions (c) Monetary Systems (d) Public Finance (e) Labour Economics (f) Any other paper approved by the candidate's teachers	Ec1451 Ec1453 Ec1514 Ec1507 Ec1452 —
*7. Candidates who have taken Elementary Statistical Theory or Basic Statistics must choose <i>one</i> of the following: (a) Operational Research Methods (b) Elements of Management Mathematics	SM7345 SM7340
All other candidates must take <i>one</i> of the following: (c) Elementary Statistical Theory (d) Basic Statistics (e) Economic Statistics	SM7201 SM7200 Ec1430
†*8. An approved paper taught outside the Department of Accounting and Finance	—
VIII. Economic History	
*1. and *2. <i>Two</i> of the following: (a) Economic History of England, 1216-1603 (b) Economic History of England, 1603-1830 (c) Economic and Social History of Britain from 1815	EH1620 EH1625 EH1630
3. <i>One</i> of the following: (a) Economic History of Western Europe from 1815 (b) Economic History of the United States of America from 1783 (c) Economic History of Latin America from Independence to the present day (d) A Comparative Study of Modern Economic Development in Russia, Japan and India	EH1640 EH1641 EH1642 EH1643
4. and 5. <i>One</i> of the following, in each of which there are two papers: (a) Economic and Social History of England, 1377-1485 (b) Economic and Social History of England, 1660-1714 (c) Britain and the International Economy, 1929-1936	EH1720 EH1725 EH1735
Candidates may substitute for one paper under 4 and 5 an essay of not more than 10,000 words on an approved	

*May be examined at end of first year of Part II course.

†See pages 199-203.

subject (to be presented not later than 1 May in the candidate's third academic year).

6. One of the following:
- (a) Any paper listed under 1-3 above not already chosen
 - (b) *Either* (i) English History, 1399-1603 Hy3423
or (ii) British History, 1603-1760 Hy3429
 - (c) British History, 1760-1914 EH3432
 - (d) English Society in the Nineteenth Century EH1661
 - (e) Modern British Business in Historical Perspective, 1900-1980 EH1660
 - †(f) An approved paper in Economics or Statistics —
- †*7. and †*8. Two approved papers taught outside the Department of Economic History. One of these papers must be taught in the Department of Economics, unless an Economics paper has been taken at Part I or under paper 6(e). —
- IX. Government**
- 1. Political Thought Gv3120
 - 2. Comparative Political Institutions Gv3045
- *3. One of the following:
- **(a)* Political Ideas in the United Kingdom (*not available to candidates who took Modern British Government (i) Political Ideas in the United Kingdom; Calendar 1981/82; Course Gv153(i) in 1982 or earlier*) Gv3026
 - **(b)* Political Behaviour with Special Reference to the United Kingdom (*not available to candidates who took Modern British Government (ii) Political Behaviour with special reference to British Political Parties, the Electorate and the Mass Media; Calendar 1981/82; Course Gv153(ii) in 1982 or earlier*) Gv3027
 - **(c)* Cabinet Government and the National Policy Process (*not available to candidates who took Modern British Government (iii) Cabinet Government and the National Policy Process; Calendar 1981/82; Course Gv153(iii) in 1982 or earlier*) Gv3028
 - **(d)* History of British Politics in the Twentieth Century Gv3021
 - (e)* History of the British Politics from the Seventeenth to the Twentieth Century Gv3020
 - **(f)* British Constitutional Ideas since the 1880's Gv3029
4. One of the following:
- (a)* Political Thought (a selected text) Gv3130-3138
 - (b)* Political Philosophy Gv3121
- For candidates who entered Part II in 1982 or earlier:**
- (c)* Modern Political Thought: a Study of European Political Thought since 1770 Gv3122

*May be examined at end of first year of Part II course.
†See pages 199-203.

- 5., 6. and 7.
- (a)* One, two or three of the papers under papers 3 or 4 not already chosen
 - (b)* Modern Political Thought: a Study of European Political Thought since 1770 Gv3122
 - **(c)* The Politics and Government of a Foreign Country or Group of Countries to be chosen from the following:
 - (i)* France Gv3050
 - (ii)* Germany Gv3051
 - (iii)* U.S.A. Gv3053
 - (iv)* Russia Gv3052
 - (v)* Sub-Saharan Africa Gv3054
 - (vi)* Eastern Europe Gv3055
 - (vii)* Scandinavia Gv3056
 - (viii)* Latin America Gv3057
 - (d)* A further option from *(c)* above
 - **(e)* Public Administration Gv3035
 - **(f)* Public Policy and Economic Aspects Gv3036
8. An approved paper taught outside the Department of Government
- X. Sociology**
- *1. Issues and Methods of Social Research So5801
 - *2. Sociological Theory So5821
- 3., 4., 5. and 6. Four of the following:
- **(a)* Methods of Statistical Analysis (*This paper is compulsory for candidates who have not passed in one of the papers III(a) or III(b) of Part I, and is not available to those who have*) SM7215
 - **(b)* Comparative Social Structures I So5820
 - (c)* Comparative Social Structures II So5830
 - (d)* Contemporary Sociological Theory So5989
 - (e)* Social and Moral Philosophy So5810
 - (f)* Social Philosophy Ph5250
 - (g)* The Social Structure of Modern Britain So5809
 - (h)* The Social Structure of the Soviet Union So5860
 - (i)* The Development of Modern Japanese Society So5861
 - (j)* Social Structure and Politics in Latin America So5862
 - (k)* Political Sociology So5880
 - (l)* Political Processes and Social Change So5881
 - (m)* Urban Sociology So5916
 - (n)* Industrial Sociology So5917
 - (o)* Sociology of Religion So5921
 - (p)* Industrialisation and Theories of Social Change So5882
 - (q)* Criminology So5919
 - (r)* Sociology of Deviant Behaviour So5920
 - (s)* Society and Literature So5945
 - (t)* Sociology of Knowledge and Science So5946

*May be examined at the end of first year of Part II course.

†See pages 199-203.

	<i>Study Guide Numbers</i>
(u) Sociology of Sex and Gender Roles: Women in Society	So5918
(v) Race Relations and Minority Groups	So5915
(w) Theories and Problems of Nationalism	So5883
(x) An essay of not more than 10,000 words on an approved topic (to be presented not later than 1 May in the candidate's third academic year)	—
†*7. and †*8. Two Approved papers taught outside the Department of Sociology.	—
XI. Statistics	
*1. Mathematical Methods	SM7020
*2. Probability, Distribution Theory and Inference	SM7220
3. Statistical Theory	SM7241
4. Statistical Techniques and Packages	SM7240
5. and 6. Two of the following:	
(a) Actuarial Investigations — Statistical and Financial ¹	SM7260
(b) Actuarial Life Contingencies	SM7261
(c) Statistical Demography	SM7126
(d) Econometric Theory	Ec1575
* <i>(e)</i> Elements of Computer Science (if not taken at Part I)	SM7300
<i>(f)</i> Numerical Methods	SM7330
<i>(g)</i> Operation Research Methods ²	SM7345
<i>(h)</i> Model Building in Operational Research	SM7347
<i>(i)</i> Game Theory	SM7025
* <i>(j)</i> Introduction to Analysis and Set Theory (unless taken at Part I)	SM7002
<i>(k)</i> Further Analysis	SM7030
<i>(l)</i> Topology and Convexity	SM7021
<i>(m)</i> Computing Methods	SM7320
†*7. and †*8. Two approved papers taught outside the Department of Statistical and Mathematical Sciences.	
XII. Computing	
For students entering Part II in and before October 1982	
*1. Elements of Computer Science	SM7300
2. Systems Analysis and Design	SM7322
3. Application of Computers	SM7321
4. One of the following:	
(a) Numerical Methods	SM7330
(b) Operational Research Methods (not to be taken with (c) or (d))	SM7345
(c) Operational Research Techniques and Simulation	SM7346
(d) Mathematical Programming	SM7348
(e) Statistical Techniques for Management Sciences	SM7230
(f) Elements of Accounting and Finance	Ac1000

*May be examined at end of first year of Part II course.

†See pages 199-203.

¹Candidates are required to be familiar with the use of calculating machines and to use them at the examination of this paper.

²Normally taken in the first year of Part II by candidates who wish to take Model Building in Operational Research in the final year.

	<i>Study Guide Numbers</i>
(g) Theory of Business Decisions	Ec1453
(h) Economics of Industry	Ec1451
(i) Computing Methods	SM7320
5. and 6. Two of the following:	
(a) One or two of the papers not taken under 4	—
* <i>(b)</i> Elementary Statistical Theory (if not taken at Part I)	SM7201
* <i>(c)</i> Elementary Mathematical Methods (if not taken at Part I)	SM7000
<i>(d)</i> Probability, Distribution Theory and Inference	SM7220
<i>(e)</i> Mathematical Methods	SM7020
<i>(f)</i> Statistical Theory (not to be taken with 4(e))	SM7241
<i>(g)</i> Statistical Techniques and Packages (not to be taken with 4(e))	SM7240
<i>(h)</i> Statistical Demography	SM7126
<i>(i)</i> Econometric Theory	Ec1575
<i>(j)</i> An approved Mathematics paper	—
†*7. and †*8. Two approved papers taught outside the Department of Statistical and Mathematical Sciences.	
For students entering Part II in and after October 1983	
*1. Computing Methods	SM7320
2. Systems Analysis and Design	SM7322
3. Application of Computers	SM7321
4. One of the following:	
(a) Numerical Methods	SM7330
(b) Operational Research Methods ¹	SM7345
(c) Model Building in Operational Research	SM7347
(d) Statistical Techniques for Management Sciences	SM7230
(e) Elements of Accounting and Finance	Ac1000
(f) Theory of Business Decisions	Ec1453
(g) Economics of Industry	Ec1451
5. and 6. Two of the following:	
(a) One or two of the papers to be taken under 4	—
* <i>(b)</i> Elementary Statistical Theory (if not taken at Part I)	SM7201
* <i>(c)</i> Elementary Mathematical Methods (if not taken at Part I)	SM7000
<i>(d)</i> Probability, Distribution Theory and Inference	SM7220
<i>(e)</i> Mathematical Methods	SM7020
<i>(f)</i> Statistical Theory (not to be taken with 4(e))	SM7241
<i>(g)</i> Statistical Techniques and Packages (not to be taken with 4(e))	SM7240
<i>(h)</i> Statistical Demography	SM7126
<i>(i)</i> Econometric Theory	Ec1575
<i>(j)</i> An approved Mathematics Paper	—
†*7. and †*8. Two approved papers taught outside the Department of Statistical and Mathematical Studies.	

*May be examined at the end of first year of Part II course.

†See pages 199-203.

¹Normally taken in the first year of Part II by candidates who wish to take Model Building in Operational Research in the final year.

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XIII. International Relations

For students entering Part II in and before October 1982

1. International History since 1914 Hy3506
2. International Politics IR3700
3. Foreign Policy Analysis IR3702
4. International Institutions IR3703
5. and 6. Two of the following, save that all candidates who have not taken International Law at Part I must choose at least one of the options International Law and The International Legal Order:
 - *(a) International Law (unless taken at Part I or under papers 7 & 8) LL5131
 - (b) The International Legal Order IR3750
 - (c) Theories of International Politics IR3751
 - (d) The Politics of International Economic Relations IR3752
 - (e) Strategic Studies IR3753
 - (f) International History (Special Period) chosen from the following:
 - (i) International Socialism and the Problem of War, 1870-1918 Hy3532
 - or (ii) Great Britain and the Peace Conference of 1919 Hy3559
 - or (iii) The Manchurian Crisis, 1931-1933 Hy3562
 - or (iv) The League of Nations in Decline, March 1933-December 1937 Hy3565
 - (g) Theories and Problems of Nationalism So5883
 - (h) Any other subject approved by the candidate's teachers within the field of International Relations IR3704

†*7. and †*8. Two approved papers taught outside the Department of International Relations

As an alternative to any one of papers 5, 6, 7 and 8 a candidate may submit an essay of not more than 10,000 words to be written during the course of study on a subject to be approved by the candidate's Tutor and by the department teaching the subject concerned.

For students entering Part II in or after 1983

1. International History since 1914 Hy3506
2. International Politics IR3700
3. Foreign Policy Analysis IR3702
4. International Institutions IR3703
5. and 6. Two of the following save that all candidates who have not taken Public International Law at Part I and are not taking it under papers 7 & 8 must choose option (a):
 - (a) Public International Law (unless taken at Part I or under papers 7 & 8) LL5131
 - (b) The International Legal Order IR3750

*May be examined at the end of first year of Part II course.

†See pages 199-203.

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- (c) The Ethics of War IR3755
- (d) The Politics of International Economic Relations IR3752
- (e) Strategic Aspects of International Relations IR3754
- (f) International History (Special Period) chosen from the following:
 - (i) Fascism and National Socialism in International Politics, 1919-1945 Hy3538
 - (ii) Great Britain and the Peace Conference of 1919 Hy3559
 - (iii) The Manchurian Crisis, 1931-1933 Hy3562
 - (iv) The League of Nations in Decline, March 1933-December 1937 Hy3565
 - (g) Theories and Problems of Nationalism So5883
 - (h) Problems of Foreign Policy IR3704
 - (i) Any other approved subject
7. and 8. Two approved papers taught outside the Department of International Relations

As an alternative to any one of papers 5, 6, 7 and 8, and always provided that the Public International Law requirement stipulated above is being fulfilled, a candidate may submit an essay of not more than 10,000 words to be written during the course of study on a subject to be approved by the candidate's Tutor and by the department teaching the subject concerned.

XIV. Social Anthropology

- *1. Studies of Kinship An1220
- *2. Political and Economic Institutions An1221
3. Magic and Religion An1301
4. Advanced Theory of Social Anthropology An1300
5. Advanced Ethnography An1310
- *6. One of the following:
 - (a) Economic Principles Ec1425
 - (b) General Economics Ec1420
 - (c) Sociological Theory So5821
 - (d) Demographic Description and Analysis SM7120
 - (e) Introduction to Logic (unless taken at Part I) Ph5200
 - (f) Introduction to Scientific Method (unless taken at Part I) Ph5210
 - †(g) An approved paper in Psychology —
 - (h) Third World Demography SM7123
7. and 8. Two of the following:
 - (a) (i) Social Aspects of Political and Economic Development An1330
 - or (ii) An essay of not more than 10,000 words to be written during the course of study on an approved subject An1397
 - †*(b) Either one or two approved papers taught outside the Department of Anthropology —

XV. International History

- *1. International History, 1494-1815 Hy3500
- *2. International History, 1815-1914 Hy3503

*May be examined at the end of first year of Part II course.

†See pages 199-203.

	<i>Study Guide Numbers</i>
*3. International History since 1914	Hy3506
4. <i>One of the following:</i>	
(a) The Habsburg Monarchy and the Revolutions of 1848	Hy3550
(b) The Great Powers and the Balkans, 1908-1914	Hy3556
(c) Great Britain and the Peace Conference of 1919	Hy3559
(d) The Manchurian Crisis, 1931-1933	Hy3562
(e) The League of Nations in Decline, March 1933-December 1937	Hy3565
5. and 6. <i>Two of the following:</i>	
(a) War and Society, 1600-1815 (<i>not available in 1983-84</i>)	Hy3520
(b) Revolution, civil war, and intervention in the Iberian Peninsula, 1808-1854 (<i>not available 1983-84</i>)	Hy3523
(c) British-American-Russian Relations, 1815-1914	Hy3526
(d) International Socialism and the Problem of War, 1870-1918 (<i>not available 1983-84</i>)	Hy3532
(e) Fascism and National Socialism in International Politics, 1919-1945	Hy3538
(f) The Great Powers and the Near and Middle East, 1898-1956	Hy3535
†7. and †8. Two approved papers taught outside the Department of International History of which at least <i>one</i> must be from the following list:	
*(a) General Economics	Ec1420
*(b) Economic History of England, 1603-1830	EH1625
*(c) Economic and Social History of Britain from 1815	EH1630
*(d) Economic History of the United States of America from 1783	EH1641
*(e) Economic History of Latin America from Independence to the present day	EH1642
*(f) Economic History of Western Europe from 1815	EH1640
(g) Political Thought	Gv3120
or (h) Modern Political Thought: a Study of European Political Thought since 1770	Gv3122
*(i) History of British Politics in the Twentieth Century	Gv3021
or (j) <i>One of the following:</i>	
*(i) Political Ideas in the United Kingdom (<i>not available to candidates who took Modern British Government (i) Political Ideas in the United Kingdom; Calendar 1981-82: Course Gv.153(i) in 1982 or earlier</i>)	Gv3026
*(ii) Political Behaviour with Special Reference to the United Kingdom (<i>not available to candidates who took Modern British Government (ii) Political</i>	

*May be examined at the end of first year of Part II course.

†See pages 199-203.

	<i>Study Guide Numbers</i>
<i>Behaviour with special reference to British Political Parties, the Electorate and the Mass Media; Calendar 1981-82: Course Gv.153(ii) in 1982 or earlier</i>	Gv3027
*(iii) Cabinet Government and the National Policy Process (<i>not available to candidates who took Modern British Government (iii) Cabinet Government and the National Policy Process; Calendar 1981-82: Course Gv.153 (iii) in 1982 or earlier</i>)	Gv3028
(k) History of British Politics from the Seventeenth to the Twentieth Century	Gv3020
*(l) The Politics and Government of a Foreign Country or Group of Countries	Gv3050-3057
(m) International Politics	IR3700
(n) International Institutions	IR3703
*(o) Public International Law (<i>unless taken at Part I</i>)	LL5131
(p) The Politics of International Economic Relations	IR3752
(q) An Approved Modern Foreign Language	
XVI. Geography	
For students entering Part II in and before October 1983	
Note: Students are normally expected to take <i>six</i> papers in Geography and <i>two</i> papers in subjects outside the Department of Geography. In approved cases students may take <i>five</i> papers in Geography and <i>three</i> in outside subjects.	
*1. and *2. <i>Two of the following:</i>	
(a) The Location of Economic Activity	Gy1824
(b) <i>Either</i> (i) Theory and Techniques of Spatial Analysis (<i>unless taken in Part I</i>)	Gy1815
or (ii) Applied Spatial Analysis	Gy1856
(c) Urban Geography	Gy1822
(d) Social Geography	Gy1821
(e) Man and his Physical Environment	Gy1808
3, 4, 5 and 6. <i>Four</i> (or in approved cases, <i>three</i>) courses chosen from one or more of the following sections:	
(i) (a) Urban and Regional Systems	Gy1933
(b) Advanced Social Geography	Gy1923
(c) Planning and its Geographical Impact	Gy1926
(d) Geography of Local Administration	Gy1927
(ii) (e) Spatial Aspects of Economic Development	Gy1920
(f) The Geography of Rural Development	Gy1922
(g) Economics and Geography of Transport	Gy1544
(h) Advanced Economic Geography: Agriculture	Gy1921
(iii) (i) Environmental Management in Britain (<i>not available 1983-84</i>)	Gy1941

May be examined at the end of first year of Part II course.

¹The regions available are the British Isles, Europe, North America, Latin America, The Third World, The Soviet Union.

	<i>Study Guide Numbers</i>
(j) Environmental Evaluation and Planning in Transport	Gy1940
(iv) *(k) An approved Regional Study ¹	Gy1875-78, Gy1880-84
(v) *(l) Historical Geography	Gy1828-30
(m) General Political Geography	—
(vi) (n) An Independent Geographical Study	—
(vii) *(o) A paper from 1 and 2 not already taken	—
†*7. and †*8. Two approved papers taught outside the Department of Geography. In approved cases, three papers may be taken (see introductory note).	
XVI. Environment and Planning	
For students entering Part II in and after October 1984	
*1. Man and his Physical Environment	Gy1808
*2. One of the following:	
(a) The Location of Economic Activity	Gv1824
(b) Social Geography: Spatial Change and	
3. Urban and Regional Planning	Gy1821
4. Resource Management and Environmental Planning	Gy1943
4. Resource Management and Environmental Planning	Gy1943
5. and 6. Two of the following:	
(a) The second paper under 2 not already taken	
(b) Spatial Aspects of Economic and Social Development	Gy1929
(c) Urban Change and Regional Development	Gy1935
(d) Transport: Environment and Planning	Gy1942
(e) Rural Development	Gy1928
(f) A paper approved by the candidate's teachers the field of Environment and Planning ¹	
(g) A second paper approved by the candidate's teachers within the field of Environment and Planning ¹	
*7. and *8. Two of the following:	
(a) <i>Either</i> Economic Principles ²	Ec1452
(b) <i>or</i> General Economics ³	Ec1420
(c) A second paper in Economics approved by the candidate's teachers	
(d) An approved paper in Economic History	
(e) Public Policy: Political and Economic Aspects	Gv3036
(f) Public Administration	Gv3035
(g) The Social Structure of Modern Britain	So5809
(h) A further approved paper taught outside the Department of Geography	

*May be examined at the end of first year of Part II course.

¹Students who have not taken Geographical Perspectives on Modern Society at Part I should consult the Departmental Tutor in Geography before selecting this special subject.

²Designed to follow Economics A2 or B.

³Designed to follow Economics A1.

†See pages 199-203.

	<i>Study Guide Numbers</i>
XVII. Philosophy	
*1. Scientific Method	Ph5230
2. History of Modern Philosophy, Bacon to Kant	Ph5300
*3. Logic	Ph5220
4. Epistemology and Metaphysics	Ph5310
5. <i>Either</i> *(a) Social Philosophy	Ph5250
<i>or</i> (b) Mathematical Logic	Ph5221
6. <i>Either</i> *(a) The Rise of Modern Science, Copernicus to Newton	Ph5240
<i>or</i> (b) An essay written during the course of study	—
<i>or</i> (c) An essay written under examination conditions	—
7. One of the following:	
(a) An essay written during the course of study (unless taken under 6)	—
(b) An essay written under examination conditions (unless taken under 6)	—
(c) Political Philosophy	Gv3121
*(d) Introduction to Social Anthropology	An1200
†(e) An approved economics paper	—
*(f) The History of European Ideas since 1700	Hy3406
(g) An approved Modern foreign language	
*(h) Elementary Linguistics	Ln3810
*(i) Introduction to Individual and Social Psychology	Ps5400
†*(j) An approved mathematics paper	—
*(k) Elementary Statistical Theory	SM7201
†*(l) Any other approved paper taught outside the Department of Philosophy	—
†*8. An approved paper taught outside the Department of Philosophy	—
XVIII. Government and History	
A Government	
1. <i>Either</i> (a) Political Thought	Gv3120
<i>or</i> (b) Political Philosophy	Gv3121
2. One of the following:	
(a) Comparative Political Institutions	Gv3045
*(b) Political Ideas in the United Kingdom (<i>not available to candidates who took Modern British Government</i>) (i) <i>Political Ideas in the United Kingdom Calendar 1981/82: Course Gv.153(i) in 1982 or earlier</i>	Gv3026
*(c) Political Behaviour with Special Reference to the United Kingdom (<i>not available to candidates who took Modern British Government</i>) (ii) <i>Political Behaviour with special reference to British Political Parties, the Electorate and the Mass Media; Calendar</i>	

*May be examined at the end of first year of Part II course.

†See pages 199-203.

	<i>Study Guide Numbers</i>
1981-1982: Course GV153(ii) in 1982 or earlier	Gv3027
* <i>(d)</i> Cabinet Government and the National Policy Process (<i>not available to candidates who took Modern British Government (iii) Cabinet Government and the National Policy Process; Calendar 1981/82: Course Gv.153(iii) in 1982 or earlier</i>)	Gv3028
* <i>(e)</i> History of British Politics in the Twentieth Century	Gv3021
<i>(f)</i> History of British Politics from the Seventeenth to the Twentieth Century	Gv3020
* <i>(g)</i> British Constitutional Ideas since the 1880's	Gv3029
<i>Either one paper from papers 1 or 2 if not already chosen or one of the following:</i>	
<i>(a)</i> Political Thought (see text)	Gv3130-38
<i>(b)</i> Modern Political Thought: a Study of European Political Thought since 1770	Gv3122
* <i>(c)</i> The Politics and Government of a Foreign Country or Group of Countries	Gv3050-57
* <i>(d)</i> Public Administration	Gv3035
* <i>(e)</i> Public Policy: Political and Economic Aspects	Gv3036
B History	
*4. and *5. <i>Two of the following:</i>	
<i>(a)</i> English History, 1399-1603	Hy3423
<i>(b)</i> British History, 1603-1760 (<i>this paper may not be taken by candidates who have chosen 2(f) above</i>)	Hy3429
<i>(c)</i> British History, 1760-1914 (<i>this paper may not be taken by candidates who have chosen 2 (f) above</i>)	Hy3432
<i>(d)</i> European History c.1600-1789	Hy3459
<i>(e) Either</i> <i>(i)</i> European History, 1789-1945 (<i>not available if Political History was taken at Part I</i>)	Hy3462
<i>or (ii)</i> World History since 1890 (<i>if not taken at Part I</i>)	Hy3403
6. <i>One of the following:</i>	
<i>(a)</i> War and Society, 1600-1815 (<i>not available 1983-84</i>)	Hy3520
<i>(b)</i> Revolution, civil war, and intervention in the Iberian Peninsula, 1808-1854 (<i>not available 1983-84</i>)	Hy3523
<i>(c)</i> British-American-Russian Relations, 1815-1914	Hy3526
<i>(d)</i> International Socialism and the Problem of War, 1870-1918 (<i>not available 1983-84</i>)	Hy3532
<i>(e)</i> Fascism and National Socialism in International Politics, 1919-1945	Hy3538
<i>(f)</i> The Great Powers and the Near and Middle East, 1898-1956	Hy3535
<i>(g)</i> Economic History of Western Europe from 1815	EH1640
<i>(h)</i> Economic History of the U.S.A. from 1783	EH1641
7. and 8. <i>Two approved papers from the following:</i>	

*May be examined at the end of first year of Part II course.

	<i>Study Guide Numbers</i>
<i>(i)</i> one paper from papers 1, 2 or 3 if not already chosen—	—
<i>(ii)</i> one paper from paper 6 if not already chosen —	—
<i>(iii)</i> one paper from the following:	
<i>(a)</i> The Habsburg Monarchy and the Revolutions of 1848	Hy3550
<i>(b)</i> The Great Powers and the Balkans, 1908-1914	Hy3556
<i>(c)</i> Great Britain and the Peace Conference of 1919	Hy3559
<i>(d)</i> The Manchurian Crisis, 1931-1933	Hy3562
<i>(e)</i> The League of Nations in Decline, March 1933-December 1937	Hy3565
†*(iv) An approved paper taught in another department —	—
XIX. Economics and Economic History	
*1. Economic Principles	Ec1425
*2. <i>Either</i> <i>(a)</i> Economic Statistics	Ec1430
<i>or (b)</i> Introduction to Econometrics	Ec1561
*3. <i>Either</i> <i>(a)</i> Economic History of England, 1603-1830	EH1625
<i>or (b)</i> Economic and Social History of Britain from 1815	EH1630
*4. <i>One of the following:</i>	
<i>(a)</i> Economic History of the U.S.A. from 1783	EH1641
<i>(b)</i> Economic History of Latin America from Independence to the Present Day	EH1642
<i>(c)</i> A Comparative Study of Modern Economic Development of Russia, India and Japan	EH1643
<i>(d)</i> Economic History of Western Europe from 1815	EH1640
5. Problems of Applied Economics	Ec1500
6. Britain and the International Economy, 1919-1964	EH1740
7. <i>One of the following:</i>	
<i>(a)</i> History of Economic Thought	Ec1540
<i>(b)</i> Economic Development	Ec1521
<i>(c)</i> Labour Economics	Ec1452
<i>(d)</i> Principles of Monetary Economics	Ec1513
<i>(e)</i> International Economics	Ec1520
<i>(f)</i> Economics of Industry	Ec1451
8. Problems in Quantitative Economic History (<i>This paper will be taught over two years; and will be examined by an essay of not more than 10,000 words.</i>)	EH1750
XX. Philosophy and Economics	
*1. Scientific Method	Ph5230
2. History of Modern Philosophy	Ph5300
3. <i>One of the following:</i>	
* <i>(a)</i> Social Philosophy	Ph5250
<i>(b)</i> Mathematical Logic	Ph5221
* <i>(c)</i> Logic	Ph5220

*May be examined at the end of first year of Part II course.

†See pages 199-203.

	<i>Study Guide Numbers</i>
*4. Economic Principles	Ec1425
5. <i>Either</i> (a) Problems of Applied Economics	Ec1500
or *(b) Introduction to Economic Policy	Ec1450
6. <i>Either</i> (a) History of Economic Thought	Ec1540
or †(b) with the approval of the teachers concerned, another approved paper in Economics	—
*7. Economic Statistics	Ec1430
8. Philosophy of Economics	Ph5320
 XXI. Economic History and Sociology	
*1. Economic History of England 1603–1830	EH1625
*2. <i>One</i> of the following:	
(a) Economic and Social History of Britain from 1815	EH1630
(b) Economic History of England 1216–1603	EH1620
(c) Economic History of Western Europe from 1815	EH1640
(d) Economic History of U.S.A. from 1783	EH1641
(e) Economic History of Latin America from Independence to the present day	EH1642
(f) A Comparative Study of Modern Economic Development in Russia, Japan and India	EH1643
*3. and *4. <i>Two</i> of the following:	
(a) Sociological Theory	So5821
(b) The Social Structure of the Soviet Union	So5860
(c) The Development of Modern Japanese Society	So5861
(d) Industrial Sociology	So5917
(e) Political Sociology	So5880
(f) <i>Either</i> (i) Comparative Social Structures I	So5820
or (ii) Comparative Social Structures II	So5830
(g) The Social Structure of Modern Britain	So5809
(h) Demographic Description and Analysis	SM7120
(i) Methods of Statistical Analysis (<i>not available to candidates who have passed in one of the papers III(a) or III(b) of Part I</i>)	SM7215
5. Economic and Social History of England 1760–1825 (by permission another special period taught in the Department of Economic History may be offered)	EH1730
6. and 7. <i>Two</i> of the following:	
(a) Industrialisation and Theories of Social Change	So5882
(b) Political Processes and Social Change	So5881
(c) Sociology of Religion	So5921
(d) The Population History of England	SM7121
(e) Sociology of Sex and Gender Roles: Women in Society	So5918
(f) Issues and Methods of Social Research (<i>only available to students who have taken 3 and 4 (j) or III(a) or III(b) of Part I</i>)	So5801
(g) Social Philosophy	Ph5250
(h) Sociology of Knowledge and Science	So5946
(i) Society and Literature	So5945

*May be examined at the end of first year of Part II course.

	<i>Study Guide Numbers</i>
(j) Any of the papers 3 and 4 which have not been taken already	—
8. Problems in Social History (This paper will be taught over two years; and may be examined by essay or by a three-hour paper.)	EH1755
 XXII. Russian Government, History and Language	
1. Comparative Political Institutions	Gv3045
2. The Politics and Government of Russia	Gv3052
*3. <i>Either</i> (a) International History, 1815–1914	Hy3503
or (b) International History since 1914	Hy3506
4. The History of Russia, 1682–1917	Hy3545
5. Russian Language	Ln3940
6. <i>Either</i> (a) Aspects of Russian Literature and Society	Ln3941
or (b) Report on a Subject within the Field of Russian Studies	—
7. and 8. <i>Two</i> of the following:	
(a) Modern Political Thought: a Study of European Political Thought Since 1770	Gv3122
(b) International Communism	IR3770
(c) Geography of the Soviet Union	Gy1879
(d) Soviet Economic Structure	Ec1548
(e) British-American-Russian Relations, 1815–1914	Hy3526
(f) The Social Structure of the Soviet Union	So5860
(g) A Comparative Study of Modern Economic Development in Russia, Japan and India	EH1643
†*(h) Any other approved subject within the B.Sc. (Econ.) Part II	—
 XXIII. Social Policy	
Note: Candidates who have not taken Basic Statistics or Elementary Statistical Theory at Part I are required to take one of these subjects or Methods of Social Investigation under papers 7 or 8.	
*1. Social Administration	SA5620
2. Social Policy	SA5720
3. and 4. <i>Two</i> of the following:	
(a) Educational Policy and Administration	SA5730
(b) Personal Social Services	SA5731
(c) Housing and Urban Structures	SA5732
(d) Health Administration	SA5733
(e) Race Relations and Minority Groups	So5915
(f) Sociology of Deviance and Control	SA5734
(g) Social Security Policy	SA5735
5. <i>One</i> of the following:	
*(a) The Social Structure of Modern Britain	So5809
(b) <i>Either</i> * (i) Sociological Theory	So5821
or (ii) Social and Political Theory	SA5725

*May be examined at end of first year of Part II course.

†See pages 199–203.

	Study Guide Numbers
(c) Comparative Social Structures II: Industrial Societies	So5830
6. One of the following:	
* <i>(a)</i> Political Ideas in the United Kingdom (not available to candidates who took <i>Modern British Government (i) Political Ideas in the United Kingdom; Calendar 1981/82: Course Gv. 153(i) in 1982 or earlier</i>)	Gv3026
(b) Modern Political Thought: a Study of European Political Thought since 1770	Gv3122
(c) Political Philosophy	Gv3121
* <i>(d)</i> Public Administration	Gv3035
* <i>(e)</i> Political Behaviour with Special Reference to the United Kingdom (not available to candidates who took <i>Modern British Government (ii) Political Behaviour with special reference to British Political Parties, the Electorate and the Mass Media; Calendar 1981/82: Course Gv.153(ii) in 1982 or earlier</i>)	Gv3027
* <i>(f)</i> Cabinet Government and the National Policy Process (not available to candidates who took <i>Modern British Government (iii) Cabinet Government and the National Policy Process, Calendar 1981/82: Course Gv.153(iii) in 1982 or earlier</i>)	Gv3028
7. One of the following:	
* <i>(a)</i> General Economics	Ec1420
* <i>(b)</i> Economic Principles	Ec1425
* <i>(c)</i> Introduction to Economic Policy	Ec1450
* <i>(d)</i> Economic Statistics	Ec1430
* <i>(e)</i> The Economic History of Great Britain and the U.S.A. 1850-1939 (unless taken at Part I)	EH1600
* <i>(f)</i> Economic and Social History of Britain from 1815	EH1630
* <i>(g)</i> Methods of Social Investigation	SA5622
* <i>(h)</i> Demographic Description and Analysis	SM7120
(i) Statistical Techniques and Packages	SM7240
†*8. An approved paper taught outside the Department of Social Science and Administration	
XXIV. Population Studies	
*1. Demographic Description and Analysis	SM7120
*2. The Population History of England	SM7121
3. and 4. Two of the following:	
* <i>(a)</i> The Demographic Transition and the Western World Today	SM7122
(b) Third World Demography	SM7123
(c) Migration	SM7124
(d) Family Composition, Kin and the Life Cycle	SM7125
5, 6, 7 and 8. Four of the following, including one from (g) or (h) if none of these papers was taken at Part I. A candidate who has taken one of these papers under	

*May be examined at end of first year of Part II course.

†See pages 199-203.

	Study Guide Numbers
(g) at Part I may take a paper under (h) at Part II and vice versa.	
* <i>(a)</i> Either (i) General Economics or (ii) Economic Principles	Ec1420 Ec1425
* <i>(b)</i> The Social Structure of Modern Britain	So5809
* <i>(c)</i> Social Policy	SA5720
* <i>(d)</i> Studies of Kinship	An1220
* <i>(e)</i> English Society in the Nineteenth Century	EH1661
* <i>(f)</i> Theory and Techniques of Spatial Analysis	Gy1815
* <i>(g)</i> Either (i) Elementary Statistical Theory or (ii) Basic Statistics	SM7201 SM7200
* <i>(h)</i> Either (i) Elementary Mathematical Methods or (ii) Basic Mathematics for Economists	SM7000 Ec1415
* <i>(i)</i> Statistical Demography (<i>Students taking this paper will be expected to have taken Elementary Mathematical Methods or Basic Mathematics for Economists</i>)	SM7126
(j) One paper from 3 and 4 above if not already chosen	—
†* <i>(k)</i> One other approved paper	—

XXV. Industrial Relations

*1. Industrial Relations	Id3220
2. Selected Topics in Industrial Relations	Id3320
*3. Elements of Labour Law	LL5062
4. Industrial Sociology	So5917
5, 6, 7 and 8. Four of the following:	
* <i>(a)</i> Labour Economics	Ec1452
* <i>(b)</i> Economic Principles	Ec1425
* <i>(c)</i> Economic Statistics	Ec1430
* <i>(d)</i> History of British Politics in the 20th Century	Gv3021
* <i>(e)</i> Political Sociology	So5880
(f) Organisation Theory and Practice	Id3221
* <i>(g)</i> Economic and Social History of Britain from 1815	EH1630
(h) Modern British Business in Historical Perspective 1900-1980	EH1660
†* <i>(i)</i> Any other approved paper	—

XXVI. Mathematics and Economics

1. Principles of Economics Treated Mathematically	Ec1426
2. Topology and Convexity	SM7021
3. One of the following:	
(a) Further Analysis	SM7030
(b) Introduction to Algebra (if not taken at Part I)	SM7001
(c) Elementary Statistical Theory (if not taken at Part I)	SM7201
(d) Probability, Distribution Theory and Inference	SM7220
4. One of the following:	

*May be examined at end of first year of Part II course.

†See pages 199-203.

	<i>Study Guide Numbers</i>
(a) Labour Economics	Ec1452
(b) Economics of Industry	Ec1451
(c) Theory of Business Decisions	Ec1453
(d) Introduction to Econometrics	Ec1561
5. Mathematical Economics	Ec1570
6. One of the following:	
(a) Measure, Probability and Integration (only if 3(a) taken)	SM7061
(b) Further Analysis (if not already taken)	SM7030
7. and 8. Two of the following:	
(a) Advanced Economic Analysis	Ec1506
(b) Game Theory	SM7025
(c) History of Economic Thought	Ec1540
(d) Economics of Investment and Finance ¹	Ec1542
(e) Principles of Monetary Economics	Ec1513
(f) Problems of Applied Economics	Ec1500
(g) International Economics	Ec1520
†(h) Any other approved paper	—

*May be examined at end of first year of Part II course.

†See pages 199-203.

¹Students will normally be expected to have followed the lectures and classes for 4(c).

Part II Subjects Taught "Outside the Department"

The following subjects are available in Part II as "papers taught outside the Department" offering the special subject, i.e. papers listed as paper 7 or 8 and marked † in the preceding pages.

Selection of subjects should be made by students under the guidance of their Tutors.

A subject taken at Part I may not be taken again in Part II.

Unless otherwise noted, all subjects are available to second and third year students, subject to timetabling constraints.

Reference Number and Title of Paper	<i>Study Guide Number</i>
Accounting	
Ac 2 Elements of Accounting and Finance	Ac1000
Ac 3 Accounting and Finance I	Ac1020
Anthropology	
An 1 Introduction to Social Anthropology	An1200
An 2 Advanced Ethnography	An1310
An 3 Social Aspects of Political and Economic Development	An1330
An 4 Studies of Kinship	An1220
An 8 Magic and Religion (3rd-year course)	An1301
Economic History	
EH 2 The Economic History of Great Britain and the USA 1850-1939	EH1600
EH 3 A Comparative Study of Modern Economic Development in Russia, Japan and India	EH1643
EH 5 Economic History of England 1216-1603	EH1620
EH 6 Economic History of England 1603-1830	EH1625
EH 7 Economic and Social History of Britain from 1815	EH1630
EH 8 Economic History of Western Europe from 1815	EH1640
EH 9 Economic History of the USA from 1783	EH1643
EH 10 Economic History of Latin America from Independence to the Present Day	EH1642
EH 12 Britain and the International Economy 1919-1964 (3rd-year course)	EH1735
EH 13 Modern British Business in Historical Perspective 1900-1980	EH1660
Economics	
Ec 1.1 Economics A1	Ec1400
Ec 1.2 Economics A2	Ec1406
Ec 2 Economics B	Ec1403
Ec 3 Introduction to Mathematical Economics	Ec1408
Ec 4 Basic Mathematics for Economists	Ec1415
Ec 5 General Economics	Ec1420
Ec 6 Economic Principles	Ec1425
Ec 7 Labour Economics	Ec1452
Ec 8 Principles of Economics Treated Mathematically	Ec1426
Ec 10 History of Economic Thought (3rd-year course)	Ec1540
Ec 11 Economics of Industry	Ec1451
Ec 12 Introduction to Economic Policy	Ec1450
Ec 13 Economic Institutions Compared	Ec1454

Study Guide Numbers

Ec 14	The Economics of the Welfare State (3rd-year course)	Ec1543
Ec 15	Economics and Geography of Transport	Ec1544
Ec 16	Introduction to Econometrics	Ec1561
Geography		
Gy 1	The Geographical Perspectives on Modern Society	Gy1081
Gy 2	Theory and Techniques of Spatial Analysis	Gy1825
Gy 3	The Location of Economic Activity	Gy1824
Gy 4	Urban Geography	Gy1822
Gy 5	Man and his Physical Environment	Gy1808
Gy 6	Historical Geography of the British Isles	Gy1829
Gy 7	Applied Spatial Analysis	Gy1856
Gy 9	An approved Regional Study:	
	9.1 British Isles	Gy1876
	9.2 Europe	Gy1877
	9.3 Africa	—
	9.4 Soviet Union	Gy1878
	9.5 North America (Courses Gy1881 & Gy1882)	Gy1885
Gy 10	Spatial Aspects of Economic Development (3rd-year course)	Gy1920
Gy 11	Urban and Regional Systems (3rd-year course)	Gy1933
Gy 12	Advanced Economic Geography: Agriculture (3rd-year course)	Gy1921
Gy 13	Social Geography	Gy1821
Government		
Gv 1	Modern Politics and Government with Special Reference to Britain	Gv3010
Gv 2	An Introduction to Political Thought: The Greeks	Gv3000
Gv 4	Public Policy: Political and Economic Aspects	Gv3036
Gv 5	Public Administration	Gv3035
Gv 6	Political Thought (two-year course)	Gv3120
Gv 7	Political Thought (a selected text) (3rd-year course)	Gv3130—3138
Gv 8	Political Philosophy (two-year course)	Gv3121
Gv 9	Politics and Government of an approved foreign country:	
	9.1 USA (not available 1983-84)	
	9.2 Russia	Gv3052
	9.3 Germany	Gv3051
	9.4 France	Gv3050
	9.5 Africa	Gv3054
	9.6 Eastern Europe	Gv3055
	9.7 Scandinavia	Gv3056
	9.8 Latin America	Gv3057
Gv 11	History of British Politics from the 17th to the 20th Century (two-year course)	Gv3020
Gv 12	History of British Politics in the 20th Century	Gv3021
Gv 13	Comparative Political Institutions (two-year course)	Gv3045
Gv 14	Modern Political Thought (two-year course)	Gv3122
Gv 15	The Language of Politics	Gv3001
Gv 16	Political Ideas in the United Kingdom (<i>not available to candidates who took Modern British Government (i)</i>)	Gv3026

Study Guide Numbers

	<i>Political Ideas in the United Kingdom; Calendar 1981/82; Course Gv153 (i) in 1982 or earlier)</i>	
Gv 17	Political Behaviour with Special Reference to the United Kingdom (<i>not available to candidates who took Modern British Government (ii) Political Behaviour with special reference to British Political Parties, the Electorate and the Mass Media; Calendar 1981/82; Course Gv153(ii) in 1982 or earlier)</i>)	Gv3027
Gv 18	Cabinet Government and the National Policy Process (<i>not available to candidates who took Modern British Government (iii) Cabinet Government and the National Policy Process; Calendar 1981/82; Course Gv.153(iii) in 1982 or earlier)</i>)	Gv3028
Industrial Relations		
Id 1	Industrial Relations	Id3220
International History		
Hy 1	Political History 1789-1941	Hy3400
Hy 2	World History since 1890	Hy3403
Hy 3	The History of European Ideas since 1700	Hy3406
Hy 4	International History 1494-1815	Hy3500
Hy 5	International History 1815-1914	Hy3503
Hy 6	International History since 1914	Hy3506
Hy 8	Fascism and National Socialism in International Politics 1919-1945	Hy3508
Hy 9	War and Society (<i>not available 1983-84</i>)	Hy3520
	Non-specialists may choose any other paper offered by the Department, provided permission is obtained from the teacher concerned.	
International Relations		
IR 1	International Politics (two-year course)	IR3700
IR 2	International Institutions (two-year course)	IR3703
IR 3	Foreign Policy Analysis (two-year course)	IR3702
IR 4	The Ethics of War (3rd-year course)	IR3755
IR 5	The Politics of International Economic Relations (3rd-year course)	IR3752
IR 6	Strategic Aspects of International Relations (3rd year course)	IR3754
IR 7	The International Legal Order (3rd-year course)	IR3750
Language Studies		
Ln 1	One of the following languages:	
	1.1 French	} two-year courses
	1.2 German	
	1.3 Russian	
	1.4 Spanish	
Ln 3	Elementary Linguistics	
Ln 4	Language, Mind and Society (3rd-year course)	

Ln5	Literature and Society in Britain (i) 1830-1900 (not available 1983-84)	Ln3840
Ln 6	Literature and Society in Britain (ii) 1900 to Present Day	Ln3841
Law		
LL 1	Public International Law	LL5131
LL 2	English Legal Institutions	LL5020
LL 3	Elements of Labour Law	LL5062
LL 4	Commercial Law	LL5060
LL 5	Women and the Law	LL5135
LL 6	Legislation (Essay)	LL5116
LL 9	Basic Principles of the Soviet and Yugoslav Legal Systems	LL5134
LL 10	Legal and Social Change since 1750	LL5137
Philosophy		
Ph 1	Introduction to Logic	Ph5200
Ph 2	Introduction to Scientific Method	Ph5210
Ph 3	The Rise of Modern Science: Copernicus to Newton	Ph5240
Ph 4	Mathematical Logic	Ph5221
Ph 5	History of Modern Philosophy (two-year course)	Ph5300
Pn 6	Scientific Method	Ph5230
Ph 7	Social Philosophy	Ph5250
Ph 8	Introduction to Mathematical Logic	Ph5201
Population Studies		
Pn 1	Population, Economy and Society	Pn7100
Pn 2	Demographic Description and Analysis	Pn7120
Pn 3	The Population History of England	Pn7121
Pn 4	The Demographic Transition of the Western World Today	Pn7122
Pn 5	Third World Demography	Pn7123
Pn 6	Migration	Pn7124
Pn 7	Family Composition, Kin and the Life Cycle	Pn7125
Pn 8	Statistical Demography	Pn7126
Social Psychology		
Ps 2	Introduction to Individual and Social Psychology	Ps5400
Ps 3	Personality and Social Behaviour	Ps5421
Ps 4	Cognitive Psychology	Ps5422
Social Administration		
SA 2	Introduction to Social Policy	SA5600
SA 3	Social Administration	SA5620
SA 4	Social Policy	SA5720
SA 5	Sociology of Deviance and Control	SA5734
SA 6	Educational Policy and Administration	SA5730
SA 7	Personal Social Services	SA5731
SA 8	Housing and Urban Structure	SA5732

			<i>Study Guide Numbers</i>
SA 9	Health Administration		SA5733
SA 10	Race Relations and Minority Groups		SA5915
Sociology			
So 1	Introduction to Sociology		So5000
So 2	Social and Moral Philosophy		So5810
So 3	The Social Structure of Modern Britain		So5809
So 4	Comparative Social Structures I: Complex Pre-Industrial Societies		So5820
So 5	Political Sociology (not available 1983-84)		So5880
So 6	Sociological Theory		So5821
So 8	Sociology of Sex and Gender Roles: Women in Society		So5918
So 9	Comparative Social Structures II: Industrial Societies		So5830
So 10	Urban Sociology (not available 1983-84)		So5916
So 12	Criminology (not available 1983-84)		So5919
So 13	Theories and Problems of Nationalism		So5883
So 14	Industrialisation and Theories of Social Change		So5882
So 15	Sociology of Deviant Behaviour		So5920
So 16	Sociology of Religion		So5921
Non-specialists may choose any other paper offered by the Department subject to the candidate having taken the appropriate prerequisite (please see page 220).			
Statistical and Mathematical Sciences			
SM 2	Elementary Mathematical Methods		SM7000
SM 3	Elementary Statistical Theory		SM7201
SM 4	Basic Statistics		SM7200
SM 5	Introduction to Analysis and Set Theory		SM7002
SM 6	Topology and Convexity		SM7021
SM 7	Mathematical Methods		SM7020
SM 8	Economic Statistics		Ec1430
SM 9	Probability, Distribution Theory and Inference		SM7220
SM 10	Elements of Computer Science		SM7300
SM 11	General Computing		SM7301
SM 12	Actuarial Investigations (not available 1983-84)		SM7260
SM 14	Marketing and Market Research		SM7231
SM 15	Operational Research Methods		SM7345
SM 16	Numerical Methods		SM7330
SM 17	Game Theory		SM7025
SM 18	Statistical Techniques for Management Sciences		SM7230
SM 19	Applied Abstract Analysis (3rd-year course)		SM7060
SM 21	Further Analysis		SM7030
SM 22	Ideas in Mathematics and Science		SM7024
SM 23	Further Algebra		SM7040
SM 24	Elements of Management Mathematics		SM7340
SM 25	Model Building in Operational Research (3rd-year course)		SM7347
SM 26	Systems Analysis and Design		SM7322

Course Unit Degrees

The School registers students for the B.Sc. and B.A. degrees by course units. A course unit is defined as one third of the amount of study which any adequately prepared student can reasonably be expected to complete in a year; that is to say one third of the total work load which every student who is capable of obtaining a degree at all should be able to manage. To obtain the degree candidates must complete, to the satisfaction of the School, courses valued at a minimum of nine course units and must satisfy the examiners in courses to the value of at least nine course units.

All students should read the full regulations for the degree: they may be obtained from the Registry at the School.

The following Main Fields of study within which candidates may qualify for Honours, are available:

B.Sc. Degree

Geography
Mathematics, Statistics, Computing and Actuarial Science
Management Sciences
Mathematics and Philosophy
Social Anthropology
Social Psychology
Sociology

B.A. Degree

Geography
Social Anthropology

Chemistry and Philosophy of Science (Candidates are registered at King's College and attend the LSE on an intercollegiate basis for courses in Philosophy).

1 Geography

- 1.1 Courses are given in the Joint School of Geography at King's College and L.S.E. and students are taught by teachers from both colleges.
- 1.2 Candidates for Honours will normally be required to take courses to the value of ten course units over three years; with permission this total may be extended.
- 1.3 Courses are normally examined at the end of the year in which they are studied, though a small number of second-year courses may be examined at the end of the third year.
- 1.4 *Fieldwork*: All students registered for B.A. and B.Sc. degrees in Geography by course units are required to attend a departmental field class during the first year of the course and to submit a written report. A number of second and third year course units require attendance at field classes and/or the carrying out of field work and information will be given to students choosing these options. A proportion of examination marks may be allocated for field work in these units.
- 1.5 In assessing a candidate for Honours, his achievement in the second and third years may be given more weight than that of the first year.
- 1.6 In certain cases students may be able to take courses at other colleges of the University. The permission of the convener is required.
- 1.7 A candidate is required to take the following courses:

	Value in Course Units	Study Guide Numbers
First Year		
1. Physical Geography	1	
2. Geographical Perspectives on Modern Society	1	Gy1812 Gy 1801
3. Theory and Techniques of Spatial Analysis	1	Gy1815
4. One course outside Geography (See List of courses outside Geography)	1	
Second Year		
<i>3 or 4 course units to be chosen from:-</i>		
British Isles	1	Gy1876
The Location of Economic Activity	1	Gy1824
Man and his Physical Environment	1	Gy1808
Applied Spatial Analysis	1	Gy1856
Social Geography: Spatial Change and Social Process	1	Gy1821
Urban Geography	1	Gy1822
Historical Geography: British Isles	1	Gy1829
General Political Geography	1/2	—
Biogeography	1	Gy1842
Advanced Geomorphology I	1	Gy1840
Meteorology & Climatology	1	Gy1843
Elements of Hydrology	1/2	Gy1844
Elements of Surveying, and Map Projections	1/2	—
Population Geography	1/2	Gy1823
Soil Science	1/2	Gy1841
Advanced Cartography	1/2	—
<i>Courses up to the value of 1 unit from the following list:-</i>		
Africa I	1/2	—
Europe	1	Gy1875-78 & Gy1880-84
Latin America I	1/2	Gy1882

	Value in Course Units	Study Guide Numbers
North America I	1/2	Gy1880
North America II (*420/1880)	1/2	Gy1881
The Third World: a Social and Economic Basis	1/2	Gy1884
Courses to the value of 1 unit chosen from the list outside Geography		

Third Year

3 or 4 course units to be chosen from:-

Advanced Economic Geography: Agriculture	1/2	Gy1921
Spatial Aspects of Economic Development	1	Gy1920
Planning and its Geographical Impact	1	Gy1926
Urban and Regional Systems (*420/1856)	1	Gy1933
Historical Geography: Western and Central Europe (*420/0485 or 420/0417)	1/2	Gy1930
Geomorphology II - Palaeogeomorphology (*420/1840)	1	Gy1966
Geomorphology III (*420/1840)	1/2	Gy1961
Climatic Change	1/2	Gy1963
Urban Climatology	1/2	Gy1965
Environmental Change	1/2	Gy1962
Microclimatology	1/2	Gy1964
Elements of Hydrology	1/2	Gy1844
Geography of Rural Settlement	1/2	—
Environmental Management in Britain (not available in 1983-84)	1/2	Gy1941
Environment Evaluation and Planning in Transport	1/2	Gy1940
Urban Politics: A Geographical Perspective	1	Gy1919
The Geography of Rural Development	1	Gy1922
Advanced Social Geography I: Planning, Housing and Urban Change (*420/0497; 420/1821)	1/2	Gy1924
Advanced Social Geography II: Spatial Inequalities (*420/0497; 420/1821)	1/2	Gy1925
Map Design and Evaluation	1/2	Gy1950
Soviet Union	1/2	Gy1878
Latin America II (*420/1822)	1/2	Gy1883
North America (*420/1880)	1/2	Gy1881
A course or courses to the value of not more than 1 unit from the second year list.	1	
An independent essay of not more than 5,000 words on an approved topic in Geography.	1	—
Courses to the value of not more than 1 unit chosen from the list of courses outside Geography	1	

Courses outside Geography

For courses other than Geology please see list on pages 218-220.

	Value in Course Units	Normally Taken in Year	Lectures Classes and Seminars
Geology (King's College)			
Fundamentals of Geology	1/2	2 or 3	—
Stratigraphical Palaeontology	1/2	1, 2 or 3	—
Stratigraphy and Sedimentation	1	2	—
World Stratigraphy	1/2	3	—

*Recommended Preliminary Course.

	Value in Course Units	Normally Taken in Year	Study Guide Numbers
Economic Geology	1/2	2 or 3	—
Structural Geology	1/2	2 or 3	—
Advanced Economic Geology	1/2	3	—
Sedimentology	1/2	2 or 3	—
Oceanography	1/2	2 or 3	—

2 Mathematics, Statistics, Computing and Actuarial Science

- Candidates will normally be expected to take courses to the value of four course units during each of the three years of study.
- The field or fields in which honours are awarded depends on the courses chosen. The basic requirements for each field are listed below. The remaining courses are chosen under tutorial guidance.

Mathematics: Courses 1, 2, 10, 11 and two from 12-16.

Statistics: Courses 3, 4, 17, 30, 31, 32.

Computing: Courses 3, 5, 40, 41, 42, 45, 46.

Actuarial

Science: Courses 3, 4, 6, 7(a)(ii), 17, 30, 34, 50, 51, 53.

(If 6(b) is taken, 53 may be omitted.)

- A student may also qualify for combined honours.

Mathematics/

Statistics: Courses 1, 2 or 3, 4, 10, 17, 30, one from 11-16, 31 or 32.

Statistics/

Computing: Courses 3, 4, 5, 17, 30, one from 31-34, 40 or 41 or 46 and one from 42 or 45.

Mathematics/

Computing: Courses 1 or 2, 3, 5, 10 or 11, 17, 40 or 41 or 46, one from 42 or 45 and one further course from 10-16.

Actuarial

Science/

Statistics: Courses 3, 4, 6, 17, 30, 34, 53 and two from 7(a)(ii), 50, 51. (If 6(b) is taken, 53 may be omitted.)

	Value in Course Units	Study Guide Numbers
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First Year

- Introduction to Analysis and Set Theory 1 SM7002
- Introduction to Algebra 1 SM7001
- Elementary Mathematical Methods 1 SM7000
- Elementary Statistical Theory 1 SM7201
- Elements of Computer Science 1 SM7300
- At most one course from:
 - Economics A (candidates will be expected to take A2) 1 Ec1400
 - Economics B 1 Ec1403
 - Introduction to Mathematical Economics 1 Ec1408
- At most one course from:
 - Either (i) Elements of Accounting and Finance 1 Ac1000

	Value in Course Units	Study Guide Numbers
or (ii) Elements of Accounting and Investment for Actuarial Science (available to Actuarial Science students only)	1	Ac1001
(b) Introduction to Mathematical Logic	1	Ph5201
(c) Introduction to Individual and Social Psychology	1	Ps5400
(d) A course from the list of course units available to non-specialists	1	
Second and Third Years		
Mathematics		
10. Further Analysis (to follow course 1)	1	SM7030
11. Further Algebra (to follow course 2)	1	SM7040
12. Topology and Convexity	1	SM7021
13. Infinite Abelian Groups	1	SM7042
14. Category Theory	1	SM7041
15. Game Theory	1	SM7025
16. Sets and Models (to follow course 7b)	1	SM7031
17. Mathematical Methods (to follow course 3)	1	SM7020
18. Incompleteness and Undecidability	1	Ph5222
19. Ideas in Mathematics and Science	1	SM7024
20. Philosophy of Mathematics (two-year course)	1	Ph5315
21. Applied Abstract Analysis	1	SM7060
Statistics		
30. Probability, Distribution Theory and Inference (to follow course 4)	1	SM7220
31. Statistical Theory (3rd-year course)	1	SM7241
32. Statistical Techniques and Packages (3rd-year course)	1	SM7240
33. Statistical Techniques for Management Sciences (not to be taken with 31, 32 or 34)	1	SM7230
34. Statistical Methods for Actuarial Science (3rd-year course) (not to be taken with 31 or 33)	1	SM7250
35. Statistical Demography	1	SM7126
36. Econometric Theory	1	Ec1575
Computing and Operational Research		
40. Systems Analysis and Design (to follow course 5)	1	SM7322
41. Applications of Computers	1	SM7321
42. Numerical Methods	1	SM7330
45. Operational Research Methods	1	SM7345
46. Computing Methods (to follow course 5)	1	SM7320
47. Model Building in Operational Research (to follow course 45)	1	SM7347
Actuarial Science and Economics		
50. Actuarial Investigations: Statistical and Financial	1	SM7260
51. Actuarial Life Contingencies	1	SM7261
52. Accounting and Finance I (to follow course 7(a))	1	Ac1020

	Value in Course Units	Study Guide Numbers
53. (a) Economic Principles (to follow course 6)	1	Ec1425
(b) Principles of Economics treated Mathematically (to follow course 6)	1	Ec1426
54. Theory of Business Decisions (to follow course 6)	1	Ec1453
55. Economics of Investment and Finance (to follow course 54)	1	Ec1542
56. Economics of Industry	1	Ec1451
58. Topics in Quantitative Economics	1	Ec1579
59. A project of up to 10,000 words on an approved subject in Quantitative Economics	1	Ec1569

Other Courses

Courses to the value of at most two course-units from:

70. A course in Social Psychology	1	
71. Applied Spatial Analysis	1	Gy1856
72. Urban and Regional Systems	1	Gy1933
73. A Course or courses from the list of course units available to non-specialists (timetable permitting)		

Subject to departmental approval, students may also offer first year courses which they have not taken or, where practicable courses taught at other colleges of the University. (These courses sometimes occupy half a year and are valued at half a unit. Students should not offer an odd number of such half units.) Note that 13 and 14 are offered in alternate years.

3 Management Sciences

- 3.1 Candidates will normally be expected to take courses to the value of four course units in each of the three years of the course of study.
- 3.2 All candidates are normally required to take courses 3-7 and courses to the value of one unit from 30-34 or 40-44. In addition, all candidates are required to select at least one of the fields *Systems Analysis*, *Operational Research* or *Management Statistics* as their core field of study. The normal course requirements for the core fields are as follows:
 Systems Analysis: Courses 20, 23, 24(a) and 25.
 Operational Research: Courses 23, 25 and 28.
 Management Statistics: Courses 23, 25 and 26.
 The remaining courses are chosen under tutorial guidance.
- 3.3 Course 3 is normally taken in the first year. Courses 4 and 5 are taken in the first year by students with 'A' level Mathematics. Other students take course 1 in the first year and courses 4 and 5 in their second year. Courses 1 and 2 may only be taken in the first year.

	Value in Course Units	Study Guide Numbers
First Year		
1. Basic Mathematics for Economists	1	Ec1415
2. Basic Statistics	1	SM7200
3. Elements of Computer Science	1	SM7300
4. Elementary Mathematical Methods	1	SM7000
5. Elementary Statistical Theory	1	SM7201

	Value in Course Units	Study Guide Numbers
6. <i>One of</i>		
(a) Economics A (candidates will be expected to take A2)	1	Ec1400
(b) Economics B	1	Ec1403
(c) Introduction to Mathematical Economics	1	Ec1408
7. Elements of Accounting and Finance	1	Ac1000
8. <i>One of</i>		
(a) Introduction to Individual and Social Psychology	1	Ps5400
(b) English Legal Institutions	1	LL5020
(c) Introduction to Sociology	1	So5800
(d) A course from the list of course units available to non-specialists		

Second and Third Year

Systems Analysis, Operational Research and Management Statistics

20. Systems Analysis and Design (3)	1	SM7322
23. Operational Research Methods	1	SM7345
24. <i>One of</i>		
(a) Applications of Computers (20)	1	SM7321
(b) Applied Management Science (28)	1	SM7360
25. Statistical Techniques for Management Sciences (4, 5)	1	SM7230
26. Marketing and Market Research	1	SM7231
27. Computing Methods (3)	1	SM7320
28. Model Building in Operational Research	1	SM7347

Economics and Finance

30. <i>One of</i>		
(a) Economic Principles	1	Ec1425
(b) Principles of Economics treated Mathematically (4, 6)	1	Ec1426
31. Theory of Business Decisions (6)	1	Ec1453
32. Economics of Investment and Finance (31)	1	Ec1542
33. Economics of Industry (6)	1	Ec1451
34. Accounting and Finance I (7)	1	Ac1020

Organisation and Industrial Relations

40. Organisation Theory and Practice	1	Id3221
41. Public Administration	1	Gv3035
42. <i>One of</i>		
(a) Elements of Labour Law	1	LL5062
(b) Elements of Commercial Law	1	LL5061
43. Industrial Sociology (8c)	1	So5917
44. A course in Social Psychology	1	

Mathematics and Statistics.

50. Actuarial Investigations: Statistical and Financial (5)	1	SM7260
51. Actuarial Life Contingencies (4)	1	SM7261
52. Mathematical Methods (4)	1	SM7020
53. Game Theory	1	SM7025
54. Numerical Methods (4)	1	SM7330

	Value in Course Units	Study Guide Numbers
55. Probability, Distribution Theory and Inference (5)	1	SM7220
56. Introduction to Analysis and Set Theory (1)	1	SM7002
57. Introduction to Algebra (1)	1	SM7001

Courses listed as available in the first year (other than 1 or 2) may also be offered in the second or third year (if not already taken) subject to departmental approval. Where practicable, students may also offer course units taught at other colleges of the University.

Note that the numbers in parentheses following the courses listed refer to those courses which are prerequisite or corequisite for the course in question.

4 Mathematics and Philosophy

4.1 Candidates will normally be expected to take courses to the value of four course units in each of the three years of the course of study.

4.2 All students take courses 1-6, 7 or 8, 18 and 19. The remaining courses are selected under tutorial guidance from the other courses listed. At least one of 5 and 6 and at least one of 7 and 8 must be taken in the second year.

	Value in Course Units	Study Guide Numbers
First Year		
1. Introduction to Analysis and Set Theory	1	SM7002
2. Introduction to Algebra	1	SM7001
3. Introduction to Mathematical Logic	1	Ph5201
4. Introduction to Scientific Method	1	Ph5210

Second and Third Years

5. Incompleteness and Undecidability	1	Ph5222
6. Sets and Models	1	SM7031
7. Further Analysis	1	SM7030
8. Further Algebra	1	SM7040
9. Topology and Convexity	1	SM7021
10. Game Theory	1	SM7025
11. Infinite Abelian Groups	1	SM7042
12. Category Theory	1	SM7041
13. Scientific Method	1	Ph5230
14. The Rise of Modern Science, Copernicus to Newton	1	Ph5240
15. Epistemology and Metaphysics	1	Ph5310 Ph.125
16. Ideas in Mathematics and Science	1	SM7024
17. An essay of 5,000-7,000 words written during the course of study on an approved topic in Philosophy	1	
18. History of Modern Philosophy, Bacon to Kant (<i>two-year course</i>)	1	Ph5300
19. Philosophy of Mathematics (<i>two-year course</i>)	1	Ph5315

(Note that 11 and 12 are offered in alternate years.)

5 Social Anthropology

- 5.1 Candidates for Honours are required to take courses to the value of ten course units during three years. They will normally be taken in the following sequence: three in the first year, three in the second year and four in the third year.
- 5.2 There will be no exemption from first-year courses.
- 5.3 The level of Honours awarded to a candidate will be determined largely by the assessments and examinations of courses taken in the second and third years. Less weight will be given to performance in courses in the first year.
- 5.4 A candidate is required to take the following courses:

	Value in Course Units	Study Guide Numbers
First year		
1. Introduction to Social Anthropology	1	An1200
2. Race and Culture	1	An1203
3. Elementary Ethnography	1	An1202
For students beginning in 1981 and 1983		
Second Year		
1. Studies of Kinship	1	An1220
2. Political and Economic Institutions	1	An1221
3. An approved course or courses to the value of one course-unit on a subject outside Anthropology		
For students beginning in 1982 only		
Second Year		
1. Studies of Kinship	1	An1220
2. Political and Economic Institutions	1	An1221
3. Race and Culture	1	An1203
Third Year		
1. Magic and Religion	1	An1301
2. Advanced Theory of Social Anthropology	1	An1300
3. & 4. Course to the value of two course-units selected from the following under the guidance of the candidate's Tutor:		
(a) Special Essay Paper in Social Anthropology (One essay of 6,000 or two essays each of 3,000 words)	1	An1398
(b) Anthropological Linguistics	1	An1331
(c) Social Aspects of Political and Economic Development	1	An1330
(d) either one whole unit or two half-units selected from the following:		
(i) Latin America: Lowlands	1/2	
(ii) Latin America: Highlands	1/2	
(iii) Malaysia	1/2	
(iv) Hunter and Gatherers of Sub-Saharan Africa and of India	1/2	
(v) Australian Aborigines	1/2	
(vi) Melanesia	1/2	
(vii) Mediterranean	1/2	
(viii) India	1/2	
(ix) another approved ethnographic area for which teaching may be available at another college of the University	1 or 1/2	

Value in
Course
Units

Study Guide
Numbers

- (e) one or at most two half-unit courses on an approved anthropological subject available at another college of the University

6 Social Anthropology and Mediaeval History (The last entry to this course was in October 1981)

- 6.1 Candidates are normally required to take courses to the value of ten course units during three years. They will normally be taken in the following sequence: three in the first year, three in the second year and four in the third year.
- 6.2 A candidate is required to take the following courses:

	Value in Course Units	Study Guide Numbers
First Year		
Three from the following (at least one from history and one from anthropology).		
1. Introduction to Social Anthropology	1	—
2. Elementary Ethnography	1	—
3. British History down to the end of the 14th Century	1	—
4. European History 400-1200	1	—
Second Year		
Three from the following (at least one from history and one from anthropology).		
5. Studies of Kinship	1	An1220
6. Political and Economic Institutions	1	An1221
7. English History 1399-1603	1	Hy3423
8. European History 1200-1500	1	Hy3453
9. Economic History of England 1216-1603	1	EH1620
10. Comparative Social Structures I: Complex Pre-industrial Societies	1	So5820
11. Sociology of Religion	1	So5921
12. An approved paper on Middle East or African History	1	—
Third Year		
Three from the following (at least one from history and one from anthropology) together with the essay.		
13. Magic and Religion	1	An1301
14. Advanced Theory of Social Anthropology	1	An1300
15. English Society from the Reign of Henry I to the Reign of Henry III, 1100-1272	1	
16. The Tudor Court	1	
17. The Economic History of England 1350-1500	1	
18. Paganism and Christianity in the Age of Augustine	1	
19. Ireland before the Vikings	1	
20. Linking Essay in Social Anthropology and Mediaeval History	1	An1399

7 Social Psychology

- 7.1 Candidates are normally required to take courses to the value of twelve course units during the three years of study.
- 7.2 In the final year each candidate is required to carry out a research project under the supervision of a member of staff.
- 7.3 The level of Honours awarded to a candidate will be determined largely by the assessments and examinations of courses taken in the second and third years. Less weight will be given to performance in courses in the first year.
- 7.4 A candidate is required to take the following courses:

	Value in Course Units	Study Guide Numbers
First Year		
Introduction to Individual and Social Psychology	1	Ps5400
Methods of Psychological Research I: General and Statistical	1	Ps5406
Developmental and Biological Aspects of Behaviour	1	Ps5405
Course outside Psychology	1	
Second Year		
Personality and Social Behaviour	1	Ps5421
Cognitive Psychology	1	Ps5422
Methods of Psychological Research II: Social and Statistical	1	Ps5420
Course outside Psychology	1	
Third Year		
1. Advanced Study of Psychological Processes	1	Ps5501
2. Social Change and Social Organisations	1	Ps5502
3. Methods of Psychological Research III: Project and Data Analysis	1	Ps5500
4. and 5. Courses to the value of one unit from the following list:		
Child Development	1/2	Ps5511
Personality and Motivation	1/2	Ps5512
Social Psychology of Conflict	1/2	Ps5516
Communication and Attitude Change	1/2	Ps5514
Applications of Social Psychology	1/2	Ps5510
Psycholinguistics	1/2	Ps5515
Groups and Interpersonal Behaviour	1/2	Ps5513
Decision Making and Decision Analysis	1/2	Ps5517
Psychological Aspects of Legal Processes	1/2	Ps5518

Courses outside Social Psychology - please see list on pages 218-220.

8 Sociology

- 8.1 Candidates are required to take courses to the value of twelve course units, with a minimum of four course units each year. Courses will normally be examined at the end of the session in which they are taught.

- 8.2 To qualify for Honours in Sociology a candidate is required to complete seven course units in Sociology, including the six compulsory courses and to pass in Sociology courses to the value of six course units.
- 8.3 In addition a candidate will be required to complete the course Methods of Statistical Analysis.
- 8.4 The compulsory course unit Issues and Methods of Social Research may be taken in any one of the three years.
- 8.5 A candidate may take up to five course units in courses outside Sociology.
- 8.6 A candidate will be required to submit a report of not more than 10,000 words on a sociological topic to be approved by the convener of the department of Sociology. The report (Unit Essay) must be presented not later than 1 May in the academic year of submission.
- 8.7 A candidate is required to take the following courses:

	Value in Course Units	Study Guide Numbers
First Year		
1. Introduction to Sociology	1	So5800
2. Methods of Statistical Analysis	1	SM7215
3. A course to the value of one unit from List B	1	—
4. A course or courses to the value of not more than one unit from either List A or List B	1	—
Second Year		
1. Comparative Social Structures: I	1	So5820
2. Sociological Theory	1	So5821
3. and 4. Courses to the value of at least two units from List A and/or List B	2	—
Third Year		
1. Comparative Social Structures: II	1	So5830
2. Unit Essay	—	—
3. and 4. Courses to the value of at least two units from List A and/or List B	2	—

(Note: these must include Issues and Methods of Social Research unless already taken)

Optional Courses

List A: Courses in Sociology	Value in Course Units	Normally Taken in Year	Study Guide Numbers
Issues and Methods of Social Research	1	1, 2 or 3	So5801
Social and Moral Philosophy	1	1, 2 or 3	So5810
Social Philosophy	1	2 or 3	Ph5250
Contemporary Sociological Theory	1	3	So5989
The Social Structure of Modern Britain	1	1, 2 or 3	So5809
The Social Structure of the Soviet Union	1	2 or 3	So5860
The Development of Modern Japanese Society	1	2 or 3	So5861
Social Structure and Politics in Latin America	1	2 or 3	So5862
Political Sociology	1	2 or 3	So5880
Political Processes and Social Change	1	2 or 3	So5881
Industrial Sociology	1	2 or 3	So5917
Sociology of Religion	1	1, 2 or 3	So5921
Urban Sociology	1	2 or 3	So5916

	Value in Course Units		Study Guide Numbers
Industrialisation and Theories of Social Change	1	2 or 3	So5882
Criminology	1	2 or 3	So5919
Sociology of Deviant Behaviour	1	2 or 3	So5920
Society and Literature	1	2 or 3	So5945
Sociology of Knowledge and Science	1	2 or 3	So5946
Sociology of Sex and Gender Roles:			
Women in Society	1	2 or 3	So5918
Race Relations and Minority Groups	1	2 or 3	So5915
Theories and Problems of Nationalism	1	2 or 3	So5883

List B: Courses outside Sociology – please see list on pages 218-220.

9 French Studies (The last entry to this course was in October 1981)

Candidates will normally be expected to take courses to the value of four course-units during each of the three years of study.

A candidate is required to take the following courses:

	Value in Course Units	Study Guide Numbers
First Year		
1. The Development of Ideas and Literature in France in the 17th and 18th Centuries	1	
2. and 3. Two of the following:		
(a) The History of European Ideas since 1700	1	
(b) European History c. 1600-1789	1	
(c) The Language of Politics: An Introduction to Political Theory	1	
(d) The Structure of International Society	1	
4. Either (a) Main Trends in Contemporary French Thought, Literature and Language	1	
or (b) Any other approved course unit	1	
Second Year		
5. The Development of Modern French	1	
6. Either (a) The History of Ideas in France in the 19th and 20th Centuries	1	
or (b) French Literature in the 19th and 20th Centuries	1	
7. The Social and Political History of France since 1870	1	

	Value in Course Units	Study Guide Numbers
8. One of the following:		
(a) Economic History of Western Europe from 1815	1	
(b) The Politics of Western European Integration	1	
(c) Foreign Policy Analysis	1	
(d) Either (i) An approved modern foreign language other than French	1	
or (ii) Elementary Linguistics	1	
or (iii) Language, Mind and Society (to follow course 290/0002)	1	
(e) European History 1789-1945	1	
(f) World History since 1890	1	

Third Year

9. Translation from and into French	1	Ln3290
10. (a) Report	1/2	Ln3921
(b) Oral	1/2	Ln3922
11. The Politics and Government of France	1	Gv3050
12. One of the following:		
(a) French Thought in the 20th Century	1	Ln3932
(b) The French Language in the 20th Century	1	Ln3931
(c) French Theatre of the Avant-Garde	1	Ln3930

Students will normally be expected to spend the third year of the 4-year course abroad.

List of course units available for selection by non-specialists where the regulations for the Main Field of study permit, subject to the approval of their tutors and the teaching department and to the successful completion of prerequisites where necessary.

Subject	Course	Value in Course Units	Normally Taken in Year	Prerequisite	Study Guide Numbers
Anthropology	Introduction to Social Anthropology	1	any		An1200
	Race and Culture	1	any		An1203
	Elementary Ethnography	1	any		An1202
	Studies of Kinship	1	2 or 3	See Study Guide	An1220
	Political and Economic Institutions	1	2 or 3	See Study Guide	An1221
	Magic and Religion	1	3	See Study Guide	An1301
Economic History	The Economic History of Great Britain and the U.S.A. 1850-1939	1	any		EH1600
	Modern British Business in Historical Perspective, 1900-1980	1	2 or 3		EH1660
	Economic History of the United States of America from 1783	1	2 or 3		EH1641
	Economic and Social History of Britain from 1815	1	2 or 3		EH1630
	Economic History of Latin America from Independence to the present Day	1	2 or 3		EH1642
	Economics	Economics A	1		
Economics	General Economics	1	2 or 3	See Study Guide	Ec1420
	Economics and Geography of Transport	1	2 or 3	See Study Guide	Ec1544
	Geography	Geographical Perspectives on Modern Society	1	any	
Government	Modern Politics and Government with Special Reference to Britain	1	any		Gv3010
History	English History 1399-1603	1	any		Hy3423
	British History 1603-1760	1	any		Hy3429
	British History 1760-1914	1	any		Hy3432
	International History 1815-1914	1	any		Hy3503
	International History since 1914	1	2 or 3		Hy3506
Industrial Relations	Industrial Relations	1	any		Id3220

Subject	Course	Value in Course Units	Normally Taken in Year	Prerequisite	Study Guide Numbers
International Relations	The Structure of International Society	1	1		IR3600
	The International Political System	1	two-year course		IR3701
Language Studies	Elementary Linguistics	1	any		Ln3810
	Language, Mind and Society	1	2 or 3		Ln3831
	Literature and Society in Britain 1830-1900 (Not available 1983-84)	1	any		Ln3840
	Literature and Society in Britain 1900 to the present day	1	any		Ln3841
Law	English Legal Institutions	1	any		Ln5020
	Public International Law	1	any		Ln5021
	Introduction to the Anthropology of Law	1	2 or 3		Ln5138
	Women and the Law	1	2 or 3		LL5135
Mathematics	Basic Mathematics for Economists	1	any		SM1415
	Elementary Mathematical Methods	1	any		SM7000
	Introduction to Analysis and Set Theory	1	any		SM7002
	General Computing	1	any		SM7301
Philosophy	Introduction to Scientific Method	1	any		Ph5210
	Introduction to Logic	1	any		Ph5200
	Social Philosophy	1	2 or 3		Ph5250
Population Studies	Population, Economy and Society	1	any		Pn7100
	Demographic Description and Analysis	1	2 or 3		Pn7120
	The Demographic Transition and the Western World Today	1	2 or 3		Pn7122
	Third World Demography	1	2 or 3		Pn7123
	Migration	1	2 or 3		Pn7124
	Family Composition, Kin and the Life Cycle	1	2 or 3		Pn7125
Social Administration	Introduction to Social Policy	1	any		SA5600
Social Psychology	Introduction to Individual and Social Psychology	1	any		Ps5400

Subject	Course	Value in Course Units	Normally Taken in Year	Prerequisite	Study Guide Numbers
Sociology	Personality and Social Behaviour	1	2 or 3	720/0106	Ps5421
	Cognitive Psychology	1	2 or 3	720/0106	Ps5422
Sociology	Introduction to Sociology	1	any		So5800
	Social and Moral Philosophy	1	any		So5810
	The Social Structure of Modern Britain	1	any		So5809
	Comparative Social Structure I (Complex Pre-industrial Societies)	1	2 or 3	See Study Guide	So5820
	Political Sociology	1	2 or 3	See Study Guide	So5880
	Sociological Theory	1	2 or 3	See Study Guide	So5821
	Sociology of Sex and Gender Roles: Women in Society	1	2 or 3	See Study Guide	So5918
	Comparative Social Structures II: (Industrial Societies)	1	2 or 3	See Study Guide	So5830
	Urban Sociology (<i>not available 1983-84</i>)	1	2 or 3	See Study Guide	So5916
	Issues and Methods of Social Research	1	2 or 3	See Study Guide	So5801
	Criminology (<i>not available 1983-84</i>)	1	2 or 3	See Study Guide	So5919
	Theories and Problems of Nationalism	1	2 or 3	See Study Guide	So5883
	Industrialisation and Theories of Social Change	1	2 or 3	See Study Guide	So5882
	Sociology of Deviant Behaviour	1	2 or 3	See Study Guide	So5920
	Sociology of Religion	1	2 or 3	See Study Guide	So5921
	Industrial Sociology	1	2 or 3	See Study Guide	So5917
	Contemporary Sociological Theory	1	2 or 3	See Study Guide	So5989
	The Social Structure of the Soviet Union	1	2 or 3	See Study Guide	So5860
	The Development of Modern Japanese Society	1	2 or 3	See Study Guide	So5861
Political Processes and Social Change	1	2 or 3	See Study Guide	So5881	
Society and Literature	1	2 or 3	See Study Guide	So5945	
Sociology of Knowledge and Science	1	2 or 3	See Study Guide	So5946	
Elementary Statistical Theory	1	any	See Study Guide	SM7201	

Statistics

B.Sc. Chemistry and Philosophy of Science

Candidates for this combined field of study are registered at King's College and attend the L.S.E. on an intercollegiate basis for courses in Philosophy. The curriculum of individual candidates will be arranged by King's College, including such matters as the order in which courses are to be taken and the total number required of each candidate, though to be awarded Honours in Chemistry and Philosophy of Science it will be necessary for a candidate to have taken and passed courses in Philosophy at the L.S.E. with a total value of at least four course units. There will be no requirement on any candidate to take an examination in courses followed at the L.S.E. at the end of the second year of the three-year course. Courses in Philosophy available at the L.S.E. are as follows:

	Value in Course Units	Normally Taken in Year	Study Guide Numbers
1. Introduction to Logic	1	1	Ph5200
2. Introduction to Scientific Method	1	1	Ph5210
3. History of Modern Philosophy, Bacon to Kant (two-year course)	1	2 and 3	Ph5300
4. The Rise of Modern Science, Copernicus to Newton	1	2 and 3	Ph5240
5. Epistemology and Metaphysics	1	2 and 3	Ph5310
6. Scientific Method	1	2 and 3	Ph5230
7. <i>Either</i> Logic	1	2	Ph5220
<i>or</i> Incompleteness and Undecidability	1	2 and 3	Ph5222
8. <i>Either</i> an Essay of 5,000-7,500 words written during the course of study on a topic approved by the Philosophy Department	1		Ph5398
<i>or</i> an Essay written under examination conditions on a Philosophical topic	1		Ph5399

B.Sc. Social Science and Administration

The full regulations for this degree may be obtained from the School Registry.

Entrance Requirements

The entrance requirements for the degree are set out in the table on page 149.

Course of Study

The course of study extends over three years.

Details of Examination

An examination of first-year courses will be conducted by the School at the beginning of the third term. The results of this examination will not count towards the classification for Honours.

Subjects of Examination

The First Year Examination will consist of the following:

	<i>Study Guide Numbers</i>
1. Introduction to Sociology	SA5610
2. Economics and Statistics	SA5611
3. History of Social Policy in the 19th and 20th Centuries	SA5612

Each of the subjects 1-8 below may be examined at the discretion of the University by:

either

(a) an unseen written paper to count for 75 per cent., and an essay written in the candidate's own time to count for 25 per cent.

or

(b) an unseen written paper to count for 100 per cent.

At any one examination in any one subject all candidates will be examined by the same method and that method will be determined by the University and announced before the beginning of the first session for Stage 1 and before the beginning of the second session for Stage 2. Under alternative (a) the unseen paper will be three hours and the candidates will be required to answer three questions. There will be a choice of questions. The essay should normally be of about 2,000 words and will be written on a topic from the field covered by the subject. There will be a choice of topics which will be published before the end of the preceding session. The essay must be handed in by 1 March in the second year of the course for subjects taken at Stage 1 and by 30 March in the third year of the course for subjects taken at Stage 2. A candidate who is examined under Scheme (a) above and who fails to satisfy the examiners in the subject as a whole will not be credited with a pass in either the unseen written element or the essay, and on re-entry to the examination, such a candidate will be required to sit the whole examination in the subject concerned.

Under alternative (b) the unseen paper will be three hours and the candidate will be required to answer four questions. There will be a choice of questions.

Examiners may test any candidate by means of oral questions.

The Final Examination will consist of the following:

*1. <i>Either</i> (a) Social Administration	SA5620
<i>or</i> (b) Public Administration ¹	

¹The papers marked with an asterisk will be examined at the beginning of sixth term of the course.

¹Not available to students of the School.

Study Guide Numbers

*2. Social Economics	SA5660
*3. Social Structure	SA5661
*4. Social Investigation	SA5662
5. Social Policy	SA5720
6. Social and Political Theory	SA5725
7. and 8. Two of the following, subject to the approval of the School and availability of the course concerned:	
(a) Educational Policy and Administration	SA5730
(b) Race Relations and Minority Groups	So5915
(c) Personal Social Services	SA5731
(d) Social Policy of Developing Countries	SA5750
(e) Housing and Urban Structure	SA5732
(f) Health Administration	SA5733
(g) Law and Social Policy	—
(h) Social Theory and Social Policy 1870-1918	SA5751
(i) General and Social Psychology	SA5752
(j) The Family in Law and in Society	—
(k) Political Sociology	—
(l) Values and Society	—
(m) Urban and Regional Economics	—
(n) Parliament, Policy-making, and the Legislative Process	—
(o) British Social History in the 19th and 20th Centuries	—
(p) The Sociology of Medicine	—
(q) Sociology of Deviance and Control	SA5734
(r) Population Studies	—
(s) Sociology of Sex and Gender Roles: Women in Society	So5918
(t) Social Security Policy	SA5735
9. An essay of not more than 7,000 words to be submitted through the candidate's School or Institution by 31 January in the final year of the course. The topic of the essay must be approved by the candidate's teachers.	

*The papers marked with an asterisk will be examined at the beginning of sixth term of the course.

Degree of Bachelor of Laws

The School provides a three-year course leading to the LL.B. degree of the University of London. The University regulations are not, however, the same for all the London colleges, and the pattern of the course is unique to students of the School. Subjects which are not exclusively legal have been introduced into the new syllabus, and an attempt has been made to break down the arbitrary boundaries between legal subjects. In addition, instruction in each subject is not always limited in length to one academic year, thus making it possible to emphasise the inter-relationship between different branches of the law.

The subjects which most L.S.E. students take are taught, both in lectures and classes, at this School, but exceptionally, arrangements will be made for students to attend other colleges of the University for instruction in subjects not taught here.

The attention of students taking the LL.B. degree is drawn to the advantages and concessions granted in professional training (see page 234).

INTERMEDIATE EXAMINATION

A candidate is eligible to present himself for the Intermediate examination after having satisfactorily attended the prescribed course of study at the School extending over not less than one academic year. The Intermediate examination is normally held twice each year, in May or June and in September. A candidate offering himself for examination for the first time may not postpone his entry to the examination until September.

The examination consists of written papers in four subjects:

	<i>Study Guide Numbers</i>
Public Law	LL5003
Law of Contract	LL5001
Law of Property I	LL5002
English Legal System	LL5000

A candidate who passes in three of the papers at an Intermediate examination and fails in the remaining paper may be referred in that paper; if he satisfies the examiners in the paper in which he has been referred at either of the two next following Intermediate examinations he is regarded as having passed the whole examination; otherwise he is required to take the whole of the Intermediate examination again.

In exceptional cases, with permission of the School, a candidate who fails to reach the minimum standard in two or more subjects in May or June, whether or not he has presented himself for all or any part of the examination, may be permitted to re-enter for the whole examination in September of the same year.

PART I EXAMINATION

A candidate is eligible to present himself for the Part I examination after having satisfactorily attended the prescribed course of study extending over one year subsequent to passing the Intermediate examination. The Part I examination is normally held twice each year, in May or June and in September. A candidate offering himself for examination for the first time may not normally postpone his entry to the examination until September.

A candidate is required to satisfy the examiners in the following papers:

	<i>Study Guide Numbers</i>
Law of Tort and in	LL5041
Criminal Law and in other courses to the value of two subjects from the following lists:	LL5040

	<i>Study Guide Numbers</i>
(i) Property II	LL5105
Law of Evidence	LL5113
Public International Law	LL5131
Conflict of Laws	LL5114
Mercantile Law	LL5110
Labour Law	LL5112
Domestic Relations	LL5118
Law of Business Associations	LL5111
Local Government Law (Essay)	LL5117
International Protection of Human Rights	LL5132
Basic Principles of the Soviet and Yugoslav Legal Systems	LL5134
Legislation (Essay)	LL5116
Introduction to the Anthropology of Law	LL5138
Introduction to European Law	LL5133
Legal and Social Change since 1750	LL5137
Housing Law	LL5119
Administrative Law	LL5115
Economic Analysis of Law	LL5136
Women and the Law	LL5135
Law Relating to Civil Liberties	LL5130
(ii) Sentencing and Treatment of Offenders	LL5171
Legal Services to the Community (Essay)	LL5176
Social Security Law I	LL5172
Social Security Law II	LL5173
Law of Landlord and Tenant (not if Housing Law is taken)	LL5174
Race, Nationality and the Law	LL5177
Sociological Theory and the Idea of Law	LL5179
Outlines of Modern Criminology	LL5170
Public Law and Economic Policy	LL5178
Health Care and the Law	LL5175

Each course in list (i) counts as one subject, while each course in list (ii) counts as one half subject. A candidate may not select more than four courses from list (ii). All the courses in lists (i) and (ii) will not necessarily be available each year.

A candidate who selects courses to the value of three and a half subjects will be required to make up the remaining half subject by writing an essay of about 6,000–8,000 words on a legal topic approved by the School.

At the discretion of the School and with the permission of the other School concerned, a candidate may be permitted to offer, as one of the two subjects required under this regulation, a law course taught at another School of the University of London and deemed to be of the value of one subject.

The Part I examination is conducted by written papers with the exception that a candidate who offers any course which is identified as being examinable by means of an essay will be required in that course to write an essay instead.

A candidate who passes courses to the value of three subjects and fails in the examination for the remaining courses may be referred in the paper(s) or essay(s) concerned: if he satisfies the examiners in the referred paper(s) or essay(s) at either of the two next following Part I examinations he is regarded as having passed the whole examination, otherwise he is required to take the whole of the Part I examination again.

A candidate who numbers an essay or essays amongst the courses in which he is referred will be permitted to re-submit the same essay or essays, after revision, at the next Part I examination.

A candidate who fails the Part I examination, including a failure in a course or courses examinable by means of an essay, will be permitted to re-submit the same essay or essays, after revision, at the next Part I examination.

A candidate who includes amongst the courses taken at the June Part I Examination a course or courses examinable by means of an essay and satisfies the Examiners in that course or courses yet fails the Examination as a whole, will be permitted to carry forward to the next Part I Examination the mark achieved in the course or courses concerned and will be required to be re-examined in the remaining courses.

An oral examination is compulsory for any candidate who offers an essay and questions put to him in the oral examination may extend to cover the wider background aspects of the essay.

In exceptional cases the School may permit a candidate who fails to reach the minimum standard in courses to the value of two or more subjects in June to re-enter for the whole examination in September of the same year.

PART II EXAMINATION

A candidate is eligible to present himself for the Part II examination after having satisfactorily attended the prescribed course of study extending over not less than one academic year subsequent to passing the Part I examination.

The Part II examination is normally held once each year in May or June. A candidate is required to satisfy the examiners in:

	<i>Study Guide Numbers</i>
Jurisprudence	LL5100

He is also required to satisfy the examiners in other courses to the value of three subjects selected from the following lists:

	<i>Study Guide Numbers</i>
(i) Property II	LL5105
Law of Evidence	LL5113
Public International Law	LL5131
Conflict of Laws	LL5114
Mercantile Law	LL5110
Labour Law	LL5112
Domestic Relations	LL5118
Law of Business Associations	LL5111
Local Government Law (Essay)	LL5117
International Protection of Human Rights	LL5132
Basic Principles of the Soviet and Yugoslav Legal Systems	LL5134
Legislation (Essay)	LL5116
Introduction to the Anthropology of Law	LL5138
Introduction to European Law	LL5133
Legal and Social Change since 1750	LL5137
Housing Law	LL5119
Administrative Law	LL5115
Economic Analysis of Law	LL5136
Women and the Law	LL5135
Law Relating to Civil Liberties	LL5130
(ii) Sentencing and Treatment of Offenders	LL5171
Legal Services to the Community (Essay)	LL5176
Social Security Law I	LL5172
Social Security Law II	LL5173
Law of Landlord and Tenant (not if Housing Law is taken)	LL5174
Race, Nationality and the Law	LL5177
Sociological Theory and the Idea of Law	LL5179
Outlines of Modern Criminology	LL5170

Study Guide Numbers

Public Law and Economic Policy	LL5178
Health Care and the Law	LL5175

Each course in list (i) counts as one subject, while each course in list (ii) counts as one half subject. A candidate may not select more than four courses from list (ii). All the courses in lists (i) and (ii) will not necessarily be available every year. A candidate may not offer a course which he has previously offered in the Part I examination.

A candidate who selects courses to the value of three and a half subjects will be required to make up the remaining half-subject by writing an essay on a legal topic approved by the School.

At the discretion of the School and with the permission of the other School concerned a candidate may be permitted to offer, as one of the three subjects required under this regulation, a Law course taught at another School of the University of London and deemed to be of the value of one subject.

The Part II examination is conducted by written papers with the exception that a candidate who offers any course which is identified as being examinable by means of an essay, will be required in that course, to write an essay instead. A candidate who offers an essay will not be permitted to offer the same essay at any succeeding examination.

The Examiners may, if they think fit, require any candidate at the Part II examination to present himself for an oral examination. An oral examination is compulsory for any candidate who offers an essay and questions put to him in the oral examination may extend to cover the wider background aspects of the essay.

Degree of Bachelor of Laws with French Law

The degree is part of a collaborative agreement between the L.S.E. and the University of Strasbourg, where the third year of the course is taken.

The examination for the degree consists of two parts, namely Part I and Part II. In order to qualify for admission to the course leading to the Part II examination a candidate is required to pass the examination for the Diplôme d'études juridiques de Strasbourg, hereinafter called the Diploma.

Candidates are required to enter for examinations at the School by applying to the Examinations Office of the School. Candidates who are not registered as full-time or part-time students at the School are required to pay a fee on entry or re-entry to an examination. Details are available on request from the Examinations Office.

The examiners may require any candidate at the Intermediate, Part I and Part II Examinations to present himself for an oral examination, and an oral examination shall be compulsory for any candidate offering an essay.

INTERMEDIATE EXAMINATION

A candidate is eligible to present himself for the Intermediate Examination after having satisfactorily attended the prescribed course of study at the School extending over not less than one academic year.

The Intermediate Examination shall be held twice each year in the Summer Term and in September. A candidate will not normally be permitted by the School to make his first entry to the examination in September. The examination consists of four written papers in the following subjects:

1. Public Law
2. Law of Contract
3. Law of Property I
4. English Legal System

*Study Guide
Numbers*
LL5003
LL5001
LL5002
LL5000

In addition, each candidate is required to follow the first year of an approved course of instruction in French Language at the School.

A candidate who passes in three of the papers at an Intermediate Examination and fails in the remaining paper may be referred in that paper; if he satisfies the examiners in the paper in which he has been referred at either of the two next following Intermediate Examinations he is regarded as having passed the whole examination; otherwise he is required to take the whole of the Intermediate Examination again.

In exceptional cases the School may permit a candidate who fails to reach the minimum standard in two or more subjects in the examination in the Summer Term to re-enter for the whole examination in September of the same year.

A candidate who has passed the Intermediate Examination may be permitted by the School to transfer to the LL.B. degree.

PART I EXAMINATION

A candidate is eligible to present himself for the Part I Examination after having satisfactorily attended the prescribed course of study extending over one year subsequent to passing the Intermediate Examination.

The Part I Examination shall be held each year, in the Summer Term and in September. A candidate will not normally be permitted by the School to make his first entry in September. The examination consists of four written papers:

*Study Guide
Numbers*
LL5041
LL5040

1. Law of Tort
2. Criminal Law
3. French Civil Law (at King's College) unless a candidate is given special exemption by the School, in which case he must select a further paper from those listed under 4 below.
4. *Either* A course to the value of one subject selected from lists (i) and (ii) under Part I of the LL.B. degree
or An approved subject in French Government or History

A candidate who passes in three of the papers at the Part I Examination and fails in the remaining paper may be referred in that paper; if he satisfies the examiners in the paper in which he has been referred at either of the two next following Part I Examinations he is regarded as having passed the whole examination; otherwise he is required to take the whole of the Part I Examination again.

In exceptional cases the School may permit a candidate who fails to reach the minimum standard in two or more subjects in the examination in the Summer Term to re-enter for the whole examination in September of the same year.

In addition to the papers in regulation 13, each candidate will be required to follow the second year of the approved course of instruction in the French Language at the School and to achieve a satisfactory standard in the examination of the subject. A candidate who fails to achieve a satisfactory standard in the examination of French language yet passes the Part I Examination may be permitted by the School to transfer to the LL.B. degree, entering the third and final year of the course in the following session.

DIPLOMA

A candidate is eligible to present himself for the examination of the Diploma after having satisfactorily attended the prescribed course of study at the University of Strasbourg. The examination consists of courses to the value of three and a half subjects drawn from the following lists, which may be amended from time to time. Each candidate is required to follow the Introduction Générale to the course Droit Civil (Personnes, Familles, Capacité), whether or not the candidate elects to take this course.

WHOLE SUBJECT COURSES

Droit Civil (Personnes, Familles, Capacité)
Droit Civil (Obligations, Biens et Propriété)
Droit Constitutionnel et Institutions Politiques
Droit Administratif
Droit Commercial

HALF-SUBJECT COURSES

Droit Institutionnel Communautaire (this course may not be taken by a candidate who has followed the course Introduction to European Law in Part I)
Histoire des Idées Politiques jusqu'en 1789
Libertés Publiques
Histoire du Droit (Droit Privé ou Droit du Travail, Famille, Obligations)
Droit Privé Allemand
Introduction au Droit Comparé

A candidate who does not take or fails to pass the examination for the Diploma in circumstances certified by the authorities of the University of Strasbourg and regarded by the School as being equivalent to those which would have qualified him for the

award of an Aegrotat on a degree course at the University of London, may be permitted by the School to continue his course for the LL.B. with French Law. Any other candidate who does not take or fails the examination will not be allowed to continue his course but may be permitted to transfer to the LL.B. degree and enter the final year of study and examination. In such a case the marks obtained by the candidate in the Part I Examination shall be made available to the examiners for the LL.B. degree.

PART II EXAMINATION

A candidate is eligible to present himself for the Part II Examination after having satisfactorily attended the prescribed course of study extending over not less than one academic year subsequent to passing the Part I Examination and the Diplôme d'Etudes. The Part II Examination is normally held once each year in May or June.

The examination consists of Jurisprudence and courses to the value of three subjects selected from the list of subjects available at Part II of the LL.B. degree, as amended from time to time. A candidate may not select more than four half-subject courses. A candidate who has followed the half-subject course Droit Institutionnel Communautaire for the Diploma may not select Introduction to European Law.

Successful candidates are awarded *either* (a) First Class Honours, *or* (b) Second Class Honours, *or* (c) Third Class Honours, *or* (d) a Pass Degree. The Second Class Honours list is divided into an Upper and a Lower Division. The names appear on the Pass List in alphabetical order in each division.

B.A. Honours in History (Branch II: Mediaeval and Modern)

This is a University-based course, taught and examined inter-collegiately. School candidates for the degree belong to the Department of International History, a considerable part of whose teaching is directed towards the degree.

The following is only a summary: full details are given in the list of Syllabuses and Courses approved by the Board of Studies in History (the White Pamphlet), a copy of which is given to each student for the degree annually.

The examination will consist of eight papers, up to three of which may be taken in the penultimate session of the candidate's course of study with the permission of the School. Honours classes will be awarded on a range of nine marks, comprising the marks obtained in the eight papers together with a ninth mark in the form of a Departmental Assessment which will reflect the Department's estimate of a candidate's performance in the last two years of his course.

Examination papers

Study Guide Numbers

1-5. Five of the following papers, to include three at least from Groups A and B, of which one shall be from Group A, one from Group B, and the third from either Group.

Groups A and B: *the School offers teaching for all of the papers*

- | | |
|---|--------|
| A1. British History down to the end of the 14th century. The paper will be divided into two sections. Candidates must answer at least one question from each section | Hy3420 |
| A2. British History from the beginning of the 15th century to the middle of the 18th century. Candidates may select questions from any two or from all three sections of the paper, which will be divided chronologically | Hy3426 |
| A3. British History from the middle of the 18th century. Candidates may select questions from any two or from all three sections of the paper, which will be divided chronologically | Hy3435 |
| B1. European History from 400 to 1200 | Hy3450 |
| B2. European History from 1200 to 1500 | Hy3453 |
| B3. European History from 1500 to 1800 | Hy3456 |
| B4. European History from 1800 | Hy3465 |

Group C: *the School offers teaching for those papers indicated. Teaching for the remainder is available in other schools and Colleges of the University*

- | | |
|--|--------|
| C1. History of Political Ideas. The paper will be divided into two sections: | Gv3150 |
| (a) European | |
| (b) South Asian | |

Section (a) will be further divided:

- (i) questions related to the recommended texts;
- (ii) questions on the relations of European political ideas to their historical context.

Candidates must attempt at least one question from each of the subsections (a) (i) and (a) (ii).

The following papers may be selected only subject to the approval of the School:

- C2. Any one of papers A1-A3 in Branch 1B, or of the first three papers in one of Branches III, IV, V and VII or of papers A1-A4 in

- Branch VI, or of the first two papers in Branch VIII
- C3. History of the U.S.A. since 1783
C4. History of Latin America from the middle of the 18th century
C5. History of the British Empire and Commonwealth. The paper will be divided into three sections at 1783 and 1880. Candidates may select questions from any two or from all three sections.
C6. History of Europe Overseas, 1492-1900
C7. World History from the end of the 19th century
6. An Optional Subject: *the School offers teaching only for those papers indicated; teaching for the remainder is available in other Schools and Colleges of the University*

Hy3510

7. and 8. A Special Subject: *the School offers teaching only for those papers indicated; teaching for the remainder is available in other Schools and Colleges of the University*

EH1770, Hy3580,
Hy3583, Hy3586

Special subjects will be examined by one three-hour paper normally including passages for comment prescribed texts and *either* by another three-hour paper *or* by an essay not exceeding 5,000 words *or* two essays of not more than 2,500 words each. Such essays, which shall refer to texts and be fully documented, are to be on a topic or topics selected by the candidate and approved by his special subject supervisor and shall be submitted through the School by 31 March in the year a candidate completes his Final examination. Such essays should normally be typewritten. The method of examination to be adopted for any particular special subject in any year will be subject to approval by the University.

In addition to the above papers there is a language requirement. The School has to certify *either* that the candidate has taken a language test in one or more foreign languages *or* that the candidate has taken a course in a foreign language. This year it has been decided that all students at the School will be required to take a language course, further details of which will be given in the first week of the Michaelmas term (see also the *White Pamphlet*).

Advantages and Concessions in Professional Training Granted to Holders of First Degrees

ACCOUNTANCY

Institute of Chartered Accountants in England and Wales

In order to qualify as a chartered accountant, a three-year period under a training contract with a firm of chartered accountants is necessary. Graduates who have taken an 'approved degree' are entitled also to exemption from the Institute's foundation examination. At the School, the course leading to the 'approved degree' is the course for the B.Sc. (Econ.) with the special subject Accounting and Finance (provided economics is taken at Part I). Partial exemption may be given to graduates who have taken other courses which include law, economics or statistics.

Further information may be obtained from the Secretary, Institute of Chartered Accountants in England and Wales, P.O. Box 433, Chartered Accountants' Hall, Moorgate Place, London, EC2P 2BJ.

Institute of Chartered Accountants of Scotland

The 'approved degree' (see above) is recognised by the Institute of Chartered Accountants of Scotland as a preliminary qualification under their requirements.

Further information may be obtained from the Institute of Chartered Accountants of Scotland, 27 Queen Street, Edinburgh, EH2 1LA.

Institute of Chartered Accountants in Ireland

Certain exemptions are granted by the Institute to graduates.

Further information may be obtained from the Director of Education of the Institute, 7 Fitzwilliam Place, Dublin 2.

Association of Certified Accountants

Students of the Association are not obliged to serve under a training contract, but may as an alternative obtain experience of an approved accounting nature in the finance or accounting department of a commercial or industrial company, in one of the nationalised industries, in national or local government or in the office of a practising accountant. The period of approved training for graduates is three years and may be undertaken before, after or at the same time as study for the professional examinations. Various exemptions are given from the Association's examinations to those who have taken the 'approved degree' (see above) or relevant subjects in other degrees.

Further information may be obtained from the Academic Services Department of the Association, 29 Lincoln's Inn Fields, London, WC2A 3EE.

Institute of Cost and Management Accountants

Students obtain their practical training in industry. Various exemptions are given from the Institute's examinations to those who have taken the 'approved degree' (see above) or relevant subjects in other degrees.

Further information may be obtained from the Technical Director — Education and Training, The Institute of Cost and Management Accountants, 63 Portland Place, London, W1N 4AB.

The Chartered Institute of Public Finance and Accountancy

Students obtain their practical training in public service or enterprise. Graduates may be granted various exemptions from the Institute's examinations on the basis of papers taken at degree examinations.

Further information may be obtained from the Secretary, The Chartered Institute of Public Finance and Accountancy, 1 Buckingham Place, London, SW1E 6HS. Further information on all of the above is given in the pamphlet *Approved Courses for Accountancy Education*, obtainable from the Accounting Education Consultative Board, 11 Cophall Avenue, London, EC2P 2BJ and also from the Assistant Registrar (Registry and Undergraduate Admissions) at the School.

LAW

The Bar

The Council of Legal Education will normally grant to a student who has obtained a degree in law from The London School of Economics, exemption from entering for the whole of Part I of the examination for call to the Bar. The conditions concerning such exemptions are set out in the Consolidated Regulations of the Honourable Societies of Lincoln's Inn, the Inner Temple, the Middle Temple, and Gray's Inn. A candidate seeking admission to the Bar must take the Bar Part II. From 1984 the Bar will normally require candidates for the Part II to have at least a second class honours degree in law or some other subject. A person who holds a degree in such subject other than law will have to take a one year course for the Common Professional Examination. Full details may be obtained from the Council of Legal Education, Gray's Inn Place, London, WC1R 5DX.

The Profession of Solicitor

Candidates seeking to qualify as solicitors must serve under articles of clerkship to a practising solicitor and pass the Law Society's examinations. The period of articles for candidates who have taken a degree at an approved university is two years. Any first degree of the University of London qualifies for this purpose.

In most cases law graduates are wholly exempt from Part I of the Law Society's qualifying examination (now called the Common Professional Examination) and may sit for Part II of the qualifying examination (now called the New Final) before entering into articles. Holders of degrees in subjects other than law may sit for both Parts of the Law Society's qualifying examination before entering into articles. Further details may be obtained from The Law Society, 113 Chancery Lane, London, WC2A 1PL.

ACTUARIAL PROFESSION

The School provides teaching over the full range of topics involved in academic preparation for an actuarial career (namely mathematics, statistics and economics as well as professional actuarial subjects). Students can be in touch with the Institute of Actuaries (whose offices are only a short walk from the School) during their course and can gain exemptions from the examinations of the Institute. The principle is that coverage of the corresponding subject within a degree course will result in exemption from the Institute of Actuaries paper, subject to appropriate performance in the degree examinations.

All six examinations at the first level (the A-examinations) of the Institute are covered by students taking the main field Actuarial Science in the B.Sc. degree. Within the B.Sc. (Econ.) complete coverage may be obtained by a suitable choice of options within the Special Subject Statistics. Further information may be obtained from the School or from the Institute of Actuaries, Staple Inn Hall, High Holborn, London, WC1V 7QJ.

The Graduate School and Regulations for Diplomas and Higher Degrees

General Note: The School prepares students for degrees of the University of London. It has no power to award its own degrees.

In its inception the London School of Economics was dedicated to research and advanced studies; and throughout its existence, the Graduate School, which is one of the largest of its kind in the country, has constituted a major division of its activities.

In the session 1982/83, 1900 students were registered in the Graduate School either for systematic work for different higher degrees, or for shorter visits and special enquiries. The greater number of registered graduates work for the higher degrees of London University or for Diplomas, but qualified applicants are admitted to do research under supervision without working for a degree.

At the present time the work of the Graduate School falls into two parts—advanced training and research.

For advanced training, the School provides lectures, classes, seminars and individual supervision for students who wish to take a University of London Master's degree by examination or a Diploma (see below). Such training is specifically designed to carry further specialisations commenced during work for a first degree, and to provide professional competence in the subject in which it is given.

For research, unique facilities are provided by the close proximity of the School to the centres of government, business and law, and by its ease of access to the British Museum which, with the School's own large library, comprise perhaps the richest depository in the world of material relating to the social sciences.

Graduate students wishing to register for the University of London's research degrees will be expected as a general rule to have attained the level of competence required by the one-year Master's degree. At this stage they have the opportunity of proceeding, according to their competence, either to the M.Phil., which involves a relatively short dissertation, or to the Ph.D., which involves a dissertation of more substantial dimensions. Students who are thus registered are attached to individual supervisors, who at all stages will be responsible for advising them on the planning and execution of their research.

A separate handbook, *The Graduate School*, issued each session, is available. It contains a fuller description of facilities at the School for graduate students.

Postal enquiries about admission to the Graduate School should be addressed to the Secretary of the Graduate School. Applicants enquiring in person should call at the Graduate School Admissions Office. Applications for October entrance must reach the School on the prescribed form, preferably by 1 February. As preliminary correspondence is often necessary, applicants are advised to make first enquiries well in advance.

Degrees

The degrees of the University of London for which graduate students may register at the London School of Economics are as follows:

- (a) Doctor of Philosophy (Ph.D.)
- (b) Master of Philosophy (M.Phil.)
- (c) Masters' Degrees:
 - Master of Arts (M.A.)
 - Master of Science (M.Sc.)
 - Master of Laws (LL.M.)

Diplomas

Students are registered in the Graduate School for all the Diplomas listed in pp. 239-263.

Research Fee Registration

As indicated earlier the School accepts for registration students wishing to visit the School for short periods to undertake research or studies not leading to the award of a School or University qualification. Such students carry out their research under the guidance of a supervisor and may attend relevant lectures and seminars recommended by their supervisor. They may be allowed to take examinations, the results of which may be made available; certificates of attendance are available on request. Admission will depend upon the applicants' possessing academic qualifications which, in the opinion of the Graduate School Committee, are adequate for the course of study or research proposed; it will also depend upon places being available. Unless some other period is specified in the School's letter of acceptance, registrations under the Research Fee are valid for one session only and students so registered should apply to the Graduate School Office before the end of the session if they wish to be considered for re-registration for all or part of the following session.

The Higher Doctorates

The School does *not* register candidates for higher doctorates. Only London graduates are eligible to apply for these doctorates and all candidates interested should communicate directly with the Academic Registrar at the University of London, Senate House, London, WC1E 7HU.

External Higher Degrees

Only graduates of London University, either internal or external, may proceed to external higher degrees of the University; all arrangements for external degrees are made through the External Department, Senate House, Malet Street, London WC1E 7HU. It is most unusual for candidates for external higher degrees to be registered at the School, but occasionally arrangements may be made for such students to register at the School under the Research Fee arrangement (see above). Candidates so accepted must conform to the appropriate School and University Regulations and, while registered at the School must pay the same tuition fees as candidates registered for internal degrees.

The School reserves the right at all times to withdraw or alter particular courses or course syllabuses.

Regulations for Higher Degrees of the University of London

The principal provisions of the University's Regulations, as they most commonly affect students at the School, are described below. In general, students deal with the University through the Graduate School Office (except in matters to do with the detailed arrangements for examinations for the University's degrees). However, it is the responsibility of all students registered for a degree of the University of London to acquaint themselves with the relevant Regulations of the University, a copy of which may be obtained from the Graduate School Office or from the University.

Qualifications for Admission to the Graduate School

The minimum qualifications required to establish eligibility for admission to a Diploma course are described in the Regulations for each Diploma (below).

The University of London lays down the following minimum entrance requirements for admission to its higher degrees:

- (a) A Second Class Honours degree of a UK university or of the C.N.A.A. or an overseas qualification of an equivalent standard obtained after a course of study extending over not less than three years in a university (or educational institution of university rank) in a subject appropriate to that of the course to be followed:
or
- (b) A professional qualification obtained by written examination and approved by the University as an appropriate entrance qualification for the Master's degree course in question.

The School may consider for registration candidates who possess a degree, or overseas qualification of equivalent standard obtained after a course of study extending over not less than three years in a University (or educational institution of University rank), in a subject appropriate to that of the course to be followed *and* who, although they do not meet the normal entry standard defined in (a) above, yet by evidence of their background and experience satisfy the School as to their fitness to follow the course. Where such candidates cannot present evidence that they possess the necessary background and experience they may be considered by the School for registration, provided that the School so determines and provides also that they pursue the course for a period at least one year longer than the minimum period prescribed in the individual course regulations in order that they may, in the initial stages of that longer period attain the standard normally expected for registration.

The School may apply to the University for special consideration to be given to an applicant without the minimum qualifications who offers instead other qualifications obtained by written examination (this may be done in cases where the applicant has, for example, considerable work experience relevant to the proposed area of study).

N.B. There are many more applications than places available, and the School usually specifies conditions of admission over and above the minimum requirements. Possession of the minimum qualifications as defined above is not in itself accepted as evidence that applicants possess sufficient knowledge and training to study the subject at the standard proposed. Every application is considered on its merits, and applicants may be required to attend an additional course and/or to pass a qualifying examination before or during the course.

Registration, Attendance and Course of Study

1. It is essential that all students, while pursuing a course of study as internal students, should be prepared to attend personally for study at the School during the ordinary terms at such time or times as their supervising teachers may require. All graduate students are therefore required to be resident within normal daily travelling distance of central London during term time.
2. If students do not register at the beginning of the session, serious administrative difficulties may be caused; students who register late will be required to pay a 'late registration fee'. If a candidate who has been offered admission for October fails to register at the School by 30 October, without adequate reasons and without informing the School in advance of his inability to register in time, the offer of admission will be automatically cancelled.
3. Students accepted by the School must be registered with the University as soon as they start their courses at the School. As part of this process, students must complete a registration form and return it to the Graduate School Office, where they must also show satisfactory *official* evidence of their qualifications.
4. The School must register students with the University not later than three months after the date on which the course is begun. Retrospective registration may be allowed in some circumstances, particularly where the student has already been registered in the Graduate School. There is no provision for retrospective registration for a taught Master's degree. Only in exceptional circumstances may retrospective registration

towards another degree be allowed for any period spent on a taught Master's degree.

5. Except with the special permission of the Academic Council of the University an internal student will not be permitted to register concurrently for more than one degree, diploma, or certificate, or for any combination of these awards of this University. Nor will any person be registered as an internal student of the University of London while registered as a student for the equivalent qualification of any other university or of the C.N.A.A., nor will any person, except with special permission of the Academic Council, be admitted as a candidate to any examination leading to an award of this University who has been admitted as a candidate for examination leading to the comparable award of another university or the C.N.A.A. unless that person has pursued at the two universities separate prescribed courses leading to the examination concerned. No student who is registered as an external or associate student of the University of London may be registered concurrently as an internal student of the University.

6. *Part-time registration* at the School is intended for those who, by reason of outside employment or other duties, must spread their course over a longer than normal period in order to be able to attend the relevant teaching and to complete the minimum course of study.

Before students are permitted to register part-time, they must supply adequate evidence as to the nature and hours of their employment or other outside commitments, which should normally amount to 15-20 hours per week in the London area, in term-time. It is not normally possible for overseas students to obtain admission to Britain to study on a part-time basis.

7. *Full-time students* may be permitted by the School, on the recommendation of their supervisors, to undertake a limited amount of *paid employment* relevant to their studies. It must be made clear, however, that continued registration at the School depends on satisfactory attendance and progress, and that full-time students should be primarily committed to their studies. If other commitments seriously affect their studies, their continued registration at the School might be jeopardized.

Grant-awarding bodies may have their own rules as to the amount of paid employment which may be undertaken by students holding their awards; the School will not permit award-holders to undertake paid employment in contravention of such rules.

8. A qualifying or preliminary examination may be imposed after registration, as a condition of being allowed to enter for the degree examination. Students upon whom such a condition has been imposed will normally be required to sit the qualifying examination at least one year before they enter for the degree examination (or submit a thesis). Students failing to pass this qualifying examination will not be permitted to re-enter for it without the permission of the School.

Regulations for Diplomas

Study Guides

In the regulations which follow a Study Guide number is printed opposite each examination paper. The Study Guides are printed in detail in Part III of the Calendar, with a general explanation on page 324.

Diploma in Accounting and Finance

The School offers a course for graduate students leading to a Diploma in Accounting and Finance. The course is primarily intended for graduates with first degrees specialising in subjects other than Accounting and Finance and persons holding approved professional qualifications in other specialisms. The Diploma is intended to furnish a basis for further graduate work in Accounting and Finance, as well as providing a foundation for a career qualification in accountancy or finance. In suitable cases it will be possible for a student to enrol for an M.Sc. in Accounting and Finance by means of a further year's study after passing the Diploma examination at a sufficiently high level.

Applications for admission to the course should be made on the prescribed form to the Secretary of the Graduate School, London School of Economics and Political Science, Houghton Street, London WC2A 2AE.

Regulations

1. There shall be a Diploma in Accounting and Finance which shall be awarded to persons who, having completed the course of study prescribed by these regulations, have satisfied the examiners in the examination for the Diploma and who have paid all fees owed to the School.
2. No person shall be admitted to the prescribed course of study for the Diploma unless he or she holds a university degree or other qualification approved for this purpose by the School.
3. The prescribed course of study shall be one academic year for full-time students or two academic years for part-time students.
4. There shall be an examination for the Diploma, to be held in the Summer Term of each year, on dates to be determined by the School.

The examination shall comprise the following five papers:

	<i>Study Guide Numbers</i>
1. Accounting and Finance I	Ac1020
2. <i>One</i> of the following:	
(a) Elements of Accounting and Finance	Ac1000
(b) Accounting and Finance II	Ac1120
3, 4 and 5. <i>Three</i> of the following:	
(a) <i>One</i> of the following:	
(i) Economics A (<i>candidates will be expected to take A2</i>)	Ec1400
(ii) Economic Principles	Ec1425
(iii) Economics of Industry	Ec1451
(iv) Monetary Systems	Ec1514
(b) <i>One</i> of the following:	
(i) Basic Statistics	SM7200
(ii) Economic Statistics	Ec1430
(c) <i>One</i> of the following:	
(i) Basic Mathematics for Economists	Ec1415
(ii) Elements of Management Mathematics	SM7340

	<i>Study Guide Numbers</i>
(d) Commercial Law	LL5060
(e) <i>One of the following:</i>	
(i) Industrial Relations	Id3220
(ii) Organizational Theory and Practice	Id3221
(f) <i>Either</i> (i) General Computing <i>or</i> (ii) Elements of Computer Science	SM7301 SM7300
(g) Modern British Business in Historical Perspective 1900-1980	EH1660
(h) 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 two or three papers at the end of the first year of their course and the remainder at the end of the final year of their course.

5. The examination shall be conducted by such members of the staff of the School as may be designated as internal examiners in each year by the Director, together with one or more external examiners. All the external examiners shall be persons who at the time of the examination are not members of the staff of the School. They shall be appointed by the Academic Board and shall be eligible for reappointment for two further years, but for three calendar years thereafter shall not again be eligible for appointment.

6. In order to satisfy the examiners a candidate shall be required to reach in each paper a standard prescribed by them.

7. The examiners may test any candidate by means of oral questions.

8. A mark of distinction shall be awarded to candidates who show exceptional merit.

9. A candidate who fails to reach the required standard in the examination may, in approved cases, be allowed to re-enter for the examination on one further occasion.

Diploma in Business Studies

The School offers a course for graduate students leading to a Diploma in Business Studies. The course is intended for graduates and for persons holding approved professional qualifications, or with substantial business experience. The Diploma is intended to furnish a basis for further graduate work in business subjects as well as providing a foundation for a career qualification.

The programme for the Diploma is organised inter-departmentally. It is conducted under the general supervision of the Business Studies Committee. The membership of the Committee is as follows:

- One professor nominated by each of the following Departments: Accounting and Finance, Economics, Industrial Relations, Law, Statistical and Mathematical Sciences.
- The Dean of the Graduate School.
- A Chairman, appointed by the Director.

The Chairman is responsible to the Director, through the Committee, for the general organisation and running of the course.

Applications for admission to the course should be made on the prescribed form to the Secretary of the Graduate School, London School of Economics and Political Science, Houghton Street, London WC2A 2AE.

Regulations

1. There shall be a Diploma in Business Studies which shall be awarded to persons who, having completed the course of study prescribed by these regulations, have

satisfied the examiners in the examination for the Diploma and who have paid all fees owed to the School.

2. No person shall be admitted to the prescribed course of study for the Diploma unless he or she holds a university degree or other qualification approved for this purpose by the School, or possesses substantial business experience.

3. The prescribed course of study shall be one academic year for full-time students or two academic years for part-time students.

4. There shall be an examination for the Diploma, to be held in the Summer Term of each year, on dates to be determined by the School.

The examination shall consist of four papers from the following:

	<i>Study Guide Numbers</i>
1, 2 and 3. <i>Three of the following:</i>	
(a) (i) Elements of Accounting and Finance <i>or</i>	Ac1000
(ii) Another approved paper in Accounting and Finance	—
(b) (i) Economic Principles <i>or</i>	Ec1425
(ii) Another approved paper in Economics	—
(c) Commercial Law	LL5060
(d) (i) Industrial Relations <i>or</i>	Ld3220
(ii) Organisation Theory and Practice	Id3221
4. <i>One of the following:</i>	
(a) (i) Basic Statistics <i>or</i>	SM7200
(ii) Elements of Management Mathematics <i>or</i>	SM7340
(iii) Another approved paper from the Department of Statistical and Mathematical Sciences	—
(b) An approved paper in Economic History	—
(c) Any other paper approved by the candidate's teachers	—

The choice of options is subject to the approval of the School, which may also permit alternative papers to be offered where the candidate is already proficient in one or more of the above subjects.

Part-time students may take one or two papers at the end of the first year of their course and the remainder at the end of the second year of their course.

5. The examinations shall be conducted by such members of the staff of the School as may be designated as internal examiners in each year by the Director, together with one or more external examiners. All the external examiners shall be persons who at the time of the examination are not members of the staff of the School. They shall be appointed by the Academic Board and shall be eligible for re-appointment for two further years, but for three calendar years thereafter shall not again be eligible for appointment.

6. In order to satisfy the examiners in the examination a candidate shall be required to reach in each paper a standard prescribed by them.

7. The examiners may test any candidate by means of oral questions.

8. A mark of distinction shall be awarded to candidates who show exceptional merit.

9. A candidate who fails to reach the required standard in the examination may, in approved cases, be allowed to re-enter for the examination on one further occasion.

Diploma in Criminal Justice

The School offers a course for graduate students leading to a Diploma in Criminal Justice. The course is intended for graduates in law or the social sciences (or a combination of these) and for persons holding approved professional qualifications. The Diploma is intended to furnish an opportunity to such persons to broaden and

deepen their knowledge in this field and to build upon their previous practical experience. Preference will be given to the admission of those possessing an adequate training in law but other persons with suitable experience might be eligible for admission.

Applications for admission to the course should be made on the prescribed form to the Secretary of the Graduate School, London School of Economics and Political Science, Houghton Street, London WC2A 2AE.

Regulations

1. There shall be a Diploma in Criminal Justice, which shall be awarded to persons who, having completed the course of study prescribed by these regulations, have satisfied the examiners in the examination for the Diploma and who have paid all fees owed to the School.
2. No person shall be admitted to the prescribed course of study for the Diploma unless he or she holds a university degree or other qualification approved for this purpose by the School.
3. The prescribed course of study shall be one academic year for full-time students or two academic years for part-time students.
4. There shall be an examination for the Diploma, to be held in the Summer Term of each year, on dates to be determined by the School.

The examinations shall comprise three papers as follows:

1. Criminology
2. Sentencing and the Penal Process
3. English Criminal Law

Exceptionally, with the approval of the School, candidates may be permitted to substitute for one of the papers listed above, a paper on Comparative Criminal Law and Procedure, or any other appropriate paper for which teaching is offered at the School. A student may also, with the approval of his supervisor and at the discretion of the examiners, substitute an essay of not more than 10,000 words, which must be submitted by 15 May, for one of the above papers.

Part-time students may take one or two papers at the end of the first year of their course and the remainder (including the essay) at the end of the second year.

5. The examination shall be conducted by such members of staff of the School as may be designated as internal examiners in each year by the Director, together with one or more external examiners. All the external examiners shall be persons who at the time of the examination are not members of the staff of the School. They shall be appointed by the Academic Board and shall be eligible for re-appointment for two further years, but for three calendar years thereafter shall not again be eligible for appointment.
6. In order to satisfy the examiners in the examination a candidate shall be required to reach in each paper a standard prescribed by them.
7. The examiners may test any candidate by means of oral questions.
8. A mark of distinction shall be awarded to candidates who show exceptional merit.
9. A candidate who fails to reach the required standard in the examination may, in approved cases, be allowed to re-enter for the examination on one further occasion.

Diploma in Econometrics

The School offers a course for graduate students leading to a Diploma in Econometrics. The course is designed mainly for graduates with first degrees specialising in subjects other than econometrics, but is also suitable for those who have taken econometrics as part of their first degree. Candidates holding other equivalent qualifications may also be considered. The Diploma is intended to furnish a basis for further graduate work in econometrics as well as providing a foundation for a career qualification. Candidates who achieve distinction in the Diploma examination may be

considered for admission to the one-year M.Sc. course in Econometrics.

Applications for admission to the course should be made on the prescribed form to the Secretary of the Graduate School, London School of Economics and Political Science, Houghton Street, London WC2A 2AE.

Regulations

1. There shall be a Diploma in Econometrics which shall be awarded to persons who, having completed the course of study prescribed by these regulations, have satisfied the examiners in the examination for the Diploma and who have paid all fees owed to the School.
2. No person shall be admitted to the prescribed course of study for the Diploma unless he or she holds a university degree or other qualification approved for this purpose by the School.
3. The prescribed course of study shall be one academic year for full-time students or two academic years for part-time students.
4. There shall be an examination for the Diploma, to be held in the Summer Term of each year on dates to be determined by the School.

The examination shall comprise four papers as listed below, options being selected with the approval of the candidate's supervisors. Candidates would normally be required to take papers 3(a) and 4(a) as listed below unless a course of study in these subjects had already been satisfactorily completed.

	<i>Study Guide Numbers</i>
1. Econometric Theory	Ec1575
2. Topics in Quantitative Economics	Ec1579
3. <i>Either</i> (a) Principles of Economics Treated Mathematically	Ec1426
<i>or</i> (b) Any other approved paper	
4. <i>One</i> of the following:	
(a) Probability, Distribution Theory and Inference	SM7220
(b) Mathematical Methods	SM7020
(c) Any other approved paper	
(d) With the approval of the teachers concerned, 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 the second year of their course.

5. The examination shall be conducted by such members of the staff of the School as may be designated as internal examiners in each year by the Director, together with one or more external examiners. All the external examiners shall be persons who at the time of the examination are not members of the staff of the School. They shall be appointed by the Academic Board and shall be eligible for reappointment for two further years, but for three calendar years thereafter shall not again be eligible for appointment.
6. In order to satisfy the examiners in the examination, a candidate shall be required to reach in each paper a standard prescribed by them.
7. The examiners may test any candidate by means of oral questions.
8. A mark of distinction shall be awarded to candidates who show exceptional merit.
9. A candidate who fails to reach the required standard in the examination may in approved cases, be allowed to re-enter for the examination on one further occasion.

Diploma in Economics

The School offers a course for graduate students leading to a Diploma in Economics. The course is designed mainly for graduates with first degrees specialising in subjects other than economics, but is also suitable for those who have taken economics as part

of their first degree; students who have specialised in economics in their first degree are not excluded. Candidates holding other equivalent qualifications may also be considered. The Diploma is intended to furnish a basis for further graduate work in economics as well as providing a foundation for a career qualification. Candidates who reach an appropriate standard in the Diploma examination may be considered for admission to the one-year M.Sc. course in Economics.

Applications for admission to the course should be made on the prescribed form to the Secretary of the Graduate School, London School of Economics and Political Science, Houghton Street, London WC2A 2AE.

Regulations

1. There shall be a Diploma in Economics which shall be awarded to persons who, having completed the course of study prescribed by these regulations, have satisfied the examiners in the examination for the Diploma and who have paid all fees owed to the School.
2. No person shall be admitted to the prescribed course of study for the Diploma unless he or she holds a university degree or other qualification approved for this purpose by the School.
3. The prescribed course of study shall be one academic year for full-time students or two academic years for part-time students.
4. There shall be an examination for the Diploma, to be held in the Summer Term of each year on dates to be determined by the School.

The examination shall comprise four papers selected with the approval of the candidate's supervisor from the list below.

Note: Candidates who wish subsequently to be considered for the M.Sc. in Economics at the School will normally be expected to choose the following options under 2, 3 and 4 below (in addition to Paper 1): *one* of the mathematics papers listed in (a), *one* of the statistics papers listed in (b), and *one* of (c), (f), (g), (h), (i), (m) or (p). (This requirement may be waived where candidates can satisfy their supervisors that they have already reached the required standard in a particular paper or papers.)

	<i>Study Guide Numbers</i>
1. <i>One</i> of the following:	
(a) Economic Principles	Ec1425
(b) Principles of Economics Treated Mathematically	Ec1426
(c) Advanced Economic Analysis	Ec1506
2, 3 and 4. <i>Three</i> of the following:	
(a) <i>One</i> of the following:	
(i) Basic Mathematics for Economists	Ec1415
(ii) Elementary Mathematical Methods	SM7000
(iii) Elements of Management Mathematics	SM7340
(b) <i>One</i> of the following:	
(i) Basic Statistics	SM7200
(ii) Economic Statistics	Ec1430
(iii) Elementary Statistical Theory	SM7201
(iv) Introduction to Econometrics	Ec1516
(c) Introduction to Economic Policy	Ec1450
(d) Problems of Applied Economics	Ec1500
(e) Public Finance	Ec1507
(f) Monetary Systems	Ec1514
(g) Principles of Monetary Economics	Ec1513
(h) Labour Economics	Ec1452
(i) Economics of Industry	Ec1451

	<i>Study Guide Numbers</i>
(j) Elements of Accounting and Finance	Ac1000
(k) Theory of Business Decisions	Ec1453
(l) History of Economic Thought	Ec2425
(m) Economic Development	Ec1521
(n) Economic Institutions Compared	Ec1454
(o) Planning	Ec1527
(p) International Economics	Ec1520
(q) Game Theory	SM7025
(r) An approved paper in Economic History	—
(s) Any other paper inside or outside the Department of Economics approved by the candidate's teachers	—

Part-time students may take one or two papers at the end of the first year of their course and the remainder at the end of the second year of their course.

5. The examination shall be conducted by such members of the staff of the School as may be designated as internal examiners in each year by the Director, together with one or more external examiners. All the external examiners shall be persons who at the time of the examination are not members of the staff of the School. They shall be appointed by the academic Board and shall be eligible for reappointment for two further years, but for three calendar years thereafter shall not again be eligible for appointment.
6. In order to satisfy the examiners in the examination, a candidate shall be required to reach in each paper a standard prescribed by them.
7. The examiners may test any candidate by means of oral questions.
8. A mark of distinction shall be awarded to candidates who show exceptional merit.
9. A candidate who fails to reach the required standard in the examination may in approved cases, be allowed to re-enter for the examination on one further occasion.

Diplomas in Geography

The School offers a course leading to a Diploma in Economic Geography or a Diploma in Urban and Social Geography. The courses are intended for graduates with first degrees in subjects other than geography seeking an introduction to geographical studies as well as for those with degrees in geography requiring a revision or refresher course in modern geography. Candidates holding professional or other appropriate qualifications and experience may also be admitted.

The Diplomas will furnish a basis for further graduate work in geography and candidates who reach an appropriate standard may be considered for admission either to the one-year M.Sc. course in Geography or for a research degree in the subject.

Applications for admission to the courses should be made on the prescribed form to the Secretary of the Graduate School, London School of Economics and Political Science, Houghton Street, London WC2A 2AE.

Regulations

1. There shall be a Diploma in Economic Geography and a Diploma in Urban and Social Geography which shall be awarded to persons who, having completed the course of study prescribed by these regulations, have satisfied the examiners in the examination for the Diploma and who have paid all fees owed to the School.
2. No person shall be admitted to the prescribed course of study for the Diploma unless he or she holds a university degree or other appropriate qualification or experience approved for this purpose by the School.
3. The prescribed course of study shall be one academic year for full-time students or two academic years for part-time students.
4. There shall be an examination for the Diploma, to be held in the Summer Term of

each year on dates to be determined by the School.

The examination shall comprise papers on four subjects selected with the approval of the department from the list below. Candidates for the Diploma in Economic Geography are required to include at least *two* papers in that field (marked (E) in the list below): candidates for the Diploma in Urban and Social Geography are required to include at least *two* papers from the fields of urban and social geography (marked (U) in the list below).

	<i>Study Guide Numbers</i>
1. <i>One</i> of the following:	
(a) Theory and Techniques of Spatial Analysis	Gy1815
(b) Basic Economic Geography (E)	—
(c) Urban Geography (U)	Gy1822
(d) Social Geography: Spatial Change and Social Process (U)	Gy1821
(e) Man and his Physical Environment (E)	Gy1808
2, 3 and 4. <i>Three</i> of the following:	
(a) A further paper from (1) above	
(b) Urban and Regional Systems (U)	Gy1933
(c) Advanced Social Geography (U)	Gy1923
(d) Spatial Aspects of Economic Development (E)	Gy1920
(e) Advanced Economic Geography: Agriculture (E)	Gy1921
(f) Economics and Geography of Transport (E)	Ec1544
(g) Planning and its Geographical Impact (U)	Gy1926
(h) Environmental Management in Britain	Gy1941
(i) Environmental Evaluation and Planning in Transport (E)	Gy1940
(j) An approved regional study	Gy1875
(k) Any other subject approved by the candidate's teachers	

Part-time students may take one or two papers at the end of the first year of the course and the remainder at the end of the second year.

5. The examination shall be conducted by such members of the Staff of the School as may be designated as internal examiners in each year by the Director, together with external examiners. The external examiners shall be persons who at the time of the examination are not members of the Staff of the School. They shall be appointed by the Academic Board and shall be eligible for reappointment for two further years, but for three calendar years thereafter shall not again be eligible for appointment.

6. In order to satisfy the examiners in the examination, a candidate shall be required to reach in each paper a standard prescribed by them.

7. The examiners may test any candidate by means of oral questions.

8. A mark of distinction shall be awarded to candidates who show exceptional merit.

9. A candidate who fails to reach the required standard in the examination may in approved cases, be allowed to re-enter for the examination on one further occasion.

Diploma in International and Comparative Politics

The School offers a course for full-time or part-time students leading to a Diploma in International and Comparative Politics. The course is intended for graduates, and men and women with approved professional experience are particularly welcome. It is intended to furnish a useful qualification to advance careers in government, finance and business, in which some knowledge of world politics and international issues of public policy would be an advantage. It could also provide a basis for further graduate

work in international studies. The Diploma makes an effort to draw on the experiences of those on the course as well as those of academics and practitioners from outside the School to provide the student with the widest possible exposure to and understanding of contemporary world politics.

Applications for admission to the course should be made on the prescribed form to the Secretary of the Graduate School, London School of Economics and Political Science, Houghton Street, London WC2A 2AE.

Regulations

1. There shall be a Diploma in International and Comparative Politics which shall be awarded to persons who, having completed the course of study prescribed by these regulations, have satisfied the examiners in the examination for the Diploma and who have paid all fees owed to the School.

2. Admission to the prescribed course of study for the Diploma will be open to persons holding a university degree or with professional experience and qualifications approved for this purpose by the School.

3. The prescribed course of study shall be one academic year for full-time students or two academic years for part-time students.

4. There shall be an examination for the Diploma to be held in the Summer Term of each year, on dates to be determined by the School.

The examination shall consist of four papers as follows:

	<i>Study Guide Numbers</i>
1. World Politics	IR4700
2, 3 and 4. <i>Three</i> of the following:	
(a) The Politics of International Economic Relations	IR3752
(b) Strategic Studies	IR3753
(c) Foreign Policy Analysis	IR3702
(d) International Institutions	IR4630
(e) Modern Political Thought: A Study of European Political Thought since 1770	Gv3122
(f) History of British Politics in the Twentieth Century	Gv3021
(g) The Politics and Government of a Foreign Country (one of USA, USSR, France, Germany, African States)	Gv3050-57
(h) Any other subject approved by the candidate's teachers	

Part-time students may take two papers on completion of their first year and the remainder on completion of their final year.

5. The examination shall be conducted by such members of staff of the School as may be designated as internal examiners in each year by the Director, together with one or more external examiners. All the external examiners shall be persons who at the time of the examination are not members of the staff of the School. They shall be appointed by the Academic Board and shall be eligible for re-appointment for two further years, but for three calendar years thereafter shall not again be eligible for appointment.

6. In order to satisfy the examiners in the examination a candidate shall be required to reach in each paper a standard prescribed by them.

7. The examiners may test any candidate by means of oral questions.

8. A mark of distinction shall be awarded to candidates who show exceptional merit.

9. A candidate who fails to reach the required standard in the examination may, in approved cases, be allowed to re-enter for the examination on one further occasion.

Diploma in International Law

The University of London awards a Diploma in International Law.

1. The course of study is open to:

- (a) graduates of this or another university whose undergraduate courses and/or previous experience have included a substantial preliminary training in Law
- (b) students who, although not graduates, have satisfied the University that their previous education in law qualifies them to rank on the same level as graduates approved under the preceding paragraph.

Students are required to attend a course of study approved for the purpose by the University extending over not less than one session.

2. The examination will take place once in each year, beginning on or after 25 August.

Every candidate entering for an examination must submit a completed entry form not later than 1 May.

3. A candidate may obtain the Diploma in International Law, *either*

A. by passing an examination consisting of three papers in:

- I. Public International Law and/or Conflict of Laws
- or II. three of the International Law subjects which, for the time being, can be offered for the Master of Laws Examination. (There shall be one paper in each subject)
- or III. with the permission of the University, one of the International Law subjects which, for the time being can be offered for the Master of Laws Examination.

or

B. by submitting a dissertation, which must be written in English and must afford evidence of serious study by the candidate and of his ability to discuss a difficult problem critically.

Note: The subjects referred to under A. II and A. III above are, at present, the following:

- (a) Comparative Conflict of Laws
- (b) History of International Law
- (c) Law of International Institutions
- (d) Law of European Institutions
- (e) Air and Space Law
- (f) International Law of the Sea
- (g) The International Law of Armed Conflict and the Use of Force
- (h) International Economic Law
- (i) Legal Aspects of Defence Studies
- (j) Law of Treaties
- (k) Methods and Sources of International Law
- (l) European Community Law

The subject of the dissertation must be submitted for the approval of the University not later than 15 April in the year in which the course of study is completed.

If the examiners consider that the dissertation submitted by a candidate, though inadequate, is of sufficient merit to justify such action, they may, after examining the candidate as prescribed above, determine that he be permitted to re-present this dissertation in a revised form within one calendar year.

Candidates must forward two copies of the dissertation typewritten or printed and bound in the prescribed fashion and a short abstract (2 copies) of the dissertation comprising not more than 300 words. Candidates must submit their dissertations within one year of completing the course of study, together with an entry-form which must be duly filled in with the certificate of course of study thereon attested in accordance with the General Regulations for Approved Courses of Study.

Statutes and other Documents in the Examination Room: Candidates will be permitted to take into the examination room and use such statutes and other documents as may from time to time be prescribed by the Board of Examiners. The Board will prescribe:

- (a) the papers for which statutes and other documents may be taken in and used, and
- (b) the statutes and other documents that may be taken in and used.

Candidates should note that personal annotation on statutes or other material permitted to be taken into the examination is forbidden.

A list of candidates who have satisfied the examiners at the written examination, arranged in alphabetical order, will be published by the Academic Registrar on 5 November.

A certificate to be called the 'Diploma in International Law', under the seal of the University, will be delivered to each successful candidate.

N.B. The School reserves the right to ask the University to withhold the award of a Diploma to a candidate owing fees to the School.

Diploma in Law

The University of London awards a Diploma in Law.

1. The course of study is open to:

- (a) graduates of this or another university whose undergraduate courses and/or previous experience have included a substantial preliminary training in Law
- (b) non-graduates whose previous education in law qualifies them to rank on the same level as graduates approved under the preceding paragraph.

Students are required to attend a course of study for the purpose by the University extending over not less than one session.

2. A candidate is required to submit a dissertation, which must be written in English and must afford evidence of serious study by the candidate and of his ability to discuss a difficult problem critically.

The subject of the dissertation must be submitted for the approval of the University not later than 15 April in the year in which the course of study is completed.

If the examiners consider that the dissertation, submitted by a candidate, though inadequate, is of sufficient merit to justify such action, they may, after examining the candidate as prescribed above, determine that he be permitted to re-present this dissertation in a revised form within one calendar year.

Candidates must forward two copies of the dissertation, typewritten or printed and bound in the prescribed fashion, and a short abstract (2 copies) of the dissertation comprising not more than 300 words. Candidates must submit their dissertations within one year of completing the course of study, together with an entry-form which must be duly filled in with the certificate of course of study thereon attested in accordance with the General Regulations for Approved Courses of Study.

3. A list of candidates who have satisfied the examiners arranged in alphabetical order, will be published by the Academic Registrar on 5 November.

A certificate to be called the 'Diploma in Law', under the seal of the University, will be delivered to each successful candidate.

N.B. The School reserves the right to ask the University to withhold the award of a Diploma to a candidate owing fees to the School.

Diploma in Logic and Scientific Method

The School offers a course for graduate students leading to a Diploma in Logic and Scientific Method.

Applications for admission to the course should be made on the prescribed form to the Secretary of the Graduate School, London School of Economics and Political Science, Houghton Street, London WC2A 2AE.

Regulations

1. There shall be a Diploma in Logic and Scientific Method which shall be awarded to persons who, having completed the course of study prescribed by these regulations, have satisfied the examiners in the examination for the Diploma and who have paid all fees owed to the School.
2. No person shall be admitted to the prescribed course of study for the Diploma unless he or she holds a university degree or other qualification approved for this purpose by the School.
3. The prescribed course of study shall be one academic year for full-time students or two academic years for part-time students.
4. There shall be an examination for the Diploma, to be held in the Summer Term of each year, on dates to be determined by the School.

The examination shall comprise three of the following papers. (Candidates will normally be required to take papers (a) and (b).)

	<i>Study Guide Numbers</i>
(a) Advanced Scientific Method	Ph6200
(b) <i>Either</i> (i) Logic	Ph6201
<i>or</i> (ii) Mathematical Logic	Ph6202
(c) Advanced Mathematical Logic	Ph6203
(d) History of the Philosophy of Science	Ph6204
(e) Metaphysics and Epistemology	Ph6205
(f) Philosophy of Mathematics	Ph6206
(g) Growth of Modern Science	Ph6207
(h) Philosophy of the Social Sciences	Ph6208

The choice of options is subject to the approval of the School.

Part-time students may take one or two papers at the end of the first year of their course and the remainder at the end of the second year.

5. The examination shall be conducted by such members of the staff of the School as may be designated as internal examiners in each year by the Director, together with one or more external examiners. All the external examiners shall be persons who at the time of the examination are not members of the staff of the School. They shall be appointed by the Academic Board and shall be eligible for re-appointment for two further years, but for three calendar years thereafter shall not again be eligible for appointment.
6. In order to satisfy the examiners in the examination a candidate shall be required to reach in each paper a standard prescribed by them.
7. The examiners may test any candidate by means of oral questions.
8. A mark of distinction shall be awarded to candidates who show exceptional merit.
9. A candidate who fails to reach the required standard in the examination may, in approved cases, be allowed to re-enter for the examination on one further occasion.

Diploma in Management Sciences

The School offers a course for graduate students leading to a Diploma in Management Sciences. The course is intended for graduates with first degrees including some study of quantitative subjects, and for persons holding approved professional qualifications. The Diploma is intended to furnish a basis for further graduate work in Operational Research, Statistics or Systems Analysis, as well as providing a career qualification. In

suitable cases it will be possible for a student to obtain an M.Sc. in Operational Research, Statistics, or Analysis, Design and Management of Information Systems by means of a further year's study after passing the Diploma examination at a sufficiently high level.

Applications for admission to the course should be made on the prescribed form to the Secretary of the Graduate School, London School of Economics and Political Science, Houghton Street, London WC2A 2AE.

Regulations

1. There shall be a Diploma in Management Sciences which shall be awarded to persons who, having completed the course of study prescribed by these regulations, have satisfied the examiners in the examination for the Diploma and who have paid all fees owed to the School.
2. No person shall be admitted to the prescribed course of study for the Diploma unless he or she holds a university degree or other qualification approved for this purpose by the School.
3. The prescribed course shall be one academic year for full-time students or two academic years for part-time students.
4. There shall be an examination for the Diploma, to be held in the Summer Term of each year, on dates to be determined by the School.

The examination shall comprise four papers, selected with the approval of the candidate's supervisor, drawn from at least three of the following groups:

	<i>Study Guide Numbers</i>
Group I	
(a) Operational Research Methods	SM7345
(b) Model Building in Operational Research <i>(not to be taken unless (a) is also taken)</i>	SM7347
Group II	
(a) Systems Analysis and Design	SM7322
(b) Elements of Computer Science <i>or</i>	SM7300
(c) Computing Methods	SM7320
Group III	
(a) Statistical Techniques for Management Sciences	SM7230
(b) Marketing and Market Research	SM7231
(c) Basic Statistics <i>or</i>	SM7200
(d) Elementary Statistical Theory	SM7201
Group IV	
(a) Basic Mathematics for Economists <i>or</i>	Ec1415
(b) Elementary Mathematical Methods <i>or</i>	SM7000
(c) Mathematical Methods	SM7020
Group V	
(a) Elements of Accounting and Finance <i>or</i>	Ac1000
(b) Economics A <i>(candidates will be expected to take A2) or</i>	Ec1400
(c) Economics B <i>or</i>	Ec1403
(d) Introduction to Mathematical Economics <i>or</i>	Ec1408
(e) Organization Theory and Practice	Id3221
(f) Computer Project <i>(only to be taken if papers II(a) and (b) are also taken)</i>	—

The choice of options is subject to the approval of the Convener, who may also permit alternative papers to be offered where the candidate is already proficient in one or

more of the above subjects. A candidate may not offer a paper in which he or she has been examined at first degree level or its equivalent. A candidate who wishes to go on to an M.Sc. in the Department will be expected to follow an appropriate course of study in the Diploma. For example, candidates for the M.Sc. in Analysis, Design and Management of Information Systems will normally be expected to offer papers II(a), II(b) and V(f).

These conditions may be waived where the candidate's supervisor is satisfied that the candidate has already reached the required standard in a particular paper or papers.

Part-time students may take one or two papers at the end of the first year of their course and the remainder at the end of the second year of their course.

5. The examination shall be conducted by such members of the staff of the School as may be designated as internal examiners in each year by the Director, together with one or more external examiners. All the external examiners shall be persons who at the time of the examination are not members of the staff of the School. They shall be appointed by the Academic Board and shall be eligible for re-appointment for two further years, but for three calendar years thereafter shall not again be eligible for appointment.

6. In order to satisfy the examiners in the examination a candidate shall be required to reach in each paper a standard prescribed by them.

7. The examiners may test any candidate by means of oral questions.

8. A mark of distinction shall be awarded to candidates who show exceptional merit.

9. A candidate who fails to reach the required standard in the examination may, in approved cases, be allowed to re-enter the examination on one further occasion.

Diploma in Operational Research

The School offers a course for graduate students leading to a Diploma in Operational Research. The course is intended for graduates with first degrees including some study of quantitative subjects, and for persons holding approved professional qualifications. The Diploma is intended to furnish a basis for further graduate work in Operational Research, as well as providing a career qualification. In suitable cases it will be possible for a student to obtain an M.Sc. in Operational Research by means of a further year's study after passing the Diploma examination at a sufficiently high level.

Applications for admission to the course should be made on the prescribed form to the Secretary of the Graduate School, London School of Economics and Political Science, Houghton Street, London WC2A 2AE.

Regulations

1. There shall be a Diploma in Operational Research which shall be awarded to persons who, having completed the course of study prescribed by these regulations, have satisfied the examiners in the examination for the Diploma and who have paid all fees owed to the School.

2. No person shall be admitted to the prescribed course of study for the Diploma unless he or she holds a university degree or other qualification approved for this purpose by the School.

3. The prescribed course of study shall be one academic year for full-time students or two academic years for part-time students.

4. There shall be an examination for the Diploma, to be held in the Summer Term of each year, on dates to be determined by the School.

The examination shall comprise the following four papers:

	<i>Study Guide Numbers</i>
1. Operational Research Methods	SM7345
2. Model Building in Operational Research	SM7347

Study Guide Numbers

3 and 4. Two of the following:

(a) <i>Either</i>	(i) Elementary Statistical Theory	SM7021
	or (ii) Basic Statistical Theory	SM8250
(b) <i>Either</i>	(i) Elementary Mathematical Methods	SM7000
	or (ii) Mathematical Methods	SM7020
(c) <i>Either</i>	(i) Elements of Computer Science	SM7300
	or (ii) Numerical Methods	SM7330
	or (iii) Computing Methods	SM7320
(d)	Game Theory	SM7025
(e)	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. A candidate may not offer a paper in which he or she has been examined at first degree level or its equivalent. A candidate who wishes subsequently to be considered for the M.Sc. in Operational Research will normally be expected to include papers (a) and (b) under 3 and 4 above in his or her selection. This condition may be waived where the candidate's supervisor is satisfied that the candidate has already reached the required standard in a particular paper or papers.

Part-time students may take one or two papers at the end of the first year of their course and the remainder at the end of the second year of their course.

5. The examination shall be conducted by such members of the staff of the School as may be designated as internal examiners in each year by the Director, together with one or more external examiners. All the external examiners shall be persons who at the time of the examination are not members of the staff of the School. They shall be appointed by the Academic Board and shall be eligible for re-appointment for two further years, but for three calendar years thereafter shall not again be eligible for appointment.

6. In order to satisfy the examiners in the examination a candidate shall be required to reach in each paper a standard prescribed by them.

7. The examiners may test any candidate by means of oral questions.

8. A mark of distinction shall be awarded to candidates who show exceptional merit.

9. A candidate who fails to reach the required standard in the examination may, in approved cases, be allowed to re-enter for the examination on one further occasion.

Diploma in Personnel Management

N.B. This course may be withdrawn after October 1984.

The School offers a full-time course of study for men and women intending to seek employment as Personnel Officers. It is designed to give students knowledge and understanding of the principles and problems of Personnel Management, both by theoretical study and by direct experience. For this purpose the School is fortunate in the assistance received from companies and management organisations, which makes it possible for students to obtain varied first-hand experience, including practical training in a personnel department.

A separate leaflet on the Diploma, together with application forms, may be obtained from the Secretary of the Graduate School, London School of Economics and Political Science, Houghton Street, London WC2A 2AE.

Regulations

1. There shall be a Diploma in Personnel Management which shall be awarded to persons who, having completed the course prescribed by these regulations, have satisfied the examiners in the examination for the Diploma and who have paid all fees owed to the School.

2. No person shall be admitted to the prescribed course of study for the Diploma unless:

- (a) he or she is a graduate of university
- or (b) he or she holds a certificate or diploma in Social Science or a Higher National Diploma in Business Studies
- or (c) he or she has attained the age of 24 years, and, having had considerable industrial or commercial experience, satisfies the examiners in the entrance examination for the course.

3. The prescribed course of study shall be of one calendar year's duration.

4. There shall be an examination for the Diploma, to be held at the end of August each year (on dates to be determined by the School).

The examination shall comprise the following subjects:

	<i>Study Guide Numbers</i>
I. Four written papers as follows:	
1. Personnel Management	Id4300
2. Training and Development	Id4301
3. Industrial Relations and Law	Id4302
4. Organizational Analysis	Id4303
and	
II. Personnel Information and Research: candidates are required to submit a written report on a project on a subject or subjects approved by the department and will be examined orally on their project work. Id4304	

In the final assessment performance during the course and on the project is taken into account.

5. The examination shall be conducted by members of the staff of the School designated as internal examiners in each year by the Director, together with one or more external examiners. For the oral examination, an external examiner or examiners shall be appointed who, in addition to the appropriate academic qualifications, hold or have held a responsible position in personnel management in industry or commerce. All the external examiners shall be persons who at the time of the examination are not members of the staff of the School. They shall be appointed by the Academic Board and shall be eligible for re-appointment for two further years, but for three calendar years thereafter shall not again be eligible for appointment.

6. At the discretion of the examiners candidates may be referred in not more than one subject of the examination.

7. Candidates may offer on not more than two subsequent occasions a paper in which they have been referred, of which the first occasion shall not normally be more than two, nor the second normally more than four academic years later than the occasion of their referral. If on one of these occasions they are successful in attaining the prescribed standard they shall be treated as having satisfied the examiners in the whole examination.

8. A mark of distinction shall be awarded to candidates who show exceptional merit.

9. The examiners may recommend for an aegrotat a candidate who
- (i) has completed the full period of study and any field work or practical work required by the regulations;
 - (ii) has been absent through illness or other sufficient cause from the whole or part of the examination for the Diploma;
 - (iii) has made application, supported where appropriate by a medical certificate, to the Secretary for an aegrotat award.

Having considered the work which the candidate has submitted in such part of the examination as has been attended if any, records of the candidate's performance during

the course, and assessments provided by the candidate's teachers, the examiners will determine whether evidence has been shown to their satisfaction that had he or she completed the examination the candidate would clearly have reached a standard which would have qualified him or her for the award of the Diploma. The recommendation of the examiners shall be considered by the Academic Board.

10. Candidates who complete the course of study for the Diploma, but for reasons which, in the opinion of the Convener of the department, are sufficient, fail to present themselves for examination, or who present themselves, but fail to satisfy the examiners in the examination and who are not referred in any paper may be candidates for the whole examination on two, but no more than two subsequent occasions, of which the first shall not normally be more than two nor the second normally more than four academic years later than the occasion of their failure. If they are on either of these occasions referred in one paper Regulation 7 shall apply to them.

Diploma in Social Philosophy

The School offers a course for graduate students leading to a Diploma in Social Philosophy.

Applications for admission to the course should be made on the prescribed form to the Secretary of the Graduate School, London School of Economics and Political Science, Houghton Street, London WC2A 2AE.

Regulations

1. There shall be a Diploma in Social Philosophy which shall be awarded to persons who, having completed the course of study prescribed by these regulations, have satisfied the examiners in the examination for the Diploma and who have paid all fees owed to the School.

2. No person shall be admitted to the prescribed course of study for the Diploma unless he or she holds a university degree or other qualification approved for this purpose by the School.

3. The prescribed course of study shall be one academic year for full-time students or two academic years for part-time students.

4. There shall be an examination for the Diploma, to be held in the Summer Term of each year, on dates to be determined by the School.

The examination shall comprise the following:

	<i>Study Guide Numbers</i>
1. Social Philosophy	Ph6250
2. Philosophy of the Social Sciences	Ph6208
3. One of the following:	
(a) Logic	Ph6201
(b) History of the Philosophy of Science	Ph6204
(c) Metaphysics and Epistemology	Ph6205
(d) An approved paper in Social Anthropology or Sociology or any other paper approved by the candidate's teachers	

The choice of options is subject to the approval of the School. Candidates may be permitted to substitute for paper 2 a further paper listed under 3 above.

Part-time students may take one or two papers at the end of the first year of their course and the remainder at the end of the second year.

5. The examination shall be conducted by such members of the staff of the School as may be designated as internal examiners in each year by the Director, together with one or more external examiners. All the external examiners shall be persons who at the time of the examination are not members of the staff of the School. They shall be appointed

by the Academic Board and shall be eligible for re-appointment for two further years, but for three calendar years thereafter shall not again be eligible for appointment.

6. In order to satisfy the examiners in the examination a candidate shall be required to reach in each paper a standard prescribed by them.
7. The examiners may test any candidate by means of oral questions.
8. A mark of distinction shall be awarded to candidates who show exceptional merit.
9. A candidate who fails to reach the required standard in the examination may, in approved cases, be allowed to re-enter for the examination on one further occasion.

Diploma in Social Planning in Developing Countries

This course is designed for men and women who work in the Civil Service and in other organisations concerned with social policies and social administration. One of the purposes of the course is to assist students to stand outside the immediate circumstances of their own countries and to consider general questions about the methods and organisation of social development. They will be encouraged to examine the suitability of western countries' policies for their own countries' problems. Though western ideas, institutions and experience are drawn on in the teaching, they are viewed in terms of their possible application to the problems of less developed areas.

If required, opportunity will be provided during the course for students to spend short periods in central or local government departments, or some other administrative agency in which they may be interested.

Members of the course will normally be university graduates who have had several years' experience of relevant work. Admission may also be offered, in special circumstances, to candidates otherwise well qualified who do not hold degrees, or to graduates who have had no practical experience, but are taking up appointments in social administration or allied fields.

Applications for admission to the course should be sent to the Secretary of the Graduate School, London School of Economics and Political Science, Houghton Street, London WC2A 2AE.

Regulations

1. There shall be a Diploma in Social Planning in Developing Countries which shall be awarded to persons who, having completed the course of study prescribed by these regulations, have satisfied the examiners in the examination for the Diploma and who have paid all fees owed to the School.
2. No person shall be admitted to the prescribed course of study for the Diploma unless he or she:—
 - (a) holds a university degree or other qualifications approved for this purpose by the School.
 - and (b) has had practical experience or other qualifications of special relevance to the course.
3. The prescribed course of study shall be of one academic year's duration.
4. There shall be an examination for the Diploma, to be held in the Summer Term of each year on dates determined by the School. Candidates will normally take papers in three subjects:—

	<i>Study Guide Numbers</i>
(1) Social Policy and Planning in Developing Countries	SA6740
(2) and (3) <i>Two</i> of the following:	
(a) Problems of Health and Disease	SA6741
(b) Planning of Welfare Services	SA6742
(c) Rural Development	SA6743

Numbers Study Guide

(d) Social and Economic Aspects of the Housing System	SA6744
(e) Social Implications of Education	SA6745

5. In assessing a candidate's performance the examiners shall have regard to the essays or other work written by the candidate during the course.

6. The examiners may test any candidate by means of oral questions.

7. A mark of distinction shall be awarded to candidates who show exceptional merit.

8. The examination shall be conducted by such members of the staff of the School as may be designated as internal examiners in each year by the Director, together with one external examiner. The external examiner shall be a person who, at the time of the examination, is not a member of the staff of the School. He or she shall be appointed by the Academic Board and shall be eligible for re-appointment for two further years, but for three calendar years thereafter shall not again be eligible for appointment.

9. In order to satisfy the examiners in the examination a candidate shall be required to reach in each subject a standard prescribed by them.

10. Candidates who reach the prescribed standard in each of two subjects only of the examination may, at the discretion of the examiners, be referred in the third subject and resit the examination on not more than two subsequent occasions. If they are then successful they shall be awarded the Diploma.

11. Candidates who are unsuccessful in the examination as a whole shall receive a certificate of attendance, on which shall be recorded those subjects in the examination, if any, in which they have passed.

12. A candidate who is absent from some or all of the examinations or fails to satisfy the examiners may be a candidate for the whole examination on one further occasion. Further examination will be at the discretion of the examiners.

13. The examiners may recommend for an aegrotat a candidate who:—

- (i) has completed the full period of study and any field work or practical work required by the regulations;
- (ii) has been absent through illness or other sufficient cause from the whole or part of the examination for the Diploma;
- (iii) has made application, supported where appropriate by a medical certificate, to the Secretary for an aegrotat award.

Having considered the work which the candidate has submitted in such part of the examination as he or she has attended if any, records of the candidate's performance during the course, and assessments provided by the candidate's teachers, the examiners will determine whether evidence has been shown to their satisfaction that, had he or she completed the examination, the candidate would clearly have reached a standard which would have qualified him of the award of the Diploma. The recommendation of the examiners shall be considered by the Academic Board.

Diploma in Social Policy and Administration

The School offers a course of study for full-time day students leading to a Diploma in Social Policy and Social Administration. There are two options within the Diploma serving different purposes.

Option I is designed to give a broad general education in the social sciences. Students who wish to prepare themselves to work as professional social workers after this course of study normally proceed to a course of training leading to a professional qualification. The teaching combines theoretical study of the social sciences and practical experience in the fields of social administration, social work and social

research. The curriculum includes lectures and classes in Economics and Social History, Economics, Psychology, Sociology and Social Policy and Administration.

Field work in both statutory and voluntary agencies is arranged with the aim both of helping the students to gain a better appreciation of social conditions and social problems and of giving them an introduction to the practice of social work. This is undertaken during vacations. In their own interest students are advised to gain some experience outside London, and this may involve additional expense.

Option II is designed to give students, particularly from developed countries overseas, a course in British social policy though comparative material is used for illustration. The curriculum includes lectures and classes in the development of social policy, social structure and British Government as well as social policy and administration. Students taking Option II can, if they wish, take the field work as in Option I above as an integral part of the examination or part of it on an optional basis.

Each student is assigned to a tutor who is responsible for the general supervision of his studies. For tutorials and classes students are required to do regular written work.

Admissions for British applicants will be determined by interview and relevant documentary evidence. Application should normally be made by 1 March preceding the session for which admission is desired.

Graduates of overseas universities may be required to take an entrance examination, for which a fee is payable, and they may be called for interview; if necessary, arrangements can be made for the examination and the interview to take place overseas. Overseas graduates of a British university are not required to take the entrance examination.

Application forms may be obtained from the department of Social Science and Administration.

Regulations

1. There shall be a Diploma in Social Policy and Administration which shall be awarded to persons who, having completed the course of study prescribed by these regulations, have satisfied the examiners in the examination for the Diploma and, where required, in the field work prescribed by these regulations, and who have paid all fees owed to the School.

2. No person shall be admitted to the prescribed course of study for the Diploma unless he or she holds a University or CNA A degree or other qualifications obtained by written examination which is approved for this purpose by the School. The Department may apply to the School for special consideration to be given to a candidate who possesses a qualification obtained by written examination other than those listed above. Any such candidate will be registered only if the School is satisfied that their general education and professional training are of special relevance to the course.

3. The prescribed course of study shall be one academic year's duration.

4. There shall be an examination for the Diploma, to be held at the end of the Summer Term of each year on dates determined by the School.

The examination shall comprise the following papers:

Option I

Two papers, an essay, and assessment of field work as follows:

(1) Social Policy and Economics	SA6600
(2) Social Structure and Psychology	SA6601
(3) Social Policy and Administration	SA6611

An essay of not more than 5,000 words on a topic approved by the candidate's teachers. The essay shall be submitted to

Numbers Study Guide

the Secretary of the Graduate School by a date to be determined by the Convener.

(4) Assessment of field work based on supervisor's reports: a candidate will be required to undertake twelve weeks' full-time field work normally in Britain during vacations as an integral part of the course. In the case of students resident in Britain six weeks of this shall normally be undertaken before the beginning of the course of study.

Option II

Three papers and either an essay or assessment of fieldwork as follows:

(1) Social Policy	SA6610
(2) The Development of British Social Policy	SA6615
(3) Social Structure and British Government	SA6616
(4) <i>Either</i> An essay as under (3) in Option I or Assessment of field work based on supervisor's reports as under (4) in Option I.	

The examiners may test any candidate by means of oral questions.

5. The examination shall be conducted by such members of the staff of the Department of Social Services and Administration as may be designated as internal examiners in each year by the Director, together with one external examiner. The external examiner shall be a person who, at the time of the examination, is not a member of the staff of the School. He or she shall be appointed by the Academic Board and shall be eligible for re-appointment for two further years, but for three calendar years thereafter shall not again be eligible for appointment.

6. In order to satisfy the examiners in the examination a candidate shall be required to reach in each paper a standard prescribed by them; provided that if a candidate fails in one paper but reaches the prescribed standard in each other paper, the examiners may, at their discretion and if they do not consider the failure to be serious, declare the candidate to be referred in that paper.

An examination for candidates so referred may be held either in the following August or at any subsequent Diploma examination.

7. Candidates may offer on not more than two subsequent occasions a paper in which they have been referred, of which the first occasion shall not normally be more than two, nor the second normally more than four academic years later than the occasion of the candidate's referral. If on one of these occasions they are successful in attaining the prescribed standard in that paper they shall be treated as having then satisfied the examiners in the whole examination.

8. A mark of distinction shall be awarded to candidates who show exceptional merit.

9. The examiners may recommend for an aegrotat a candidate who

- (i) has completed the full period of study and any field work or practical work required
- (ii) has been absent through illness or other sufficient cause from the whole or part of the examination for the Diploma
- (iii) has made application, supported where appropriate by a medical certificate to the Secretary for an aegrotat award.

Having considered the work which the candidate has submitted in such part of the examination as has been attended if any, records of the candidate's performance during the course, and assessments provided by the candidate's teachers, the examiners will determine whether evidence has been shown to their satisfaction that, had he or she completed the examination, the candidate would clearly have reached a standard

which would have qualified him or her for the award of the Diploma. The recommendation of the examiners shall be considered by the Academic Board.

10. Candidates who complete the course of study for the Diploma, but for reasons which, in the opinion of the Convener of the department, are sufficient, fail to present themselves for examination, or who present themselves, but fail to satisfy the examiners in the examination and who are not referred in any paper, may be candidates for the whole examination on two, but not more than two subsequent occasions, of which the first shall not normally be more than two or the second normally more than four academic years later than the occasion of their failure. If they are on either of those occasions referred in one paper, Regulation 7 shall apply to them.

11. Candidates who re-enter for the Diploma examination may not re-submit an essay which they have previously submitted for examination.

12. Candidates for the Diploma taking Option I (or if taking Option II electing to take fieldwork) in regulation 4 above shall be required to submit to the Convener of the department before the date on which they satisfy the examiners in the examination, or not later than two calendar years (or such further period as the Convener of the department may in any particular case permit) after that date, evidence to the satisfaction of the Convener of the department of their having completed field work of such nature and such duration as may be prescribed by the Convener of the department.

Diploma in Social Psychology

The School offers a course for graduate students leading to a Diploma in Social Psychology. The course is intended for graduates with first degrees which contain some psychology, and for persons holding approved professional qualifications. The Diploma is intended to furnish a basis for further graduate work in Social Psychology, or as an additional career qualification. In suitable cases it will be possible for a student to obtain an M.Sc. in Psychology by means of a further year's study after passing the Diploma examination at a sufficiently high level.

Applications for admission to the course should be made on the prescribed form to the Secretary of the Graduate School, London School of Economics and Political Science, Houghton Street, London WC2A 2AE.

Regulations

1. There shall be a Diploma in Social Psychology which shall be awarded to persons who, having completed the course of study prescribed by these Regulations, have satisfied the Examiners in the examination for the Diploma and who have paid all fees owed to the School.

2. No person shall be admitted to the prescribed course of study for the Diploma unless he or she holds a university degree or other qualification approved for this purpose by the School.

3. The prescribed course of study shall be one academic year for full-time students or two academic years for part-time students.

4. There shall be an examination for the Diploma to be held in the Summer Term of each year on dates to be determined by the School.

	<i>Study Guide Numbers</i>
1. Methods of Psychological Research II: Social and Statistical	Ps5420
2 and 3. Two papers from the following:	
(a) Personality and Social Behaviour	Ps5421
(b) Cognitive Psychology	Ps5422
(c) Advanced Study of Psychological Processes	Ps5501
(d) Social Change and Social Organisations	Ps5502

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(e) Communication and Attitude Change	Ps5514
(f) Child Development and Socialisation	Ps6400
(g) Personality	Ps6407
(h) Groups and Group Functioning	Ps6402
(i) Social Psychology of Conflict	Ps6404
(j) Groups and Interpersonal Behaviour	Ps5513
(k) The Psychological Study of Social Issues	Ps6405
4. An essay, research report or a paper approved by the Convener	

The choice of papers is subject to the approval of the Convener, who may also permit alternative papers to be offered.

Note: Not all the papers listed under 2 and 3 above will be available in every year.

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.

5. The examination shall be conducted by such members of the staff of the School as may be designated as internal examiners in each year by the Director, together with one or more external examiners. All the external examiners shall be persons who at the time of the examination are not members of the staff of the School. They shall be appointed by the Academic Board and shall be eligible for re-appointment for two further years, but for three calendar years thereafter shall not be again be eligible for appointment.

6. In order to satisfy the examiners in the examination a candidate shall be required to reach in each paper a standard prescribed by them.

7. The examiners may test any candidate by means of oral questions.

8. A mark of distinction shall be awarded to candidates who show exceptional merit.

9. A candidate who fails to reach the required standard in the examination may, in approved cases, be allowed to re-enter for the examination on one further occasion.

Diploma in Sociology

The School offers a course for graduate students leading to a Diploma in Sociology. The course is intended for graduates and for persons holding approved professional qualifications. The Diploma is intended to furnish a basis for further graduate work in Sociology as well as providing a foundation for a career qualification.

Applications for admission to the course should be made on the prescribed form to the Secretary of the Graduate School, London School of Economics and Political Science, Houghton Street, London WC2A 2AE.

Regulations

1. There shall be a Diploma in Sociology which shall be awarded to persons who, having completed the course of study prescribed by these regulations, have satisfied the examiners in the examination for the Diploma and who have paid all fees owed to the School.

2. No person shall be admitted to the prescribed course of study for the Diploma unless he or she holds a university degree or other qualification approved for this purpose by the School.

3. The prescribed course of study shall be one academic year for full-time students or two academic years for part-time students.

4. There shall be an examination for the Diploma to be held in the Summer Term of each year, on dates determined by the School.

The examination shall consist of four papers, as follows:

	<i>Study Guide Numbers</i>
(1) Methods of Social Investigation	So6960
(2) Sociological Theory	So5821
(3) Comparative Social Structures I: (Complex Pre-industrial Societies)	So5820
(4) Comparative Social Structures II: (Industrial Societies)	So5830

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.

5. The examination shall be conducted by such members of the staff of the School as may be designated as internal examiners in each year by the Director, together with one or more external examiners. All the external examiners shall be persons who at the time of the examination are not members of the staff of the School. They shall be appointed by the Academic Board and shall be eligible for re-appointment for two further years, but for three calendar years thereafter shall not again be eligible for appointment.

6. A student may, at the discretion of the examiners, substitute an essay of not more than 10,000 words, which must be submitted by 15 May, for Comparative Social Structures I.

7. Candidates must attain a pass in each paper to gain the Diploma.

8. A mark of distinction may be awarded to candidates who show exceptional merit, and such a performance (normally at least two Upper Second marks) will qualify a candidate to proceed to the M.Sc. in Sociology.

9. A candidate who fails to reach the required standard in the examination may, in approved cases, be allowed to re-enter the examination on one further occasion.

Diploma in Statistics

The School offers a course for graduate students leading to a Diploma in Statistics. The course is intended for graduates with first degrees specialising in subjects other than statistics, but including some study of statistics. Candidates holding other equivalent qualifications may also be considered. The mathematics background required is approximately that of an Advanced level pass in the General Certificate of Education examination. The Diploma will furnish a basis for further graduate work in statistics as well as provide a qualification for those who wish to embark on a career as a statistician.

Members of the staff of the Statistics department will advise prospective applicants on the relative suitability of the Diploma course and the M.Sc. Statistics course for particular individuals. Generally speaking, the M.Sc. can be obtained in one year only by students who have done a substantial amount of statistics during their first degree courses. In suitable cases it will, however, be possible for a student to obtain the M.Sc. by means of a further year's study after passing the Diploma examination at a sufficiently high level.

Applications for admission to the course should be made on the prescribed form to the Secretary of the Graduate School, London School of Economics and Political Science, Houghton Street, London WC2A 2AE.

The Department reserves the right to cancel lecture courses for any option for which there are fewer than four candidates. In such cases candidates will be prepared for the examination by tutorials and directed reading.

Regulations

1. There shall be a Diploma in Statistics which shall be awarded to persons who, having completed the course of study prescribed by these regulations, have satisfied the

examiners in the examination for the Diploma and who have paid all fees owed to the School.

2. No person shall be admitted to the prescribed course of study for the Diploma unless he or she holds a university degree or other qualification approved for this purpose by the School.

3. The prescribed course of study shall be one academic year for full-time students, or two academic years for part-time students.

4. There shall be an examination for the Diploma, to be held in the Summer Term of each year on dates determined by the School.

The examination shall comprise four papers selected with the approval of the candidate's supervisor from the following list:

	<i>Study Guide Numbers</i>
(a) Basic Statistical Theory	SM8250
(b) Statistical Methods and Inference	SM8251
(c) <i>Either</i> (i) Elementary Mathematical Methods	SM7000
<i>or</i> (ii) Mathematical Methods	SM7020
(d) Social Statistics and Survey Methodology	SM8260
(e) Statistical Demography	SM7126
(f) Operational Research Methods	SM7345
(g) <i>Either</i> (i) Econometric Theory	Ec1575
<i>or</i> (ii) Introduction to Econometrics.	Ec1516
(h) <i>One</i> of the following:	
(i) Elements of Computer Science	SM7300
(ii) Numerical Methods	SM7330
(iii) Any other paper approved by the candidate's teachers.	

Candidates may not offer a paper in which they have been examined at first degree level or its equivalent.

Candidates will normally be expected to include papers (a) and (c) in their selection, and if they wish subsequently to be considered for the M.Sc. in Statistics at the School, they will normally include paper (b) also. These restrictions may be waived where candidates can satisfy their supervisors that they have already reached the required standard in a particular paper or papers.

Part-time students may take one or two papers at the end of the first year of their course and the remainder at the end of the second year of their course.

5. In order to qualify for the award of the Diploma each candidate shall be required to attend a course on computer programming.

6. The examination shall be conducted by such members of the staff of the School as may be designated as internal examiners in each year by the Director, together with one external examiner. The external examiner shall be a person who, at the time of the examination, is not a member of the staff of the School. He or she shall be appointed by the Academic Board and shall be eligible for re-appointment for two further years, but for three calendar years thereafter shall not again be eligible for appointment.

7. In order to satisfy the examiners in the examination a candidate shall be required to reach in each paper a standard prescribed by them.

8. The examiners may test any candidate by means of oral questions.

9. A mark of distinction shall be awarded to candidates who show exceptional merit.

10. A candidate who fails to reach the required standard in the examination may in approved cases, be allowed to re-enter for the examination on one further occasion.

The Master's Degrees—M.Sc., LL.M., M.A.

The University of London Master's degree is intended for award mainly on the result of written examinations after a course of study beyond first-degree level. In addition to written papers, students are required, in some subjects, to submit essays or reports on practical work, written during the course of study.

The Course of Study

The course of study for a full-time student will extend over not less than *one* academic or *one* calendar year, according to subject; but students whose initial qualifications in the field of study they wish to pursue are held by the School to be insufficient may be required to extend the course over *two* years and to pass a qualifying examination not less than one year before entering for the degree examination. If they fail to pass this qualifying examination they will not be allowed to re-enter for it without the permission of the School. No candidate will be admitted to the School to follow the course of study for a taught Master's degree except at the beginning of the session, i.e. in October.

A student who has been admitted to the School as a part-time student will be required to extend the course over *two* academic or *two* calendar years or longer if necessary.

Details of the various courses offered at the School for the University of London's Master's degrees are contained in pp. 265-295. N.B. Where the regulations for a course indicate that special permission is required for a student to take a particular subject or combination of subjects, such permission must be sought at the beginning of the course of study, and the Graduate School Office must be informed if permission is given.

A student registered for a taught Master's degree may, with the permission and recommendation of the supervisor, apply to proceed to a research degree instead. On registering for the research degree the Master's degree registration will lapse. Only in exceptional circumstances may any period of time spent on the Master's degree count towards the prescribed period of registration for the research degree.

A candidate who fails in the examination will not normally be re-admitted to the School, but, under University regulations, may re-enter for the examination once more without being registered at the School.

Examination Arrangements

Entry for Examination

Examination entry forms should be collected from the Graduate School Office at the appropriate time. They should be completed according to the instructions supplied and returned to the Graduate School Office promptly by 12 January for June examinations (this also applies to candidates for September examinations who are to sit papers examined in June) and by 12 April for September examinations, so that the forms can be sent on to the University by the closing date (1 February and 1 May respectively).

Entry forms for *re-entry* to examinations will not be issued to candidates no longer registered at the School unless they ask for them at the appropriate time (mid-December for June examinations, late March for September examinations). Candidates are bound by the Regulations in force at the time of their re-entry to the examination. Candidates re-entering for examinations will be required to enter for the same examinations as they entered for previously, unless they have satisfactorily completed courses for different examinations.

Withdrawal from Examinations

Students who have entered for an examination and who wish to withdraw should inform the Graduate School Office as soon as possible, and should ask for advice as to

their position if they should wish at some later date to re-enter for the examination. Generally speaking, students should notify the University of withdrawal from an examination *at least a week before* it begins, if that entry is not to be counted for the purposes of calculating liability for fees on re-entry and the number of occasions on which the student may re-enter. University Regulations also require students to have satisfied the examiners within two years of completion of the course, if they are to be awarded the degree; however, this period may be extended at the School's discretion.

Illness at the Examination

Candidates who are prevented owing to illness or other cause judged sufficient by the Academic Council of the University (such as death of a near relative) from completing at the normal time the examination for which they have entered may

- (a) enter the examination on the next occasion when the examination is held, or, at the discretion of the examiners
- (b) be set a special examination in those elements of the examination missed as soon as possible after that date and be permitted to submit any work prescribed (e.g. report) at a date to be specified by the University.

Applications on behalf of such candidates must be made by the School, be accompanied by a medical certificate and must reach the Academic Registrar at the University within seven days from the last day of the examination. Such applicants should, therefore, contact the Secretary of the Graduate School *immediately* if they are prevented from sitting any examination paper(s).

Notification of Results

After the examiners have reached a decision, every candidate will be notified by the Academic Registrar of the University of the result of the examination.

The result of the examination is given for the examination as a whole. Results are not published for the individual components of an examination, and no marks or grades are awarded, other than a mark of Distinction to candidates showing exceptional merit in the examination.

A Diploma under the Seal of the University shall be subsequently delivered to each candidate who has been awarded a degree.

N.B. The School reserves the right to ask the University to withhold the award of a degree to a candidate owing fees to the School.

M.Sc. in the Faculty of Economics Study Guides

In the regulations which follow a Study Guide number is printed opposite each examination paper. The Study Guides are printed in detail in Part III of the Calendar, with a general explanation on page 324.

Accounting and Finance

Duration of Course of Study

Full-time: One academic year (or one calendar year if an option examined in September is chosen).

Part-time: At least two academic years (or two calendar years if an option examined in September is chosen).

Examination

Students will be examined on four courses or three courses and an essay or report as listed below. The examination for courses marked with an asterisk comprises two two-hour papers.

1. Advanced Accounting and Finance I

*Study Guide
Numbers
Ac2000*

	<i>Study Guide Numbers</i>
2. Advanced Accounting and Finance II	Ac2001
3 and 4. Two of the following selected with the approval of the candidate's teachers:	
(a) Advanced Accounting and Finance III*	Ac2002
(b) Advanced Accounting and Finance IV*	Ac2003
(c) Economics of Industry	Ec2436
(d) Public Finance	Ec2435
(e) <i>Either</i> (i) Operational Research I	SM8342
<i>or</i> (ii) Advanced Mathematical Programming	SM8351
(f) <i>Either</i> (i) Computing and Data Processing	SM8300
<i>or</i> (ii) Advanced Systems Analysis	SM8304
(g) Industrial Organization	Id4202
(h) A 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 consist of two papers, taken after completion of courses for those papers. The second part will consist of the remaining paper(s) and the essay or report, and will be taken in the final year of the course. Part-time students who fail the first part of the examination may be permitted by the School to re-enter for the first part and to enter for the second part at the same examination and, if on that occasion the examination is failed, to make one further attempt at the whole examination.

Dates of Examination

Written papers	June (except that a paper taken under (h) above will be examined at the time that course is examined).
Essay/report	By 1 June.

Analysis, Design and Management of Information Systems

Duration of Course of Study

Full-time: One or two calendar years, depending on the candidate's entry qualifications.

Part-time: At least two calendar years, depending on the candidate's entry qualifications.

Examination

I Three written papers as follows:

	<i>Study Guide Numbers</i>
1. Advanced Systems Analysis	SM8304
2. Computers in Information Processing Systems	SM8302
3. One of the following selected with the approval of the candidate's teachers:	
(a) Advanced Econometric Theory I	Ec2560
(b) Mathematical Methods in Urban Planning	SM8352
(c) Operational Research I	SM8342
(d) Industrial Organization	Id4202
(e) Financial Reporting and Management	Ac2100
(f) Management Mathematics	SM8350
(g) Manpower Planning	Id4223
(h) Basic Statistical Theory	SM8250
(i) Any other subject approved by the candidate's teachers	

and

II A report of not more than 10,000 words on a project selected with approval of the candidate's teachers.

Part-time students may with the approval of the School take the examination in two parts. The first part will consist of two papers, taken after completion of courses for those papers. The second part will consist of the remaining paper and the report and will be taken in the final year of the course. Part-time students who fail the first part of the examination may be permitted by the School to re-enter for the first part and to enter for the second part of the same examination and, if on that occasion the examination is failed, to make one further attempt at the whole examination.

Dates of Examination

Written papers	June
Report	By 15 September

Demography

Duration of Course of Study

Full-time: One calendar year. *Part-time:* At least two calendar years.

Examination

	<i>Study Guide Numbers</i>
I Three written papers as follows:	
1. Analytic Demography	SM8100
2. Applied Demography	SM8101
3. Social and Economic Demography	SM8102
This paper will include a special study of a topic to be selected from	
(a) Third World Demography	SM7123
(b) The Demographic Transition and the Modern Western World	SM7122
(c) The Population History of England	SM7121
(d) Family Composition, Kin and the Life Cycle	SM7125
(e) Migration	SM7124

and

II A dissertation of not more than 10,000 words on a topic approved by the candidate's teachers.

Dates of Examination

Written papers	June
Dissertation	15 September

Economics

Duration of Course of Study

Full-time: One academic year. *Part-time:* At least two academic years.

	<i>Study Guide Numbers</i>
Examination	
Four written papers as follows:	
1. <i>Either</i> (a) Macro-Economics I	Ec2402
<i>or</i> (b) Macro-Economics II	Ec2403
2. <i>Either</i> (a) Micro-Economics I	Ec2404
<i>or</i> (b) Micro-Economics II	Ec2405
3. <i>Either</i> (a) Methods of Economic Investigation I	Ec2410
<i>or</i> (b) Methods of Economic Investigation II	Ec2411
4. One of the following:	
(a) Advanced Economic Theory I: Theory of Economic Growth	Ec2420

	<i>Study Guide Numbers</i>
(b) Advanced Economic Theory II: Linear Economic Models	Ec2421
(c) Advanced Economic Theory III: Theory of Investment Planning	Ec2422
(d) History of Economic Thought	Ec2425
(e) International Economics	Ec2426
(f) Theory of Optimal Decisions	Ec2428
(g) Labour Economics	Ec2429
(h) Monetary Economics	Ec2430
(i) Economics of Public Enterprise	—
(j) Economics of Transport	Ec2432
(k) Public Finance	Ec2435
(l) Economics of Industry	Ec2436
(m) The Economics of Less Developed Countries and of their Development	Ec2440
(n) Agricultural Economics	—
(o) Soviet Economic Development	Ec2441
(p) Theory and Implementation of Detailed Planning	Ec2442
(q) Economics of Education and Human Capital	Ec2450
(r) Urban Economics	Ec2451
(s) Marx, Walras and Keynes in the Light of Contemporary Economic Analysis	Ec2455
(t) Environmental Economics	Ec2460
(u) Economic Inequality	Ec2465
(v) The Economics of Technological Change and Long-Term Growth	Ec2470
(w) Game Theory	SM7025
(x) Any other field of Economics approved by the candidate's teachers	—

In exceptional circumstances, a candidate may, subject to the approval of his teachers, substitute for one of the papers under 1, 2 or 3 a second paper in the subject selected under 4 or a paper in a second subject under 4.

Students following the part-time course may, with the approval of the School, take the examination in two parts. The first part will consist of two papers, taken after completion of courses for those papers. The second part will consist of the remaining papers and will be taken in the final year of the course. Part-time students who fail the first part of the examination may be permitted by the School to re-enter the first part and to enter for the second part at the same examination and if on that occasion the examination is failed, to make one further attempt at the whole examination.

Dates of Examination
Written papers June

Econometrics and Mathematical Economics

Duration of Course of Study
Full-time: One academic year. *Part-time:* At least two academic years.

Examination
Four written papers or, subject to the approval of the candidate's teachers, three written papers and an essay or report as follows:

	<i>Study Guide Numbers</i>
1. <i>Either</i> (a) Advanced Quantitative Economics I or (b) Advanced Quantitative Economics II	Ec2550 Ec2551

	<i>Study Guide Numbers</i>
2, 3 and 4. <i>Three</i> of the following selected with the approval of the candidate's teachers.	
(a) Advanced Quantitative Economics I (if not taken under 1)	Ec2550
(b) Advanced Quantitative Economics II (if not taken under 1)	Ec2551
(c) Advanced Econometric Theory I	Ec2560
(d) Advanced Econometric Theory II (only available to candidates selecting paper Advanced Econometric Theory I)	Ec2561
(e) Advanced Mathematical Economics I	Ec2570
(f) Advanced Mathematical Economics II	Ec2571
(g) <i>Either</i> (i) Advanced Mathematical Programming or (ii) Applied Abstract Analysis	SM8351 SM7060
(h) Game Theory	SM7025
(i) Any other subject approved by the candidate's teachers	—
(j) An essay or report of not more than 10,000 words	—

Part-time students may, with the approval of the School, take the examination in two parts. The first part will consist of two papers, taken after completion of courses for those papers. The second part will consist of the remaining papers, and will be taken in the final year of the course. Part-time students who fail the first part of the examination may be permitted by the School to re-enter for the first part and to enter for the second part at the same examination and if on that occasion the examination is failed to make one further attempt at the whole examination.

Dates of Examination
Written papers June
Essay/Report 1 June

Economic History

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:

	<i>Study Guide Numbers</i>
1. The Sources and Historiography of Economic History in one of the following:	
(a) England 1350-1500	EH2600
(b) England in the Seventeenth Century	EH2605
(c) Britain from the later Eighteenth Century	EH2610
(d) U.S.A. 1890-1929	EH2615
2. and 3. <i>Two</i> of the following:	
(a) A second paper under 1 (above)	—
(b) A paper on a specified period in the Economic History of Great Britain or the U.S.A.	—
(c) <i>One</i> of the following:	
(i) Evolution of Early Technology to c. 1650	—
(ii) The Emergence of Modern Technology c. 1650-1850	—
(iii) Technology in the Modern Era	—
(d) Regional Problems in the United States	Gy2851
(e) History of Economic Thought	Ec2425
(f) The Regulation of the Economy by Government in the U.S.A.	Gv4130

	<i>Study Guide Numbers</i>
(g) British Labour History	EH2700
(h) The Population of the United States of America from Colonial Times to the Present	EH2710
(i) Aspects of Latin American Economic History since Independence (a reading knowledge of Spanish or Portuguese is desirable)	EH2715
(j) The History of Transport from the Turnpike to the Motorway	EH2701
(k) In exceptional circumstances and subject to the approval of the department, a second paper under 2 and 3(b) above, provided that one or two papers is on the Economic History of the U.S.A.	

and

- II. A report of about 10,000 words on a topic approved by the candidate's teachers relating to the period chosen under 1

Part-time students may, with the approval of the School, take the examination in two parts. The first part will consist of two papers, taken after completion of courses for those papers. The second part will consist of the remaining paper and the report and will be in the final year of the course. Part-time students who fail the first part of the examination may be permitted by the School to re-enter for the first part and to enter for the second part at the same examination and, if on that occasion the examination is failed, to make one further attempt at the whole examination.

Dates of Examination

Written papers	September (except that papers 2 and 3 (c), (e), (f), (h), and (i) will be taken in June)
Report	1 September

European Studies

Additional Entry Qualifications

Applicants should possess a knowledge of at least one European language other than English.

Duration of Course of Study

Full-time: One calendar year. *Part-time:* At least two calendar years.

Examination

	<i>Study Guide Numbers</i>
I. Three written papers as follows:	
1. and 2. <i>Two</i> of the following:	
(a) European History since 1945	Hy4540
(b) The Politics of Western European Institutions	IR4751
(c) The Economic Organisation of the European Economic Community (not to be taken with paper 3(e))	Ec2516
3. <i>One</i> of the following:	
(a) A paper from 1 and 2 not already taken	
(b) The Politics and Government of an Approved European Country	Gv3050-57
(c) The Political Geography of Western Europe	Gy2850
(d) The International Politics of Western Europe	IR4750
(e) The Economics of European Integration (not to be taken with paper 1 and 2 (c))	Ec2515
(f) The Law of European Economic and Monetary Transactions	
(g) The Law of Western European Institutions	LL6051

	<i>Study Guide Numbers</i>
(h) Comparative European Social Structures	So6969

and

- II. An essay of not more than 10,000 words on an approved topic falling within the field of one of the candidate's chosen papers.

Dates of Examination

Written papers	June
Essay	15 September

All students admitted for this course are required to take a test at the beginning of January to check on their progress. According to the results of this test, they may be advised, in extreme cases, to withdraw from the course, or, possibly, to take two years over the course. Candidates are not expected to 'pass' the test as if it were an end-of-course examination, but are advised to be aware of the fact that the test is regarded as an indication of progress.

Geography

Duration of Course of Study

Full-time: One calendar year. *Part-time:* Two calendar years.

Examination

	<i>Study Guide Numbers</i>
I. Three written papers as follows:	
1. Geographical Concepts and Methods	Gy2800
2. Research Techniques and Design	Gy2801
3. <i>One</i> of the following:	
(a) Social Change and Urban Growth	Gy2820
(b) Regional Policy and Planning	Gy2821
(c) Natural Resources Management and Environmental Planning	Gy2822
(d) Spatial Aspects of Change in Economic Activity	Gy2823
(e) Geography of Transport Planning	Gy2824
(f) Any other subject of comparable range in the field of Geography, or one related thereto, approved by the candidate's teachers	—

and

- II. A report of not more than 10,000 words on an approved topic.

and

- III. Assessment of written work submitted during the course.

Candidates will also be required to show satisfactory evidence of acquaintance with field and other practical research techniques.

Part-time students may with the approval of the School take the examination in two parts. The first part will consist of two papers, taken after completion of courses for those papers. The second part will consist of the remaining paper and the report and will be taken in the final year of the course. Part-time students who fail the first part of the examination may be permitted by the School to re-enter for the first part and to enter for the second part at the same examination and, if on that occasion the examination is failed, to make one further attempt at the whole examination.

Dates of Examination

Written papers	June
Report	15 September

Industrial Relations and Personnel Management

Duration of Course of Study

Full-time: One calendar year. Part-time: At least two calendar years.

Examination

I. Three written papers as listed below:

- | | <i>Study Guide
Numbers</i> |
|--|--------------------------------|
| 1. <i>Either</i> (a) Industrial Relations and Personnel Management: Institutions and Processes | Id4200 |
| <i>or</i> (b) Industrial Relations: Theory and Comparative Systems | Id4201 |
| 2. and 3. <i>Two</i> of the following: | |
| (a) A paper from 1 not already taken | |
| (b) Industrial Organisation | Id4202 |
| (c) Industrial Psychology | Id4220 |
| (d) Industrial Sociology | Id4221 |
| (e) Labour Law | — |
| (f) Labour Market Analysis | Id4224 |
| (g) Labour History | Id4222 |
| (h) Manpower Planning | Id4223 |
| (i) Financial Reporting and Management | Ac2100 |
| (j) Economics of Industry | Ec2436 |
| (k) Systems Analysis | SM8303 |
| (l) Any other paper approved by the candidates teachers | |

and

II. A report of not more than 10,000 words on an approved subject.

and

III. Assessment of essays written during the course

Students following the part-time course may, with the approval of the School, take the examination in two parts. The first part will consist of two papers, and will be taken after the completion of the appropriate courses. The second part will consist of the remaining paper and the report will be taken in the final year of the course.

Dates of Examination

Written papers	June
Report	1 September

International History

Additional Entry Qualifications

A knowledge of at least one European language in addition to English is advised and, for some courses, is essential.

Curriculum

1. One of the following general periods, including a knowledge of its sources and historiography:
- | | |
|--|----------------------------------|
| (a) 1688-1740 | } Courses by special arrangement |
| (b) 1740-1789 | |
| (c) 1789-1815 (not at present available) | |
| (d) 1815-1870 | |
| (e) 1870-1914 | |
| (f) 1914-1946 | |
2. Diplomatic theory and practice in one of the following periods, to be selected with the appropriate period

under section 1:

- (a) 1500-1815
- (b) 1815-1919
- (c) 1919-1946

3. A special aspect to be studied with the appropriate period under section 1. Candidates will be expected to show knowledge of set printed sources and relevant monographs and articles. This aspect will be selected from those available to candidates for the M.A. in International History and approved by the candidate's teachers

} Courses by special arrangement

Duration of Course of Study

Full-time: One calendar year. Part-time: At least two calendar years.

Examination

1. Three written papers
and
2. An essay of not more than 10,000 words as a topic within the field of the period selected.

Dates of Examination

Written papers	June
Essay	Not later than 30 September

International Relations

Duration of Course of Study

Full-time: One academic year. Part-time: At least two academic years.

Examination

I. Three written papers as follows:

- | | <i>Study Guide
Numbers</i> |
|--|--------------------------------|
| 1. International Politics | IR4600 |
| 2. and 3. <i>Two</i> of the following, to be chosen with the approval of the candidate's teachers: | |
| (a) Foreign Policy Analysis | IR4610 |
| (b) International Institutions | IR4630 |
| (c) European Institutions | IR4631 |
| (d) International Theory | — |
| (e) The Politics of International Economic Relations | IR4640 |
| (f) The International Legal Order | IR4632 |
| (g) Strategic Studies | IR4650 |
| (h) International Politics: The Western Powers | IR4660 |
| (i) International Politics: The Communist Powers | IR4661 |
| (j) International Politics: Asia and the Pacific | IR4662 |
| (k) International Politics: Africa and the Middle East | IR4663 |
| (l) International Business in the International System | IR4641 |
| (m) Marxism and International Relations | IR4622 |
| (n) Concepts and Methods in International Relations | IR4621 |
| (o) International Law and Organizations in Latin America | IR4633 |
| (p) The Politics of Money in the World Economy | IR4642 |
| (q) Nationalism | So6850 |
| (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 consist of two papers, taken after completion of courses for those papers. The second part will consist of the remaining paper and the essay, and will be taken in the final year of the course.

Dates of Examination

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.

Logic and Scientific Method

Duration of Course of Study

Full-time: One academic or one calendar year depending on the Scheme of Examination.

Part-time: Two academic or two calendar years depending on the Scheme of Examination.

Examination

- I. Three written papers selected with the approval of the candidate's teachers as follows (candidates are normally required to take papers (a) and (b)):

	<i>Study Guide Numbers</i>
(a) Advanced Scientific Method	Ph6200
(b) <i>Either</i> (i) Logic	Ph6201
<i>or</i> (ii) Mathematical Logic	Ph6202
(c) Advanced Mathematical Logic	Ph6203
(d) History of the Philosophy of Science	Ph6204
(e) Metaphysics and Epistemology	Ph6205
(f) Philosophy of Mathematics	Ph6206
(g) Growth of Modern Science	Ph6207
(h) Philosophy of the Social Sciences	Ph6208

and

- II. An essay of not more than 10,000 words on a topic falling within the field of any of the papers

Exceptionally candidates may be examined by four written papers selected with the approval of their teachers from the list given above (candidates will normally be required to take papers (a) and (b)).

Dates of Examination

Written papers	June
Essay	15 September

Operational Research

Additional Entry Qualifications

A knowledge of mathematics and statistics to the level of Algebra and Methods of Analysis and Elementary Statistical Theory as Part I of the B.Sc. (Econ.). A student who applies without previous study of one or more of these subjects may be required to pass a qualifying examination before admission.

Duration of Course of Study

Full-time: One academic year. *Part-time:* At least two academic years.

Examination

- I Four written papers or three written papers and a report on an approved subject selected with the approval of the candidate's teachers from *either* Option A *or* Option B; all candidates will take paper I.

	<i>Study Guide Numbers</i>
Option A: Mathematical Techniques of Operational Research	
1. Fundamentals of Operational Research	SM7342
2. Advanced Mathematical Programming	SM8351
3. Advanced Operational Research Techniques	SM8341
4. <i>One</i> paper from:	SM8250
(a) Basic Statistical Theory	SM8200
(b) Probability, Stochastic Processes and Distribution Theory	SM8304
(c) Advanced Systems Analysis	SM7025
(d) Game Theory	SM8212
(e) Education and Manpower Planning	SM8352
(f) Mathematical Methods in Urban Planning	SA6631
(g) Social Planning	SM8363
(h) Transport Studies	—
(i) Any other subject approved by the candidate's teachers.	—

Option B: Operational Research in Public Planning

1. Fundamentals of Operational Research	SM7345
2. and 3. <i>Two</i> papers from	
(a) Education and Manpower Planning	SM8212
(b) Mathematical Methods in Urban Planning	SM8352
(c) Social Planning	SA6631
(d) Transport Studies	SM8353
4. <i>One</i> paper from:	
(a) A further paper selected from papers 2 and 3	SM8351
(b) Advanced Mathematical Programming	SM8341
(c) Advanced Operational Research Techniques	SM7025
(d) Game Theory	SM8250
(e) Basic Statistical Theory	SM8200
(f) Probability, Stochastic Processes and Distribution Theory	SM8304
(g) Advanced Systems Analysis	—
(h) Any other subject approved by the candidate's teachers.	—

and

- II An assessment of course work

Part-time students may with the approval of the School take the examination in two parts. The first part will consist of the compulsory paper "Fundamentals of Operational Research", and will be taken after completion of the course for that paper. The second part will consist of the remaining three papers (or two papers and a report) and will be taken in the final year of the course. Part-time students who fail the first part of the examination may be permitted by the School to re-enter for the first part and to enter for the second part at the same examination and, if on that occasion the examination is failed, to make one further attempt at the whole examination.

Dates of Examination

Written papers	June
Report	June

Politics 1 — History of Political Thought

Duration of Course of Study

Full-time: One calendar year. *Part-time:* Two calendar years.

Study Guide Numbers

Examination

Four written papers:

- | | |
|--|-----------|
| 1. Nature and Scope of Intellectual History | Gv4000 |
| 2. Critical Problems in the History of Political Thought | Gv4001 |
| 3. Set Text (Candidates will choose <i>one</i> of a list of specified authors) | Gv4010-18 |
| 4. Essay paper | |

Dates of Examination

Written papers September

Politics 2—The Politics and Government of the U.K.

Duration of Course of Study

Full-time: One calendar year. *Part-time:* Two calendar years.

Study Guide Numbers

Examination

Either Four written papers

or Three written papers and an essay written during the course

1, 2 and 3. *Three* of the following:

- | | |
|--|--------|
| (a) The State in Britain | Gv4025 |
| (b) Interpretations of the Constitution | Gv4026 |
| (c) The History of British Politics in the Twentieth Century | — |
| (d) Modern British Political Ideas | Gv4028 |

4. *Either* (a) An essay paper to be written under examination conditions; candidates will be given a choice of essay titles drawn from work covered during the course of study

Or (b) (by arrangement) An essay of not more than 10,000 words, written on any approved topic during the course of study

Candidates may, subject to the approval of their teachers, substitute any other paper which is offered for the M.Sc., LL.M., or M.A., for one of the papers listed under 1, 2 and 3 above. The substituted paper is to be taken at the time when it is normally taken by candidates offering the course under which that paper is listed.

Part-time students may, with the approval of the School, take the examination in two parts. The first part will consist of up to two papers, taken after completion of courses for those papers. The second part will consist of the remaining paper(s) and the essay and will be taken in the final year of the course. Part-time students who fail the first part of the examination may be permitted by the School to re-enter for the first part and to enter for the second part at the same examination and, if on that occasion the examination is failed, to make one further attempt at the whole examination.

Dates of Examination

Written papers September
Essay 15 September

Politics 3—Political Sociology

Duration of Course of Study

Full-time: One calendar year. *Part-time:* Two calendar years.

Examination

Study Guide Numbers

- | | |
|---|--------|
| I. Three written papers | |
| 1. Theories and Concepts of Political Sociology | Gv4040 |

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Study Guide Numbers

- | | |
|-------------------------------------|--------|
| 2. Revolutions and Social Movements | Gv4041 |
| 3. The Study of Political Behaviour | Gv4042 |

and

II An essay of about 15,000 words written on an approved topic during the course of study

Candidates may, subject to the approval of their supervisor, substitute for one of the written papers listed above any other paper which is offered for the M.Sc., LL.M. or M.A. The substituted paper is to be taken at the time when it is normally taken by candidates offering the course under which that paper is listed.

Part-time students may, with the approval of the School, take the examination in two parts. The first part will consist of up to two papers, taken after completion of courses for those papers. The second part will consist of the remaining paper(s) and the essay and will be taken in the final year of the course. Part-time students who fail the first part of the examination may be permitted by the School to re-enter for the first part and to enter for the second part at the same examination and, if on that occasion the examination is failed, to make one further attempt at the whole examination.

Dates of Examination

Written papers September
Essay 1 August

Politics 4a—The Politics and Government of Russia

Additional Entry Qualifications

An ability to read political texts in Russian. If this is lacking a two-year course, involving intensive study of the Russian language in the first year, will be necessary.

Duration of Course of Study

Full-time: At least one calendar year, depending on the student's knowledge of Russian.

Part-time: At least two calendar years, depending on the student's knowledge of Russian.

Study Guide Numbers

Examination

1, 2 and 3. *Three* of the following:

- | | |
|--|--------|
| (a) Russian Political Institutions—1861-1917 | Gv4051 |
| (b) Russian Political Thought—1815-1980 | Gv4052 |
| (c) The Development of the Soviet Polity | Gv4053 |
| (d) Soviet Political Institutions | Gv4054 |

and

4. An essay of not more than 10,000 words written on an approved topic during the course of study

Part-time students may, with the approval of the School, take the examination in two parts. The first part will consist of up to two papers, taken after completion of courses for those papers. The second part will consist of the remaining paper(s) and the essay and will be taken in the final year of the course. Part-time students who fail the first part of the examination may be permitted by the School to re-enter for the first part and to enter for the second part at the same examination and, if on that occasion the examination is failed, to make one further attempt at the whole examination.

Dates of Examination

Written papers September
Essay 15 September

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Politics 4b—The Politics and Government of Russia (without Russian Language)

Curriculum

Set texts will be studied in translation

Duration of Course of Study

Full-time: One calendar year. *Part-time:* Two calendar years.

Examination

1, 2 and 3. *Three* of the following:

(a) Russian Political Institutions—1861–1917	Gv4051
(b) Russian Political Thought—1815–1980	Gv4052
(c) The Development of the Soviet Polity	Gv4053
(d) Soviet Political Institutions	Gv4054

and

4. An essay of not more than 10,000 words written on an approved topic during the course of study.

Part-time students may, with the approval of the School, take the examination in two parts. The first will consist of up to two papers, taken after completion of courses for those papers. The second part will consist of the remaining paper(s) and the essay and will be taken in the final year of the course. Part-time students who fail the first part of the examination may be permitted by the School to re-enter for the first part and to enter for the second part at the same examination and, if on that occasion the examination is failed, to make one further attempt at the whole examination.

Dates of Examination

Written papers	September
Essay	15 September

Politics 5—Comparative Government

Duration of Course of Study

Full-time: One calendar year. *Part-time:* Two calendar years.

Examination

I. Three written papers

1. Comparative Government	Gv4065
2. and 3. <i>Two</i> of the following papers:	
(a) Government and Politics of the USSR	Gv4050
(b) France—The Growth of Presidential Government	Gv4090
(c) Germany—The Growth of Parliamentary Government	Gv4100
(d) Government and Politics of a selected African country	Gv4120
(e) The Regulation of the Economy by Government in the U.S.A.	Gv4130
(f) Government and Politics of Scandinavia	Gv4110
(g) Government and Politics of Eastern Europe	Gv4060
(h) Government and Politics of Latin America	Gv4140

and

II. An essay of not more than 10,000 words written on an approved topic during the course of study.

Candidates may, subject to the approval of their supervisor, substitute for one of the written papers listed above any other paper which is offered for the M.Sc., LL.M. or M.A. The substituted paper is to be taken at the time when it is normally taken by candidates offering the course under which that paper is listed.

Part-time students may, with the approval of the School, take the examination in two parts. The first will consist of up to two papers, taken after completion of courses for those papers. The second part will consist of the remaining paper(s) and the essay and will be taken in the final year of the course. Part-time students who fail the first part of the examination may be permitted by the School to re-enter for the first part and to enter for the second part at the same examination and, if on that occasion the examination is failed, to make one further attempt at the whole examination.

Dates of Examination

Written papers	September (June for papers 2(b), (c), (d), (e), (f), (g) and (h) and, if appropriate, the substituted paper referred to above)
Essay	15 September

Politics 6—Public Administration and Public Policy

Duration of Course of Study

Full-time: One calendar year. *Part-time:* Two calendar years.

Examination

I. Three written papers:

1. Comparative Administrative Systems	Gv4160
2. Public Policy and Planning	Gv4161
3. <i>One</i> of the following:	
(a) Comparative Local Government	Gv4162
(b) Comparative Public Enterprise	Gv4163
(c) Administration and Government in New and Emergent States	Gv4122
(d) Administration in Regional and Urban Planning	Gv4164

and

II. An essay of not more than 10,000 words written on an approved topic during the course of study

Candidates may, subject to the approval of their supervisor, substitute for one of the written papers listed under I above any other paper which is offered for the M.Sc., LL.M. or M.A. The substituted paper is to be taken at the time when it is normally taken by candidates offering the course under which that paper is listed.

In exceptional circumstances, a candidate may be allowed, subject to the supervisor's approval, to substitute a second optional paper from 3 above, or from the M.Sc. in Social Policy and Planning or from any other paper which is offered for the M.Sc. in Politics, for *one* of the papers 1 or 2 above.

Part-time students may, with the approval of the School, take the examination in two parts. The first part will consist of up to two papers, taken after completion of courses for those papers. The second part will consist of the remaining paper(s) and the essay 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

Politics 7—The Politics and Government of Western Europe

Duration of Course of Study

Full-time: One calendar year. *Part-time:* Two calendar years.

Examination

- | | |
|---|--------|
| I. Three written papers | |
| 1. The Politics and Government of Western Europe | Gv4071 |
| 2. One of the following: | |
| (a) Germany: the Growth of Parliamentary Government | Gv4100 |
| (b) France: the Growth of Presidential Government | Gv4090 |
| (c) Government and Politics of Scandinavia | Gv4110 |
| 3. Either another paper from 2 above or one of the following: | |
| (a) European Multiparty Systems | Gv4072 |
| (b) French Public Administration and Local Government | Gv4091 |
| (c) German National Socialism | Gv4101 |
| (d) European History Since 1945 | Hy4540 |
| (e) The Politics of Western European Institutions | IR4751 |
| (f) The International Politics of Western Europe | IR4750 |

and

- II. An essay of not more than 10,000 words written on an approved topic during the course of study.

Candidates may, subject to the approval of their supervisor, substitute for one of the written papers listed in section 3 above any other paper which is offered for the M.Sc., LL.M. or M.A. The substituted paper is to be taken at the time when it is normally taken by candidates offering the course under which that paper is listed.

Part-time students may, with the approval of the School, take the examination in two parts. The first part will consist of up to two papers, taken after completion of courses for those papers. The second part will consist of the remaining paper(s) and the essay and will be taken in the final year of the course. Part-time students who fail the first part of the examination may be permitted by the School to re-enter for the first part and to enter for the second part at the same examination and, if on that occasion the examination is failed, to make one further attempt at the whole examination.

Dates of Examination

Written papers	June
Essay	15 September

Politics 8—Politics and Government in Africa

Duration of Course of Study

Full-time: One calendar year. *Part-time:* Two calendar years.

Examination

- | | |
|--|--------|
| I. Three written papers | |
| 1. African Government and Politics | Gv4121 |
| 2. International Politics in Africa | IR4755 |
| 3. The Government and Politics of a Selected African State | Gv4120 |

and

- II. An essay of not more than 10,000 words written on an approved topic during the course of study.

Candidates may, subject to the approval of their supervisor, substitute for one of the written papers listed above any other paper which is offered for the M.Sc., LL.M. or M.A. The substituted paper is to be taken at the time when it is normally taken by candidates offering the course under which that paper is listed.

Part-time students may, with the approval of the School, take the examination in two parts. The first part will consist of up to two papers, taken after completion of courses for those remaining

Study Guide Numbers

paper(s) and the essay and will be taken in the final year of the course. Part-time students who fail the first part of the examination may be permitted by the School to re-enter the first 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	15 September

Politics 9—Political Philosophy

Duration of Course of Study

Full-time: One calendar year. *Part-time:* Two calendar years.

Study Guide Numbers

Examination

Either Three written papers and an essay written during the course
or Four written papers

- | | |
|---|-----------|
| 1. Greek Political Philosophy: The Concept of Justice | Gv4005 |
| 2. Modern Political Philosophy: Freedom and Equality | Gv4006 |
| 3. Set Text (candidates will choose one of a list of specified authors) | Gv4010-18 |
| 4. An essay of not more than 10,000 words, written on an approved topic during the course of study. | |

Candidates may, subject to the approval of their supervisors, substitute for paper 3 above or for the essay any other paper which is offered for the M.Sc., LL.M. or M.A. The substituted paper is to be taken at the time when it is normally taken by candidates for the course under which it is listed.

Dates of Examination

Written papers	September
Essay	15 September

Regional and Urban Planning Studies

Duration of Course of Study

Full-time: One calendar year. *Part-time:* Two calendar years.

Study Guide Numbers

Examination

I. Three written papers as follows:

- | | |
|--|--------|
| 1. The Economics of Regional and Urban Planning | Ec2510 |
| 2. Administration in Regional and Urban Planning | Gv4164 |
| 3. Geographical Aspects of Regional and Urban Planning | Gy2860 |

and

- II. *Either* 1. An essay of not more than 10,000 words on an approved topic
or 2. A report of not more than 10,000 words on practical exercises carried out during the course

and

- III. Candidates must also satisfy the examiners that they have achieved a sufficient level of attainment in statistics

Dates of Examination

Written papers	June
Essay/report	15 September

Sea-Use Law, Economics and Policy-Making

This course is designed in the first instance for civil servants, naval officers and others concerned with problems of policy-making, legislation, policing and management of the 200-mile economic zones established offshore as a result of the proceedings of the Third United Nations Conference on the Law of the Sea. Other students with appropriate qualifications and interests may also be admitted.

Duration of Course of Study

Full-time: One calendar year.

*Study Guide
Numbers*

Examination

I. Three written papers as follows:

1. Marine Science, Resources and Technology
2. and 3. *Two* papers from:
 - (a) International Law of the Sea
 - (b) National and International Problems in Sea-Use Policy-Making Hy4550
 - (c) Economics Ec2520
 - (d) Financial Reporting and Management Ac2150

and

II. An essay of not more than 10,000 words on an approved topic.

Dates of Examination

Written papers June
Essay September

All students on this course will be required to spend two weeks at the University Marine Biology Research Laboratory.

Social Administration and Social Work Studies

1. Social Policy and Planning

Duration of Course of Study

Full-time: One academic year. *Part-time:* Two academic years.

*Study Guide
Numbers*

Examination

I. Three written papers as follows:

1. *Either* (a) Social Planning SA6631
or (b) Social Policy and Administration SA6630
2. and 3. *Two* of the following:
 - (a) A paper from 1 not already taken
 - (b) Planning of Health Services SA6640
 - (c) Income Maintenance and Social Security Policies SA6641
 - (d) Planning of Personal Social Services SA6642
 - (e) Housing and Urban Planning SA6643
 - (f) Education Policies and Administration SA6644
 - (g) Sociology of Deviant Behaviour So6881
 - (h) (With the consent of the candidate's teachers) a paper from any other M.Sc. course in the Faculty of Economics

and

II. A report of not more than 10,000 words on a topic approved by the candidate's teachers

Part-time students may with the approval of the School take the examination in two parts. The first part will consist of two papers, taken after completion of courses for those papers. The second part will consist of the remaining paper and the report and will be taken in the final year of the course. Part-time students who fail the first part of the examination may be permitted by the

School to re-enter for the first part and to enter for the second part at the same examination and, if on that occasion the examination is failed, to make one further attempt at the whole examination.

Dates of Examination

Written papers June
Report 20 June

2. Social Work Studies

Additional Entry Qualifications

Field work experience in a social work agency; candidates must also satisfy the selectors as to their personal suitability for social work.

Duration of Course of Study

Full-time: One calendar year.

*Study Guide
Numbers*

Examination

I. Three written papers as follows:

1. Social Work Studies SA6700
2. Social Problems and Social Services SA6701
3. Mental Health and Mental Disorder SA6702

and

II. Assessment of field work based on supervisors' reports and an essay dealing with an aspect of this work approved by the candidate's teachers.

In order to be awarded the degree, a candidate must satisfy the examiners in all elements of the examination. A candidate who fails the examination and wishes to re-enter will be required to complete a further period of social work practice as required by the School, unless the examiners determine otherwise.

Dates of Examination

Written papers June
Essay 1 September

3. Social Policy and Social Work Studies

Duration of Course of Study

Full-time: Two calendar years.

*Study Guide
Numbers*

Examination

I. Three written papers as follows:

1. Theories and Practice of Social Work SA6680
2. Psychology, Human Growth and Behaviour SA6681
3. Social Policy and Administration SA6630

and

II. Assessment of fieldwork based on supervisors' reports and a report of not more than 10,000 words dealing with an aspect of this work approved by the candidate's teachers

In order to be awarded the degree, a candidate must satisfy the examiners in all elements of the examination. A candidate who fails the examination and wishes to re-enter will be required to complete a further period of social work practice as directed by the School, unless the examiners determine otherwise.

Dates of Examination

Written papers June
Report 1 September

Social Anthropology

Duration of Course of Study

Full-time: One calendar year. *Part-time:* At least two calendar years.

Study Guide Numbers

Examination

I. Three written papers as follows:

- | | |
|---|--------|
| 1. General Principles of Social and Cultural Anthropology | An2210 |
| 2. Political and Economic Institutions | An2211 |
| 3. Magic and Religion | An2212 |

and

II. An essay of not more than 10,000 words on an approved topic within one of the following fields:

- Ethnography of a Region with Special Reference to Selected Peoples (any region indicated for the B.A. degree in Anthropology examination, or Latin America, or the Mediterranean, may be offered)
- Applied Social Anthropology
- Social Change in Developing Societies
- Social Anthropological Studies of Sectors of Complex Modern Societies
- Anthropological Linguistics
- Primitive Technology
- Primitive Art
- Islamic Societies and Cultures
- Any other topic approved by the candidate's teachers.

Part-time students may, with the approval of the School, take the examination in two parts. The first part will consist of two papers taken after completion of courses for those papers. The second part will consist of the remaining paper and the essay, and will be taken in the final year of the course. Part-time students who fail the first part of the examination may be permitted by the School to re-enter for the first part and to enter for the second part at the same examination and, if on that occasion the examination is failed, to make one further attempt at the whole examination.

Dates of Examination

Written papers	June
Essay	15 September

Social Philosophy

Duration of Course of Study

Full-time: One academic or calendar year, depending on the Scheme of Examination.

Part-time: Two academic or calendar years, depending on the Scheme of Examination.

Study Guide Numbers

Examination

I. Three written papers selected with the approval of the candidate's teachers as follows (Paper 3 (d) is not available to candidates who do not possess a first degree in philosophy or equivalent training in philosophy):

- | | |
|--|--------|
| 1. Social Philosophy | Ph6250 |
| 2. Philosophy of the Social Sciences | Ph6208 |
| 3. One of the following: | |
| (a) Logic | Ph6201 |
| (b) History of the Philosophy of Science | Ph6204 |
| (c) Metaphysics and Epistemology | Ph6205 |

(d) A paper in Social Anthropology or Sociology, or a paper from any other course for the M.Sc. in the Faculty of Economics normally taken in June.

and

II. An essay of not more than 10,000 words, normally on a topic falling within the field of papers 1 and 2

Candidates may be permitted to substitute for paper 2 a further paper listed under 3 above. Exceptionally, candidates may be permitted to substitute for the essay a further paper listed under 3 above.

Dates of Examination

Written papers	June
Essay	15 September

Social Planning in Developing Countries

Additional Entry Qualification

Several years' practical experience in relevant work.

Duration of Course of Study

Full-time: One calendar year.

Study Guide Numbers

Examination

I. Three written papers as follows:

- | | |
|--|--------|
| 1. Social Policy and Planning in Developing Countries | SA6760 |
| 2. and 3. Two of the following: | |
| (a) Planning Health Development | — |
| (b) Planning Welfare Services and Social Security | SA6762 |
| (c) Social and Economic Aspects of Urbanization | SA6763 |
| (d) Rural Development | SA6764 |
| (e) Social Implications of Education and Manpower | SA6765 |
| (f) An approved paper from another branch of M.Sc. study | |

and

II. An essay of not more than 10,000 words on an approved topic

Dates of Examination

Written papers	June
Essay	8 September

Social Psychology

Curriculum

Each student selects three options from those listed below. In addition the curriculum will include Social Psychological Methods of Research, which will consist of three sections: (a) a report on an approved project, (b) research assignments and designs and (c) weekly statistical exercises and a statistics test.

Duration of Course of Study

Full-time: One academic year. *Part-time:* At least two academic years.

Study Guide Numbers

Examination

- I. Three written papers selected from the following:
- Child Development and Socialisation

Ps6400

(b) Language, Thought and Communication	Ps6401
(c) Groups and Group Functioning	Ps6402
(d) Social Psychology of Organisations	Ps6403
(e) Social Psychology of Conflict	Ps6404
(f) Communication and Attitude Change	Ps6410
(g) The Psychological Study of Social Issues	Ps6405
(h) Person Perception	Ps6406
(i) Personality	Ps6407
(j) Selected Issues in Social Psychology	Ps6408
(k) Inter-Personal Behaviour	Ps6409
(l) Decision Making and Decision Analysis	Ps6412
(m) Psychological Aspects of Legal Processes	Ps6411
(n) With the consent of the candidate's teachers, a paper from any other M.Sc. course in the Faculty of Economics.	

and

- II. A report of not more than 8,000 words on a project approved by the candidate's teachers.

and

- III. Assessment of course work in the form of research assignments and designs, weekly statistical exercises and a statistics test and an approved programme of essays written during the course.

Students following a part-time course may, with the approval of the School, take the examination in two parts. The first part will consist of *either* (a) two written papers *or* (b) one written paper and the report and assessment of those parts of the course work already completed, *or* (c) one written paper and assessment of those parts of the course work already completed. It will be taken after completion of the appropriate courses. The second part will consist of the remaining parts of the examination and will be taken in the final year of the course. Part-time students who fail the first part of the examination may be permitted by the School to re-enter for the first part and to enter for the second part at the same examination and, if on that occasion the examination is failed, to make one further attempt at the whole examination.

Dates of Examination

Written papers	June
Report	30 June, or two weeks after the date of the last written paper, whichever is the latest (in the relevant year for students taking the part-time course who are submitting the report in partial fulfilment of the first part of the examination).

Sociology

Duration of Course of Study

Full-time: One calendar year. *Part-time:* Two calendar years.

Study Guide Numbers

Examination

- I. Three papers as follows:
1. Methods of Sociological Study So6800
 2. and 3. *Two* of the following:
 - (a) Social Structure of Industrial Societies So6830
 - (b) Sociology of Development So6831
 - (c) Sociology of Deviant Behaviour So6881
 - (d) Sociology of Religion So6880
 - (e) Industrial Sociology Id4211
 - (f) Race Relations So6851
 - (g) *Either* (i) Theories and Concepts of Political Sociology Gv4040
or (ii) Political Stability and Change So6852
 - (h) Medical Sociology So6882
 - (i) Sociological Theory So6961

(j) Nationalism	So6850	Study Guide Numbers
(k) The Political Sociology of Latin America	So6854	

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 a part-time course may, with the approval of the School, take the examination in two parts. The first part will 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

Sociology and Statistics

Additional Entry Qualifications

A candidate who wishes to take a combination of subjects for which, given the candidate's previous qualifications, one year's work is likely, in the view of the teachers concerned, to be inadequate, may be permitted to take the course over two years, the first year of which would be devoted wholly or partly to preliminary courses in appropriate subjects, followed by a qualifying examination before admission to the second year.

Duration of Course of Study

Full-time: One calendar year or two calendar years (*see above*).

Examination

- I. Three written papers as follows selected with the approval of the candidate's teachers:

Study Guide Numbers

1. and 2. *Two* from the following:
- (a) Probability, Stochastic Processes and Distribution Theory SM8200
 - (b) Statistical Methodology and Inference SM8201
 - (c) Basic Statistical Theory SM8250
 - (d) Advanced Social Statistics and Model Building SM8211
 - (e) Survey Theory and Methods SM8210
 - (f) In exceptional cases a paper from another M.Sc. course in the Faculty of Economics may be substituted for one of the above papers —
3. *One* of the following
- (a) Social Structure of Industrial Societies So6830
 - (b) Sociology of Development So6831
 - (c) Sociology of Deviant Behaviour So6881
 - (d) Sociology of Religion So6880
 - (e) Industrial Sociology Id4221
 - (f) Race Relations So6851
 - (g) *Either* (i) Theories and Concepts of Political Sociology Gv4040
or (ii) Political Stability and Change So6852

- (h) Sociological Theory
- (i) Nationalism

*Study Guide
Numbers*
So6961
So6850

and

II. A report of not more than 10,000 words on a subject to be approved by the candidate's teachers falling within the range of options in paper 3 but excluding the field chosen for the written paper. The report must demonstrate the candidate's ability to apply quantitative methods to an appropriate field within Sociology.

Dates of Examination

Written papers	June
Report	15 September

Statistics

Duration of Course of Study

Full-time: One academic year. *Part-time:* At least two academic years.

Examination

I. Three papers selected with the approval of the candidate's teachers from the following list:

	<i>Study Guide Numbers</i>
(a) Probability, Stochastic Processes and Distribution Theory	SM8200
(b) Statistical Methodology and Inference	SM8201
(c) Advanced Social Statistics and Model Building (Not to be taken with paper (g))	SM8211
(d) Advanced Econometric Theory I	Ec2560
(e) Advanced Mathematical Programming	SM8351
(f) Survey Theory and Methods	SM8210
(g) Education and Manpower Planning (Not to be taken with paper (c))	SM8212
(h) Mathematics (by special arrangement only)	
(i) Demographic Techniques and Analysis (by special arrangement only)	SM8110
(j) Any other topic approved by the candidate's teachers	

and

II. A report on a project done during the course and a record of associated practical work

Students following the part-time course may, with the approval of the School, take the examination in two parts. The first part will consist of two papers, taken after completion of courses for those papers. The second part will consist of the remaining paper and the report and will be taken in the final year of the course. Part-time students who fail the first part of the course may be permitted by the School to re-enter for the first part and enter for the second part at the same examination and if on that occasion the examination is failed, to make one further attempt at the whole examination.

Dates of Examination

Written papers	June
Report	1 June

M.Sc. in the Faculty of Science

Mathematics

Additional Entry Qualifications

A candidate for registration will normally be expected to have obtained a B.Sc. with First or

Second Class honours of the University of London, or an equivalent qualification, with Mathematics (or an appropriate branch of Mathematics) as a main field of study. In certain cases, qualifications in other subjects may be acceptable, for example, a First or Second Class Honours degree in Physics or Astronomy.

Curriculum

1. Candidates are required to follow a number of lecture courses and to work on a project. The project shall be approved by the student's Head of Department on behalf of the University. It need not be connected with any of the courses taken.
2. The combination of courses to be offered by a student for examination must be approved by the University through the student's Head of Department. The courses may not overlap in any important respect and together must form a coherent curriculum.
3. A candidate may enter for the examination only in examinable courses listed in the booklets entitled 'Advanced and Postgraduate Lectures in Pure Mathematics', and 'Advanced and Postgraduate lectures in Applied Mathematics' (a copy of which may be obtained from the Secretary of the Graduate School). The School's contribution is chiefly in the areas of Mathematical Logic and Operational Research.
4. The detailed regulations on the numbers of courses to be taken are available for inspection in the Graduate School Office.

Duration of Course of Study

For a suitably qualified student, not less than one calendar year of full-time study or not less than two years of part-time study. If a qualifying examination is prescribed, the prescribed period of study for the M.Sc. will only commence after the student has satisfied the qualifying conditions. In some cases candidates may be registered for a course of two calendar years of full-time study with a qualifying examination of the standard described above at the end of the first year.

Examination

Each course is examined separately and the examination is normally by a written paper. Candidates are required to submit a report based on their project. The examiners may hold an oral examination.

A student following a part-time course may *either* (a) on completion of his course enter for the examination *or* (b) enter on two occasions (at the end of appropriate academic years) for examination on any of the approved courses completed, provided that the total number of courses examined is the same as is required for the whole examination. Under (b) the first examination shall consist of at most 2 course-units, including at least $\frac{1}{2}$ course-unit at the postgraduate level.

Dates of Examination

Course examinations: the last week of May and the month of June.
Report: by 10 September.

M.A. in the Faculty of Arts International History

The course will extend over one academic year, or in the case of part-time students over two academic years.

The Examination will consist of three papers and a dissertation.

Examiners may also take into account any seminar papers prepared by a candidate during the course.

Candidates will not be permitted to submit the dissertation unless they have satisfied the examiners in the three written papers.

A knowledge of at least one European language in addition to English is advisable, and for certain courses, will be essential. The requisite language or choice of languages is listed in brackets after every topic under 3.

- | | |
|---|--------------------------------|
| 1. One of the following general periods, including a knowledge of its sources and historiography: | <i>Study Guide
Numbers</i> |
| (a) 1688-1740 | Hy4400 |
| (b) 1740-1789 | Hy4403 |

*Study Guide
Numbers*

- | | |
|--|--------|
| (c) 1789-1815 (not at present available) | Hy4406 |
| (d) 1815-1870 | Hy4409 |
| (e) 1870-1914 | Hy4412 |
| (f) 1914-1946 | Hy4415 |
2. Diplomatic theory and practice in one of the following periods, to be selected with the appropriate period under Paper 1:
- | | |
|---------------|--------|
| (a) 1500-1815 | Hy4425 |
| (b) 1815-1919 | Hy4428 |
| (c) 1919-1946 | Hy4431 |
3. A special aspect, to be studied with the appropriate period under Paper 1. Candidates will be expected to show knowledge of set printed sources and relevant monographs and articles:
- The Anglo-French Entente, 1723-1740 (French)
 - Enlightened Despotism in the Later Eighteenth Century (French or German)
 - The Polish Question in International Relations, 1815-1864 (French, German or Polish)
 - Diplomacy by Conference, 1814-1833 (French)
 - The Mehemet Ali Crises, 1833-1841 (French)
 - Anglo-American Relations, 1815-1872
 - Britain and the Triple Alliance, 1887-1902 (French or German)
 - The Coming of War, 1913-1914 (French or German)
 - The Powers and the West Pacific, 1911-1922 (French)
 - The Peace Settlement of 1919-1921 (French)
 - The Foreign Policy of the Weimar Republic, 1919-1933 (German)
 - The Military Policies of the Great Powers, 1919-1939 (French or German)
 - The Comintern and its Enemies, 1919-1943
 - The Period of 'Appeasement', 1937-1939 (French, German or Italian)
 - The European Settlement, 1944-1946 (French)
4. Dissertation, of not more than 10,000 words.

Dates of Examination	Full-time	Part-time
Written papers	June	June of the final year
Dissertation	By 30 September of the same year	By 30 September of the same year

Area Studies

The School co-operates in the teaching for certain branches of the M.A. Area Studies degree offered by the University of London. Applications cannot, however, be made direct to the School, but must be made to the various institutions concerned with the admissions procedure for the M.A. degree.

Curriculum

Full details of the curriculum are available from the School responsible for each branch of the degree.

Duration of Course of Study

Full-time: One academic year for candidates offering four written papers. One calendar year for candidates offering three written papers and a dissertation.

Part-time: Two academic years for candidates offering four written papers. Two calendar years for candidates offering three written papers and a dissertation.

Examination

For all programmes other than European Community Studies (1) *either* two papers *or* one paper and a dissertation of 10,000 words on a major subject and (2) *either* two papers on a minor subject *or* one paper in each of two minor subjects. For the Africa and Far East programmes the examination will also include an assessment of course work.

For the programme in European Community Studies: three written papers and a dissertation of 10,000 words.

Candidates registered for the part-time course will be required to pass in all written papers taken in any one year before proceeding.

All candidates who fail the written papers will normally be required to be accepted for and to complete a further course of study before re-entering the examination.

Candidates offering a dissertation will not be permitted to proceed to its submission unless they have satisfied the examiners in the three written papers.

Dates of Examination	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 of the same year	Before 30 September of the final year

LL.M. in the Faculty of Laws

Additional Entry Qualifications

A first degree with a substantial law content.

Duration of Course of Study

Full-time: A period of twelve months commencing in October.

Part-time: A period of twenty-four months commencing in October.

Curriculum

Candidates must offer four of the subjects listed below, or with the leave of the School three of the subjects listed below and an essay written during the course of study of an approved legal topic.

In place of one of the subjects listed below a candidate may exceptionally be permitted (with the permission of the School) to select a complementary subject of equivalent level examined by means of written papers from any other Master's course in the University. Any subject so selected must be submitted for approval to the University, normally *early in the first term* of the session in which the candidate is first registered. The examination in the substituted subject will take place at the time specified in the regulations for the course under which that paper is listed. **N.B.** Candidates permitted to select a complementary subject from another Master's degree may not also submit an essay in place of one of the four written papers.

Examination

Either written papers on each of the four subjects selected,
or with the leave of the School

- 1 a written paper on each of the three subjects selected;
- and* 2 an essay of not more than 15,000 words on a legal topic approved by the School and notified to the University. The essay must provide evidence of original work or a capacity for critical analysis. The title of the essay must be notified to the University by the last day of February in the year in which the candidate presents himself for examination. The essay must be submitted in duplicate in typescript;
- and* 3 an oral examination (unless the examiners otherwise determine).

Questions may be set on recent legislation and current proposals for law reform within the scope of the syllabus.

Statutes and other materials may not be brought into the examination room except 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 has prescribed
- (2) a copy of any other materials which the Board of Examiners for the time being has prescribed.

Personal annotation on statutes and other materials permitted to be taken into the examination is forbidden.

Dates of Examination	Full-time	Part-time
Written	Between 25 August and 15 September	Between 25 August and 15 September
Essay	1 July	1 July of final year

Subjects of Study

Seminars marked with an asterisk in the list below are given by teachers of the School. Those not so marked are given at other Colleges of the University. Students registered at this School must choose at least *two* subjects marked with an asterisk.

	Study Guide Numbers
1. Jurisprudence and Legal Theory	
2. Legal History	
3. Administrative Law	
4. French Administrative Law*	
5. Comparative Constitutional Law I*	
6. Comparative Constitutional Law II	
7. Comparative Constitutional Law III	
8. The Principles of Civil Litigation*	LL6010
11. Company Law*	
12. Insurance	
13. Marine Insurance	LL6142
14. Carriage of Goods by Sea	LL6140
15. Maritime Law	LL6141
16. Law of Personal Taxation*	LL6101
17. Law of Business Taxation*	
18. Law of Credit and Security	
21. Industrial and Intellectual Property*	
22. Law of Management and Labour Relations*	LL6111
23. Individual Employment Law*	
24. Monopoly, Competition and the Law* (Candidates offering this subject may not offer the special subject (b) Community Law relating to Competition in subject 46, European Community Law, nor subject 47, European Community Competition Law)	LL6032
25. Economic Analysis of Law*	
31. The Law of Property Development	
32. The Law of Charities and Voluntary Organizations	LL6083
33. The Law of Landlord and Tenant	LL6084
34. Planning and Environmental Control	LL6155
35. Law of Estate Planning	LL6102
36. The Law of Restitution*	LL6085
41. Comparative Law of Contract in Roman and English Law	
42. Comparative European Law (Candidates taking the Soviet Law option for this subject may not take subject 87, Soviet, East European and Mongolian Law)	
43. Comparative Criminal Law and Procedure*	
44. Comparative Family Law* (Candidates taking this subject may not take Special Subject (h) of 87, Soviet, East European and Mongolian Law. Candidates taking option (4) for this paper—The Law of the Overseas Chinese Communities in Singapore and Hong Kong—may not offer	

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subject 85, Chinese Customary Law)	
45. Comparative Conflict of Laws	
46. European Community Law (Candidates offering special subject (b) Community Law relating to Competition may not offer subject 24, Monopoly, Competition and the Law, nor subject 47, European Community Competition Law)	
47. European Community Competition Law* (Candidates offering this subject may not offer the special subject (b) Community Law relating to Competition in Subject 46, European Community Law, nor subject 24, Monopoly, Competition and the Law)	
48. Comparative Commercial Law of the Middle East	
51. History of International Law	
52. Methods and Sources of International Law	
53. Comparative Approaches to International Law	
54. Law of International Institutions*	LL6048
55. Law of European Institutions*	LL6049
56. Air and Space Law I	
57. Air and Space Law II	
58. International Law of the Sea*	
59. International Economic Law*	
60. International Law of Armed Conflict	
61. Legal Aspects of Defence Studies	
62. International Business Transactions	
63. International Law of Natural Resources*	
71. Law of Treaties	
72. Human Rights	
81. African Law	
82. Law of Land and Natural Resources in Africa South of the Sahara	LL6172
83. Law and Society in South Asia	LL6173
84. Mohammedan Law	LL6175
85. Chinese Customary Law	
86. Modern Chinese Law	LL6174
87. Soviet, East European and Mongolian Law* (Candidates taking Special Subject (h) of this subject may not take subject 44, Comparative Family Law. Candidates taking any part of this subject may not take the Soviet Law option under subject 42, Comparative European Law)	LL6176
91. Theoretical Criminology*	LL6121
92. Applied Criminology*	
93. Sentencing and the Penal Process*	LL6124
94. Juvenile Justice	
95. Child Law	

The Degree of M.Phil.

The degree of Master of Philosophy may be conferred (in the Faculties of Economics, Arts, Laws and Science as appropriate) in every field for which the School offers teaching.

General regulations and qualifications for admission

A graduate who has not obtained at least a Second Class (Upper Division) in an honours degree of this university or its equivalent in another university, will not normally be admitted to the School as a candidate for the M.Phil. degree.

Candidates whose initial qualifications in the field of study they wish to pursue are

held by the school to be insufficient may be required to follow a course of study and to pass a preliminary examination not less than a year before submission of the dissertation.

The University Regulations specify conditions of registration in certain subjects as follows:

Geography

A candidate must normally have obtained a B.A. or B.Sc. degree of the University of London with first or upper second class honours and Geography as the main field of study, or an M.Sc. degree in Geography of the University of London, or other degree accepted as equivalent to these degrees for this purpose. Other candidates may be accepted for registration, but will normally be required to pass a qualifying examination at which the standard will be at least upper second class honours.

History

A candidate shall be required to have obtained a first or second class honours degree in History from a British university or another degree accepted as equivalent for this purpose. A candidate who does not fulfil this condition may be required to pass a qualifying examination before registration. Such candidates will be required to reach at least lower second class honours standard in each paper taken.

Psychology

A candidate must normally have obtained a B.A. or B.Sc. degree of the University of London with Psychology as a main field of study or other degree accepted by the University as equivalent. Other candidates may be accepted for registration but will normally be required to pass a qualifying examination.

The course of study

Every student is required to pursue a regular course of study at the School under supervision of a Recognised Teacher or Teachers of the University.

The course of study will extend over not less than two academic years for full and part-time students.

Students registering for the M.Phil. at any time other than the beginning of the academic year will be required to pursue a course of not less than two calendar years.

Thesis or dissertation

In the following fields the thesis or dissertation shall not normally exceed the number of words indicated, but a candidate wishing to exceed the prescribed limit may apply for permission to the University through the supervisor, such application being made at least six months before the presentation of the thesis or dissertation:

Fields in the Faculty of Economics: 55,000.

Geography: 40,000.

History: 75,000 (inclusive of footnotes and appendices, other than documentary or statistical appendices, but exclusive of bibliography). This number of words does not apply to editors of a text or texts.

Philosophy: 30,000 (nor be less than 25,000).

Social Administration: 55,000 (inclusive of footnotes and appendices, but exclusive of bibliography).

See also pages 297-300 for notes and rules common to both M.Phil and Ph.D. degrees.

Retrospective transfer to the Ph.D.

Should the supervisor(s) of a student registered for the M.Phil. consider that the student's work is of doctoral standard, the student may on their recommendation and with the permission of the School be transferred to registration for the Ph.D. degree

provided that the student's entrance qualifications have been approved for registration for the Ph.D. degree. The University's permission for transfer may be sought on behalf of those students whose qualifications have not been approved for Ph.D. registration. Where this is permitted, the student may be allowed to count all or part of the period of registration for the M.Phil. degree, towards registration for the Ph.D. degree.

Leave of absence for research

Leave of absence, under proper conditions, may be permitted if the material for the work of a student registered for the M.Phil. exists elsewhere. A student granted leave of absence must in addition be in attendance at the School during the period of registration for the degree for not less than three terms; neither the first nor the last term of the minimum course can be counted as leave of absence. See also pages 297-298.

M.Phil. in Sociology

Students registered for the M.Phil. in Sociology will normally be required by the Department of Sociology to attend the Research class for M.Phil. students during the first year of their registration. In this course they will be required to present, normally during the Summer Term, a paper of about 2,500 words on the design of their intended research project. This must be of a standard satisfactory to the Sociology Department.

In addition, students may be expected to attend up to two further courses as agreed by their supervisors and the Department during their first year registration. They may be required to attain a standard satisfactory to the Department in either or both of these courses. If a student has an inadequate grounding in methodology, one of these courses may be Design and Analysis of Social Investigation.

M.Phil./Ph.D. in Economics

A more structured programme than in the past will normally be followed by students for the M.Phil./Ph.D. in Economics. The goal of the programme is to facilitate the transition from M.Sc. work to active research by incorporating an element of directed course work in the first year. In addition to course work, participation in research training is required in the first year of work towards the M.Phil./Ph.D. The minimum period of registration by full-time students is two years; the degree remains a research degree with the same overall standard as before.

The traditional M.Phil./Ph.D. essentially by thesis only is available at the discretion of the Economics Department. Typically this discretion is exercised for students who have gained professional experience and have a well-formulated research programme.

The course work in the first year has four elements, two courses and two seminars. The courses normally are Topics in Economic Analysis and one other course suited to the student's research interests to be agreed individually with the Department. The seminars are one in Research Strategy and one in which research material are 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 year examination will consist of *two* papers as follows:

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1. Topics in Economic Analysis
2. Normally a paper from the M.Sc. in Economics to be approved by the Department

In addition, students will be required to participate in the following:

3. Seminar in Research Strategy
4. A seminar for research students in Economics

Arrangements for examination for the M.Phil. degree

See pages 298-300.

The Degree of Ph.D.

The Ph.D. degree may be conferred (in the Faculties of Economics, Arts, Laws and Science, as appropriate) in every field for which the School offers teaching.

General regulations and qualifications for admission

A graduate who has not obtained at least a Second Class (Upper Division) in an honours degree of this university, or the approved equivalent in another university, will not normally be admitted to the School as a candidate for the Ph.D. degree; and a candidate who has not already obtained a Master's degree of this or another university (in a relevant subject) will usually be required to register first for a Master's degree.

University Regulations also specify additional conditions of registration in certain subjects, as follows:

Geography

A candidate who intends to proceed to the Ph.D. degree is normally required to register in the first instance for the M.Phil. degree.

History

A candidate in History shall be required to have obtained a First or Second Class honours degree in History from a British University or another degree accepted as equivalent for this purpose. A candidate who does not fulfil this condition may be required to pass a qualifying examination before registration. Such candidates will be required to reach at least lower Second Class honours standard in each paper taken.

Philosophy

Candidates who do not possess the M.A. or M.Phil. in Philosophy must produce evidence of their competence to undertake research work of the standard required.

Psychology

A candidate must normally have obtained a B.A. or B.Sc. degree of the University of London with Psychology as a main field of study with First or Upper Second Class Honours or other degree accepted by the University as equivalent. Other candidates will normally be required to register for the M.Phil. in the first instance.

Statistics

A candidate who does not possess an M.Sc. or M.Phil. in Statistics of the University will normally be required to register in the first instance for the M.Phil.

The course of study

Every student is required to pursue a regular course of study at the School under the supervision of a Recognised Teacher or Teachers of the University.

The course of study for the Ph.D. degree will extend over not less than two academic years for a full-time student, and not less than three academic years for a part-time student.

Students registering for the Ph.D. at any time other than the beginning of the academic year will be required to pursue a course of not less than two or three calendar years for full- or part-time students respectively.

For details of the course of study for the Ph.D. in Economics see the paragraph "M.Phil./Ph.D. in Economics" on page 295.

Thesis

A Ph.D. thesis must form a distinct contribution to the knowledge of the subjects and afford evidence of originality, shown either by the discovery of new facts or by the exercise of independent critical power. It must be written in English and the literary

presentation must be satisfactory, and, if not already published in an approved form, it must be suitable for publication either as submitted or in an abridged or modified form.

In the following fields the thesis shall not normally exceed the number of words indicated but a candidate wishing to exceed the prescribed limit may apply for permission to the University through the Graduate School Office, such application being made at least six months before the presentation of the thesis:

Anthropology: 100,000, excluding notes, bibliography and appendices.

Economics: 100,000, inclusive of footnotes and appendices, but exclusive of bibliography; this regulation does not apply to editions of a text or texts.

Geography and Philosophy: 75,000.

History: 100,000, inclusive of footnotes and appendices, other than documentary or statistical appendices, but exclusive of bibliography.

Social Administration: 100,000 words inclusive of footnotes and appendices, but exclusive of bibliography.

The following notes and rules apply also to a thesis for the M.Phil. (see page 294)

As soon as possible after registration, students should decide with their supervisor(s) the subject of their research and inform the Graduate School Office. Subsequent changes of the field of research should also be reported to the Graduate School Office since, if they are substantial or have been made long after registration, they may need the consent of the Graduate School Committee. The final thesis title must be approved by the Committee, on the recommendation of the supervisor(s) (see page 298).

The greater portion of the work submitted in a thesis must have been done after the registration of the student as a candidate for the M.Phil. or the Ph.D. degree.

The thesis must consist of the candidate's own account of his or her research. It may describe work done in conjunction with his or her supervisor and/or fellow research workers, provided that the candidate clearly states his or her personal share in the investigation, and that this statement is certified by the supervisor.

The candidate must indicate how far the thesis embodies the result of his or her own research or observation, and in what respects his or her investigations appear to him or her to advance the study of this subject. Work already published (including that published in joint names) may be included only if it forms an integral part of the thesis and thereby makes a relevant contribution to the main theme of the thesis. A series of publications alone is not acceptable as a thesis.

A candidate will not be permitted to submit a thesis which has been submitted for a degree or comparable award in this or any other university or institution, but a candidate shall not be precluded from incorporating work already submitted for a degree in this or in any other university or institution in a thesis covering a wider field, provided that the candidate shall indicate on the entry form and also on the thesis any work which has been so incorporated.

Use of confidential material in theses

As indicated below, access to successful M.Phil. or Ph.D. theses may be restricted, but the University will not allow access to be restricted if the reason given is that the thesis contains sensitive or confidential material. To satisfy the criteria for the award of a research degree, theses should be available for teaching and study purposes, and should be based on material that can be checked; the University believes that these should not be based on evidence which cannot be substantiated or tested by other researchers or which is given under conditions which render the thesis inaccessible to other researchers.

Leave of absence for research

Where a student wishes to take leave of absence from the School in order to carry out

research for the thesis the same conditions regarding this leave apply for full-time Ph.D. students elsewhere for the M.Phil. degree (see page 295). A part-time student granted leave of absence of two terms or more must in addition be in attendance at the School for not less than seven terms.

Transfer to or from the M.Phil.

Students registered for the Ph.D. who wish to proceed instead to the M.Phil. must apply for permission to do so. The length of further course, if any, which they will be required to pursue for the M.Phil. will be prescribed in each case. On registering for the M.Phil., Ph.D. registration will lapse.

Candidates may be transferred, with retrospective registration, from the M.Phil. to the Ph.D. degree (see under M.Phil. degree).

Examination Arrangements—M.Phil. and Ph.D.

Research degree students are asked to discuss with their supervisor(s) arrangements for the submission of their theses at least a year before their proposed date of submission, so as to avoid administrative difficulties.

Thesis Title and Requirements

The final thesis title should be submitted, with the supervisor's recommendation, to the Graduate School Committee through the Graduate School Office, about nine months before the proposed date of submission.

For the University's Regulations concerning the length of the thesis, see the regulation for each degree (above).

The University's detailed instructions on layout and presentation are issued to candidates with the examination entry form.

Entry for Examination

Examination entry forms are available from the Graduate School office, and should be returned about three or four months before the proposed date of submission. With the entry form, every candidate is required to submit a signed statement authorising the University to make the thesis available for public reference, inter-library loan, photocopying, micro-filming and publication in a list and central file of abstracts; a copy of the full text of this declaration is available from the Graduate School Office. Candidates may apply to the University to retain the sole right to grant access to the thesis for up to five years (but not on the grounds of confidentiality, see "Use of confidential material in theses" above).

Candidates are invited to submit as subsidiary matter in support of their candidature any printed contribution or contributions to the advancement of the subject which they may have published independently or conjointly. If candidates submit such subsidiary matter they will be required to state fully their own share in any conjoint work.

The thesis or dissertation may be submitted on or after the first day of the month following that in which the prescribed course is completed. A candidate who is required to pursue a course extending over a specified number of academic years will be permitted to submit the thesis or dissertation on or after 1 June of the relevant year.

A candidate who will not be ready to submit the thesis or dissertation at the end of the prescribed course may defer submission of the form of entry up to one calendar year from the completion of the course. A candidate who does not submit the form of entry within one calendar year may apply to the School for permission to enter the examination.

If a candidate has not submitted the thesis or dissertation for examination within eighteen months after submission of the form of entry for the examination the entry will be cancelled.

Every candidate who is unsuccessful at the examination will be required on re-entry to comply with the regulations in force at the time of re-entry.

Candidates are reminded that the decision to submit a dissertation or thesis in any particular form rests with the candidate alone and that the outcome of the examination is determined by two or more examiners acting jointly.

Examination

- (a) For the purposes of the oral, practical or written examination held in connection with a thesis or dissertation, candidates will be required to present themselves at such a place as the University may direct and upon such a day or days as shall be notified.
- (b) After the examiners have read the thesis or dissertation they may, if they think fit, and without further test, determine that the candidate has not satisfied them in the examination.
- (c) Except as provided in paragraphs (b) and (e), the examiners, after reading the thesis or dissertation, shall examine the candidate orally, and at their discretion by written papers or practical examinations or by both methods, on the subject of the thesis or dissertation, and if they see fit, on subjects relevant thereto.
- (d) If a thesis or dissertation is adequate, but the candidate fails to satisfy the examiners at any practical or written examination, the examiners may determine that the candidate be exempted on re-entry from presentation of a thesis or a dissertation and permitted to submit to a further practical or written examination within a period specified by them not exceeding twelve months for the M.Phil. and eighteen months for the Ph.D. If a thesis or dissertation is adequate, but the candidate fails to satisfy the examiners at the oral examination, the examiners may determine that the candidate be permitted to re-present the same thesis or dissertation, and submit to a further oral examination within a period specified by them not exceeding twelve months for the M.Phil. and eighteen months for the Ph.D.
- (e) If the thesis or dissertation, though inadequate, shall seem of sufficient merit to justify such action, the examiners may determine that the candidate be permitted to re-present the thesis or dissertation in a revised form within twelve months for the M.Phil., or eighteen months for the Ph.D. Examiners shall not, however, make such a decision without submitting the candidate to an oral examination. The examiners may at their discretion exempt from a further oral examination on re-presentation of his thesis or dissertation a candidate who under this regulation has been permitted to re-present it in a revised form.
- (f) The examiners may require the candidate to make within one month specified amendments to their satisfaction or that of one of their number nominated by them.
- (g) If, after completion of the examination including the oral examination or re-examination for the Ph.D., the examiners determine that a candidate has not reached the standard required for the award of the degree nor for the re-presentation of the thesis in a revised form for that degree, they may determine, if they think fit, that the candidate has reached the standard required for the award of the M.Phil. subject to any minor amendments which may be required. Following such a decision of the examiners, the following conditions and procedures will apply:
 - (i) The candidate will be informed that he has been unsuccessful at the examination for the Ph.D., but that he has reached the standard required for the award of the M.Phil., and that he may be considered for the award of the M.Phil. if he indicates within two months that he wishes to be so considered.
 - (ii) A candidate who indicates that he wishes to be considered for the award of the

M.Phil. under this regulation will not be required to submit the thesis or dissertation, as may be required under the regulations for the M.Phil. or to undergo an oral examination thereon, but will be required to fulfil the requirements for the M.Phil. examination in all other respects including the passing, at the next following occasion on which they are held, of any required written papers or other required tests prescribed for the M.Phil. in the relevant field.

- (iii) If additional forms of examination are prescribed, the candidate will be informed that he must satisfy the examiners in such forms of examination, and that if he fails, re-entry will be governed by the regulations for the M.Phil. so far as applicable.
- (iv) A candidate who applies for the award of the M.Phil. under these regulations must make any minor amendment that may be required by the examiners within a period of one month.
- (v) A candidate who has reached the standard for the award of the M.Phil. who does not indicate that he wishes to be considered for the award of that degree within the period given in (a) above, will be informed that he has failed to satisfy the examiners for the Ph.D. and that he may no longer be considered for the award of the M.Phil.
- (h) Subsequent consideration of a candidate's representations regarding the assessment of his submission may be arranged under procedures approved by the Senate of the University.

Notification of results

Every candidate will be notified by the University of the result of his examination after the examiners have reached a decision.

A diploma under the Seal of the University shall subsequently be delivered to each candidate who has been awarded a degree.

N.B. The School reserves the right to ask the University to withhold the award of the degree to a candidate owing fees to the School.

Dates of Examinations

(INTERNAL STUDENTS)

1983-1984

First Degrees

The closing date for entry to examinations will be 30 November 1983 for School-based examinations, i.e.

B.Sc. (Econ.) Parts I and II	
LL.B.	
B.Sc. Degree	} by course units
B.A. Degree	

The closing dates for

B.A. History
B.Sc. Social Science and Administration

will be published by the University.

The dates of examinations for first degrees are not yet known. An announcement will be made on the School notice-boards in the Michaelmas Term.

Higher Degrees

Students registered in the Graduate School should obtain their entry forms from the Graduate School Office at least one month before the closing date.

N.B. Although every endeavour is made to ensure accuracy in the following dates, students are advised in all cases to consult the University Regulations, which alone are authoritative.

M.Sc.

Entry closes

1 February 1984 for June examination
(including candidates for September
branches who have chosen an optional
paper which is examined in June)
1 May 1984 for September examination

Examination begins

Either 11 June 1984 or 1 September 1984
according to subject

M.A. Area Studies, History

Entry closes

1 February 1984

Examination begins

11 June 1984

LL.M.

Entry closes

1 May 1984

Examination begins

25 August 1984

Course for Bankers 1984

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

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

Provisional Programme

Courses	hours per week
Banking and Money Markets	4
Law of International Banking and Finance	3
Analysis of Financial Decisions	3
Stock Exchange Investment	2
International Financial Institutions	2
Seminars	
Domestic and International Banking	6
Other Financial Topics	3
Group Discussion Meetings	3
These meetings provide the opportunity for each participant to make a presentation of his own experience or interests in banking and finance, for discussion by the Group.	

Visits to Markets and Institutions

Administrative Arrangements

The next course for Bankers is expected to begin with Registration at the School at 4 p.m. on Tuesday 24 April 1984. Teaching will begin on Wednesday 25 April 1984 and the Course will end on Tuesday 22 May 1984.

The Tuition Fee is expected to be £1,100 (Note: this fee does not cover accommodation; participants will need to make these arrangements for themselves. There is a wide range of hotels within easy reach of the School.)

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

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

Course in Trade Union Studies

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

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

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

The syllabus of study consists of eight subjects for which lectures and special classes are provided. The subjects are:

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

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

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

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

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

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

Regulations as to Honorary Fellows

1. The Honorary Fellows Committee of the Court of Governors shall consist of the Chairman and Vice-Chairman of the Court of Governors, the Director, the Pro-Director, the Vice-Chairman of the Academic Board, and six members appointed by the Court, of whom four shall be appointed on the nomination of the Academic Board.

2. The Court of Governors may, on the recommendation of the Honorary Fellows Committee and with the concurrence of the Academic Board, elect as an Honorary Fellow of the London School of Economics and Political Science any past or present member of the School who has attained distinction in the arts, science or public life and, exceptionally, a person outside this category who has rendered outstanding services to the School and its concerns.

3. No full-time member of the staff of the School shall be elected an Honorary Fellow.

4. Elections may be made annually in the Michaelmas term. The number of persons elected shall not, save for special reasons considered adequate by the Court, exceed six.

5. Suggestions for election to Honorary Fellowships shall be invited annually by the Honorary Fellows Committee in May from:

- (i) each member of the Court of Governors
- (ii) each member of the Academic Board
- (iii) each Honorary Fellow

6. Every suggestion shall be made in writing, shall be signed by the person making it and shall be received by the Secretary not later than 31 May. Unless successful or withdrawn, it shall be regarded as current for three successive years, including the year of nomination, after which it shall lapse; but a fresh suggestion of the same name can be made.

7. The file of names suggested, past and current, shall be open to inspection in confidence by those persons who are to be invited, in accordance with regulation 5, to make suggestions.

8. In each year the Honorary Fellows Committee shall, in the Michaelmas term prior to the first ordinary meeting of the Academic Board, consider the current list of names suggested, and such other names as may be proposed in the course of their deliberations; and the names of persons recommended for election shall be arranged in alphabetical order in the report of the Committee.

9. The report of the Honorary Fellows Committee shall be considered by the Academic Board at their first meeting in the Michaelmas term and shall be transmitted by the Board, with such observations as they may think fit, to the Court of Governors for consideration at their meeting held in the Michaelmas term.

10. After the report of the Honorary Fellows Committee has been considered by the Academic Board, but before its transmission to the Court, the Director shall ask those who are recommended for election to Honorary Fellowships whether they would be willing to accept election. No such enquiry shall be made by those who suggest their names.

The Library

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

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

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

The scope of the Library is the social sciences in the widest sense of that term. It is particularly rich in economics, in commerce and business administration, in transport, in statistics, in political science and public administration, in international law and in the economic, political, social and international aspects of history. As well as treatises and over 12,000 non-governmental periodicals (of which over 4,300 are received currently), it contains several hundred thousand controversial and other pamphlets and leaflets; rich collections of government publications from nearly all the important countries of the world, including over 13,000 serials (of which over 8,100 are received currently); collections which are probably unique of reports of local government authorities, of banks, and of railways; much historical material; and miscellaneous manuscript and printed collections of very varied extent and kind. The total amounts to nearly 820,000 volumes; the whole collection is estimated to contain some 2¼ million separate items, and occupies about 39 kilometres of shelving. In some subjects within its field, the Library is surpassed only by smaller, highly specialised libraries, and in others it is unsurpassed; it is perhaps the largest library in the world devoted exclusively to the social sciences as a whole.

Material acquired before the end of 1979 is recorded in a full author catalogue typed on cards. More recent acquisitions are recorded in a catalogue on microfiches, which may be consulted at a number of locations throughout the library: entries are arranged in three separate sequences, viz. by author and title, alphabetically by subject-heading, and in the order of the Library of Congress classification. The subject catalogue is also published, under the title *A London Bibliography of the Social Sciences*; this is widely used not only as a key to the contents of the Library, but also as a general bibliography of the social sciences. Further particulars of this work, of which 40 volumes have so far been published, may be obtained from the Librarian. A catalogue of a more specialised interest is the *Classified Catalogue of a Collection of Works on Publishing and Bookselling in the British Library of Political and Economic Science*, available at £2.50 a copy (plus postage).

The *Teaching Collection*, situated off the entrance lobby of the Library, contains additional lending copies of the more important books used by undergraduates and graduates taking courses: its stock is approaching 35,000 volumes and there are seats for 102 readers.

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

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

Rules of the British Library of Political and Economic Science

1. The Library is open for the purpose of study and research to:
 - (i) Members of the London School of Economics and Political Science, as follows:
 - (a) Governors
 - (b) Honorary Fellows
 - (c) Staff
 - (d) Regular students
 - (e) Students accepted by the School for intercollegiate study
 - (f) Occasional students
 - (ii) Persons to whom permits have been issued
 - (iii) Day visitors admitted at the discretion of the Librarian
 2. Permits may be issued to:
 - (a) Persons engaged in research which cannot be pursued elsewhere
 - (b) Professors and lecturers of any recognised university
 - (c) Persons engaged in any branch of public administration
 - (d) Undergraduates of other universities and colleges (in vacation only)
 - (e) Such other persons as may from time to time be admitted by the Librarian
- Applications for Library permits must be made on the prescribed form; they should be addressed to the Librarian, and should be supported either by a member of the staff of the School, or by a letter of recommendation from a person of position. Evidence of Fellowship of the Royal Economic Society or of the Royal Statistical Society, or of membership of the London School of Economics Society or of the British Institute of International and Comparative Law, is accepted in place of a letter of recommendation.
- Library permits are not transferable. They are issued upon payment of the prescribed fees, which may, however, be remitted.¹ All fees are non-returnable.
3. All readers are required to show their School registration cards or Library permits or visitors' tickets to Library officials upon request. Admission may be refused to anyone not in possession of such a registration card or permit.
 4. The Library is normally open on all working days during hours prescribed from time to time. It is closed on Sundays and on certain other days as prescribed.²
 5. Readers must not bring attaché cases, overcoats, hats, umbrellas or other impedimenta into the Library. All such articles can be deposited in the cloakrooms of the School.
 6. Readers may take the books they require for purposes of study from any of the open shelves, and may take them to any of the reading areas in the main Library.
 7. Readers who have finished with books taken from the open shelves should return them without delay to the returned-book stack in the area from which they have been taken.
 8. Books not on the open shelves must be applied for on the prescribed vouchers. Readers must return such books to the book counter when done with and claim the corresponding vouchers; they will be held responsible for all books issued to them as long as the vouchers are in the possession of the Library uncancelled. Certain categories of books and papers may be read only in such rooms and during such hours as the Librarian may prescribe.
 9. Readers allocated a study room or carrel may keep in it Library materials taken from the open shelves (with the exception of certain categories as listed in the 'Guide to the Library'), providing the issue is recorded at the Loans Counter. They will be

¹ The fees at present prescribed are, £100 for a permit valid for six months, £50 for three months, or £20 for one month or less.

² The hours of opening prescribed at present are from 10 a.m. to 5 p.m. on Saturdays, and from 10 a.m. to 9.20 p.m. on other days except in August, when the Library closes at 5 p.m. The days of closing prescribed at present are: six days at Christmas, six days at Easter, New Year's Day, May Day, the Spring and Late Summer Bank Holidays, and all Saturdays in July and August.

responsible for material held by them, and the items must remain accessible to the Library staff.

10. Except as provided below, no book, manuscript, or other property of the Library may be taken out of the Library. All readers as they leave the Library are required to show to the Library janitor any books, papers, folders, newspapers etc., they may be carrying.

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

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

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

- (i) During the months of June, July, August and September, graduate students may borrow books only by special authorisation in each case, and on such special conditions as the Librarian shall impose, including, if required, the payment of a deposit.
- (ii) No book borrowed shall be taken out of the United Kingdom, without special permission of the Librarian.
- (iii) Graduate students may not have on loan more than six volumes at one time.
- (iv) Books in the reading rooms, unique and rare books, and other books in particular demand, will be lent only by special permission in each case.
- (v) Loans are for a period not exceeding 75 working days, but material may be recalled at any time.

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

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

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

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

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

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

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

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

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

22. Silence should be preserved in the reading areas and on the staircases and landings.

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

23. Permission to use the Library may be withdrawn by the Director or the Librarian from any reader for breach of the rules in force at the time, or for any other cause that may appear to the Director or to the Librarian to be sufficient.

University Library

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

The University Library is a large general library of about one million volumes the main strengths being in the Humanities and Social Sciences; many of the books are loanable. Some 600 reader places are provided, in general reading rooms where there are collections of reference works and bibliographies, and in a range of subject libraries for history, geography and geology. British Government publications, paleography, philosophy, psychology, romance studies, United States and Latin American studies, and music. Some 5,300 periodicals are received currently; the Periodicals Room provides a wide selection on display. The Goldsmith's Library houses the collection of early economic literature presented to the University Library by the Goldsmiths' Company in 1903. It has been added to throughout the years and now consists of about 60,000 volumes, mainly works published before 1850.

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

Hours of Opening

Term and Easter Vacation

Monday to Thursday: 9.30 a.m. to 9 p.m.

(book-stack service 10 a.m. to 6.30 p.m.)

Friday: 9.30 a.m. to 6.30 p.m.

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

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

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

Christmas and Summer Vacations

Monday to Friday: 9.30 a.m. to 5.30 p.m.

(book-stack service: 10 a.m. to 5 p.m.)

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

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

The Economists' Bookshop

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

Publications of the School

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

Journals

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

Books, Pamphlets and Occasional Papers

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

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

Anyone interested should get in touch with a member of the Publications Committee, or with the Publications Officer of the School.

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

Monographs on Social Anthropology (Althone Press, Editor, Dr. J. C. Woodburn)

Reprints of Scarce Works on Political Economy (*Economica* Office, L.S.E.)

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

Occasional Papers on Social Administration (Bedford Square Press, Editor, Mr. M.J. Reddin)

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

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

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

L.S.E. Handbooks in Economic Analysis (Weidenfeld and Nicolson)

Inaugural Lectures (L.S.E.)

Student Health Service

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

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

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

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

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

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

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

STAFF

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

To be appointed: *Health Service Officer (Physician)*

Camilla Bosanquet, B.A., M.B., B.CHIR. (CAMBRIDGE), M.R.C.S. (ENG.), L.R.C.P. (LONDON), D.C.H. (ENG.), D.P.M., F.R.C. Psych.; *Psychiatric Adviser (Part-time)*

Janet Graham, B.A., D.C.P. (TAVISTOCK); *Senior Clinical Psychologist (Part-time)*

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

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

R. M. Dawson, B.D.S. (NEWCASTLE); *Dental Surgeon*

E. Rosemary Malbon, S.R.N., S.C.M., R.S.C.N.; *Sister-in-Charge*

Judith V. McGowan; *Receptionist/Relief Nurse*

Catherine M. Teakle, N.N.E.B.; *Nursery Matron*

Renee Tilla, N.N.E.B.; *Nursery Officer*

Careers Advisory Service

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

With a reduction in the number of job vacancies for new graduates it has become especially important for people to make realistic assessments of their own capabilities, to use their imagination and initiative when establishing vocational targets and to research the background to organisations in preparation for applications and interviews.

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

Graduates of L.S.E. gain employment across a wide range of occupations requiring people who are well educated, broadly informed and mature in outlook. Employers recruit graduates who are well qualified academically and have an understanding of the contemporary world. They also look for people with the ability to adapt to new environments, who can communicate, exercise judgement, remain flexible in outlook and make decisions. These qualities cannot all be assessed merely from the type or class of degree obtained. The possession of a degree, irrespective of subject, is only the first criterion that interests the majority of employers, though expert or specialist posts clearly demand an appropriate training. Even then, specialist graduates may find that they have to compete eventually with non-graduates who have moved into specialist jobs by chance, because of natural aptitude for a particular type of work or by acquiring specialist training outside university.

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

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

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

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

The Chaplaincy

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

The School has a full-time Anglican Chaplain, The Reverend Stephen Williams: The Reverend Wesley Workman and Father Pat Davies represent the Free Church and Roman Catholic University Chaplaincies. The Chaplaincy has its office in 1 Portsmouth Street and the Chaplains are available to all members of the School staff and student bodies. There is an ever increasing number of people who wish simply to talk about their own particular lives or be prepared for baptism or confirmation.

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

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

The work of the Chaplaincy continues to grow on both individual and group levels.

As has been said, all the Chaplains are here to be used and to provide any help they can. They can be contacted at 1 Portsmouth Street, L.S.E. extension 559 or at the following:

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

Students' Union and Athletic Union

Students' Union

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

The Union runs a coffee bar, a bar and a shop. Its main focus for administration is its offices on the second floor of the East Building.

The Union employs a number of permanent staff. There is a Welfare Officer and a Welfare Assistant. The Welfare Officer works both as an advisor e.g. on welfare rights, immigration and visa concerns and as a counsellor on personal problems. The Welfare Office also links up reading volunteers with visually handicapped students and welcomes such offers and enquiries. The assistant administers an accommodation service and deals with general welfare enquiries. The Union General Meeting, held every Thursday lunch time in the Old Theatre, is the central decision-making organ of the Union. There are three student sabbatical officers (General Secretary, Senior Treasurer and Social Secretary) who, via the Executive Committee, are responsible to the Union General Meeting. The Executive Committee of the Students' Union (10 members) is charged with carrying out decisions made by the Union General Meeting and each member has responsibility for a different aspect of Union affairs, for example, services, Academic affairs, External affairs, welfare, and so on. There are also more than seventy societies which cover a wide range of interests. Full details of Union meetings and elections and of the Committees and Societies are obtainable from the Students' Union Reception Office and are also widely advertised in the School.

The Union also provides a number of useful services in the fields of student and social welfare, entertainment and cultural and extra-mural education. Amongst these are the socials, discos and concerts organised by the Entertainments Committee and Societies. There is a free legal advice centre run by the Law Society every Monday and Thursday lunch time in Room E.295. N.U.S. cards, student rail cards and general information can be obtained from the Union Information Centre.

There is a nursery at the School with places for children between the ages of two and five; it is hoped that facilities for children under two will be available in 1983-84. Information on nursery places can be obtained from the Welfare Officer, Room E.295. Each half-term the Union pays for a qualified teacher/youth worker to run a holiday play group for school age children within the School. Enquiries about this to the Welfare Office, Room E.295.

Since a large number of students at the L.S.E. come from overseas, the Union has a special sub-committee relating to the general welfare of overseas students. Each term the Union administers a hardship fund to help British and overseas self-financing students. Applications for assistance are treated in strictest confidence and should be made to the Welfare Officer of the Union. In addition the Welfare Officer will advise students of funds available within the L.S.E. or outside.

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

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

Athletic Union

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

The following clubs are affiliated to the Athletic Union:

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

Details about club activities may be obtained from the Athletic Union Office (E.65).

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

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

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

Staff and Officers of the Students' Union and Athletic Union

STUDENT OFFICERS

General Secretary of Students' Union—Debbi Hindson
Senior Treasurer of Students' Union—John Donkersley
Social Secretary of Students' Union—Dave Bull
President of Athletic Union—Richard Dahill
Internal Vice-President of Athletic Union—R. Siviter
External Vice-President of Athletic Union—John Box
Treasurer of Athletic Union—D. Conway
General Secretary of Athletic Union—B. O'Keefe
Assistant General Secretary of Athletic Union—P. Caddy

OFFICE STAFF

Admin. Officer—Martine Mann
Welfare Officer—Elana Ehrlich
Welfare Assistant—Phil Wood
Finance Officer—Sam Kung
Union Secretary—Doreen Angus
Information Centre Assistant—Ann Boswell
Finance Assistant—Bob Page

TRADING STAFF

Bar Manager—Chas Holmes
Bar Assistant Manager—Paul Whittaker
Shop and Catering Manageress—Kate Slay
Shop Assistant—Karen Kelly
Coffee Bar Staff—Miguel Santoro and Lesley Jarvis

Residential Accommodation

Approximately one fifth of the student body is accommodated in the School's own Halls of Residence and Flats. In addition there is a number of University of London Halls of Residence open to students from all its Schools and Colleges, including the L.S.E., while the Accommodation Office of the University of London helps students to find lodgings and flats in the private sector. The School places as many first year undergraduates as possible in its own accommodation, but a good proportion of students from all years are offered places.

Private Lodgings and Flats

Students who wish to find lodgings and flats in the private sector can get help from the Accommodation Office of the University of London, University of London Union, Malet Street, WC1 7HY, which maintains a register of addresses of various types in most districts of London; each student's requirements are carefully considered. New students should make application to the Accommodation Office by June of the year in which they expect to begin their course. In choosing lodgings students should bear in mind that it is possible to take lodgings which provide either bed and breakfast, or bed and breakfast with a regular evening meal in addition. Students whose tastes are likely to lead to their entering very fully into the life of the Union and its societies, or to spending evenings in the Library, will be well advised to seek lodgings of the former type; those who prefer to study in their own rooms may be better suited to the latter type.

School Halls of Residence and Flats

Application for places in School Halls of Residence and Flats should be made to the Assistant Registrar (Admissions) at the School. Applications should be made, if possible, by 30th April for the following October.

Fees in the Halls of Residence and Flats vary according to the facilities provided. Current rates are available on request from the Assistant Registrar (Admissions). All School Halls provide breakfast and dinner every day and lunch as well at weekends. The flats however are self-catering and the fees charged are exclusive of gas and electricity. All flats and study bedrooms in Halls have wash hand basins.

Carr-Saunders Hall and Fitzroy and Maple Street Flats

Fitzroy Street, W1P 5AE.

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

(Academic Residents (Flats): S. R. Alpern, A.B., Ph.D. and A. Shaked, B.Sc., M.Sc., Ph.D.)

Carr-Saunders Hall accommodates 158 men and women students in 132 single and 13 double study bedrooms. Two blocks of flats have been built since the Hall was opened in 1967. One block adjoins the Hall and the other is across the road. They provide accommodation for 209 men and women students in double to quintuple furnished flats. The whole complex is situated in Fitzroy Street at the corner of Maple Street. It is very close to the Post Office tower and approximately 25 minutes walk from the School. The nearest Underground stations are Goodge Street on the Northern line and Warren Street on the Northern and Victoria lines.

Socially and administratively, the Hall and the Flats are one unit. They have a single common room society and the restaurant, bar, common room and launderette facilities of the Hall are available for the use of flat occupants. Meals in the restaurant are included in the fees paid by the hall occupants, but those residents in the flats may

buy tickets for individual meals. There are garage and uncovered parking facilities for which an additional rent is charged.

Passfield Hall

Endsleigh Place, WC1H 0PW

(Warden: M. Perlman, B.B.A., Ph.D.)

Passfield Hall accommodates 205 men and women students in single, double and triple rooms. It is situated in Bloomsbury with several bus routes and Underground stations close by. The Hall is approximately 20 minutes walk from the School. The Hall is in three blocks around its own garden and has all the usual facilities including bar, games room, common room, launderette, quiet room and limited cooking facilities. All rooms are centrally heated. Parking spaces are also available. Meals are included in the fees.

Rosebery Avenue Hall

Rosebery Avenue, London EC1R 4TY

(Warden: Kurt Klappholz, B.Sc. ECON.)

This hall opened in October 1974 and accommodates 194 men and women students in 162 single and 16 double study bedrooms. The hall is situated very close to Sadler's Wells Theatre, is 7 minutes walk from the Angel, Islington and approximately 25 minutes walk from the School. The nearest underground stations are the Angel (Northern line) and Farringdon (District, Circle and Metropolitan lines). The hall is also on two bus routes which also pass the School. The hall has all the usual facilities including: bar, common room, launderette and amenity rooms where limited cooking facilities are provided. A catering service is provided but tickets are purchased for individual meals.

Anson Road and Carleton Road

(Academic Resident: to be appointed)

The School has 18 flatlets at the junction of Anson and Carleton Roads (N.7) which are available for letting to married full-time students of graduate status. The nearest Underground stations are Tufnell Park (Northern line) and Caledonian Road (Piccadilly line). The flats are self-contained and consist of either one room or two rooms, kitchen and a bathroom. The rental includes a hire charge for furniture.

University Halls of Residence

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

Canterbury Hall

Cartwright Gardens, WC1H 9EE

Opened in November 1946 for 222 women students; accommodation is in 214 single and four double study-bedrooms, all with central heating; there are common rooms, a

library, concert hall, games room and squash court. Some of the single rooms have private bathrooms for which an extra charge is made. Fees cover breakfast and dinner, Mondays to Fridays, and full board at weekends.

College Hall

Malet Street, WC1E 7HZ

Opened in 1882 and transferred in 1932 to a new building in the University precinct. 220 women residents are accommodated in 108 single and 56 double study-bedrooms, all with central heating and hand-basins; there are common rooms, libraries, bar, studio and laundries. Fees cover full board (except lunch from Monday to Friday).

Nutford House

Brown Street, off George Street, W1H 6AH

Near Marble Arch and on direct bus routes to the Strand and Aldwych. Accommodation for women graduates and undergraduates in 148 single and 23 double rooms; full central heating; there are common rooms, a small bar, laundries and study-room. Fees cover breakfast and dinner, Monday to Friday, and full board at weekends.

William Goodenough House

(London House for Overseas Graduates)

Mecklenburgh Square, WC1N 2AN

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

All meals are available on a cafeteria system but are not included in the fees. The rooms are single study-bedrooms with central heating and with electric fires on a meter system. There are ample common rooms. In addition there are over 100 self-contained flats for married students.

Applications, addressed to the Warden, should be made well in advance.

Commonwealth Hall

Cartwright Gardens, WC1H 9EB

An intercollegiate hall of residence for 406 men from the United Kingdom and overseas. Accommodation almost entirely in single study-bedrooms. Squash courts, table-tennis room, billiards room, library, common rooms, television rooms, coin-op laundry room. Central heating. Selection is made after consideration of the individual student's needs and his ability to benefit from and contribute to life in a residential community.

Fees include breakfast and dinner during the week, and full board at weekends.

Application forms may be obtained from the Secretary and must be returned by 31 May.

Connaught Hall of Residence

36-45 Tavistock Square, WC1H 9EX

An intercollegiate hall of residence for men; 195 places, mainly in single rooms. The fees for the study-bedrooms include breakfast and dinner, and also lunch at weekends.

Application forms may be obtained from the Warden, Professor D. M. Lang, and should be returned to him before 31 May.

International Hall

Brunswick Square, WC1N 1AS

International Hall accommodates 438 men students. Half the rooms are reserved for students from overseas. There are 10 double rooms and 418 single rooms. Fees include breakfast and dinner from Mondays to Fridays inclusive, and breakfast, lunch and supper on Saturdays and Sundays.

Application forms may be obtained from the Hall Secretary and should be returned by 31 May.

London House

Mecklenburgh Square, WC1N 2AB

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

Meals are available in the dining hall (cafeteria system) but are not included in the fees.

The House is close to three London Transport stations: King's Cross (Metropolitan, Northern, Victoria and District Lines), Russell Square (Piccadilly Line), Chancery Lane (Central Line). It is within easy walking distance of the School.

Application should be made direct to the Warden, London House, giving as much notice as possible.

Hughes Parry Hall

Cartwright Gardens, WC1H 9EF

Hughes Parry Hall, opened in 1969, provides accommodation for 158 men and 120 women students. There are 246 single rooms and 16 double rooms, together with common rooms, library, games room, two squash courts, laundry and computer terminal.

Fees cover breakfast and dinner, Mondays to Fridays, and full board at weekends.

Application forms may be obtained from the Hall and should be returned by 30 April. (Please state whether man or woman when requesting application forms.)

International Students House

1-6 Park Crescent, W1N 3HE (immediately opposite Gt. Portland St. Tube Station)

International Students House, on the edge of Regent's Park, offers study-bedroom accommodation and Club facilities to men and women students from the United Kingdom and overseas. There are flats for married students and a very limited number for married students with children. A very full programme is organised; there is an information officer, who will give advice on careers, courses, travel, living in London etc., and a student adviser, who will help with problems on welfare, accommodation and personal matters. Visitors are most welcome.

Fees include bed and breakfast.

Early application is advised. Forms may be obtained from the Warden.

Afsil House

Afsil Limited, a Housing Association formed by a number of London colleges including the School, provides a number of furnished flats for married graduate students. A number of these are reserved for students of the School. In allocating the flats preference is given to students from the British Commonwealth. Most of the flats

are suitable for childless married couples only, but there are a few which could accommodate a couple with a small child. Most of the flats, which are self-contained, consist of a living room, bedroom, kitchen and bathroom. Rents include central heating and the hire of furniture but do not include rates. Application forms for the flats are available from the Assistant Registrar (Admissions).

Lillian Penson Hall

Talbot Square, W2 1TT

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

Telephone: 01-262 2081

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

Each room is centrally heated and has its own bathroom, telephone extension for incoming calls and maid service. Meals can be purchased in the dining room at reasonable prices. Fees cover accommodation only.

Application forms are obtainable from the Warden.

The London School of Economics Society

HONORARY OFFICERS AND COMMITTEE, 1983

President: Mrs. K. F. Russell

Deputy President: Dr. A. Bohm

Life Vice-President: The Right Hon. Lord Robbins

Joint Secretaries: Mrs. E. Morris and Mrs. M. Najjar

Treasurer: Mr. J. B. Selier

Assistant Treasurer: Mr. C. Coulson-Thomas

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

Committee Members: Mr. B. Adams, Professor R. Chapman, Mrs. M. Hardiman,

Mr. P. Kapadia, Mrs. M. Murdoch, Mrs. B. R. Scharf

Ex officio: Alumnus Officer, L.S.E., Miss. A. B. Hurt

The Editor, L.S.E. Magazine: Miss S. Chapman

The Economicals Sports Clubs' representative: Mr. B. Robinson

Representatives of the L.S.E. Society on the Court of Governors: Mrs. B. Asherson, Mr.

T. Dale and Mrs. K. F. Russell

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

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

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

Overseas Alumnus Groups

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

The American Friends of LSE

The American Friends of LSE, Suite 203, 1302 Eighteenth Street N.W., Washington DC 20036, U.S.A., have established local Chapters in Boston, Chicago, Los Angeles, New Haven, New York, San Francisco and Washington. The American Friends welcome applications from residents of the United States who are applying for admission to a graduate programme at LSE for financial aid in the form of fee awards.

The Canadian Friends of LSE

The Canadian Friends of LSE, P.O. Box 752, Niagra-on-the-Lake, Ontario LOS 1JO, Canada, have Regional Convenors in Calgary, Edmonton, Guelph, Halifax, Kingston,

321 *The London School of Economics/Overseas Alumnus Groups*

Montreal, Ottawa, Regina and Vancouver.

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

There are also 'Friends of LSE' groups in Australia, Belgium, Colombia, Cyprus, Greece, Hong Kong, India, Israel, Italy, Japan, Mauritius, Nigeria, Singapore, South Africa (Johannesburg), Spain, Switzerland (Geneva) and Venezuela. Information about these and other groups which are developing elsewhere is available from the Alumnus Officer at the School.

Friends of the London School of Economics

An Association of Friends of the London School of Economics was formed in July 1957. The principal object of the Association was to raise funds to provide for the School amenities which are important to its daily life, but which it cannot afford, either because of shortages of money or because it would not be appropriate to expend public funds on their acquisition. Since its foundation the Association has made many gifts to the School, some valuable in themselves, such as the three Persian carpets provided for the Founders' Room and others whose usefulness is far in excess of their cost, such as the furniture for the roof gardens. Recent gifts include the small organ in the Founders' Room; furniture for the Common Rooms in Halls of Residence; new curtains and furniture for the platform in the Old Theatre; furniture for the Alumnus Room in the Library in the Lionel Robbins Building and a cooled drinking water fountain and seats for the courtyard there, a contribution to the refurbishing of the Vera Anstey Room and plaques identifying portraits of former Directors and eminent former teachers in the Senior Common Room.

In March 1983, the Friends decided to transfer its activities to a new trust to be set up by the L.S.E. Society. As a parting gift, the Friends agreed to meet the cost of replacing the seating in the Founders' Room and to provide a small fund from which pictures and prints for Halls of Residence could be purchased.

In the interim period before the Society's trust is formally established, Jennifer Pinney, the Secretary of the Friends will gladly supply information on request to her at the School.

Part III: Study Guides, Lecture Courses, Classes and Seminars

This section of the *Calendar* contains detailed information about the teaching provided in the School.

For the most part it is set out in the form of Study Guides which were introduced in 1982 and are included in the *Calendar* for the first time this year.

Study Guides relate to examination papers. Each Guide shows the member of staff responsible for an individual examination paper, the groups of students for whom the paper is intended, the syllabus, the teaching provided, the method of examination and, in most cases, the recommended reading.

Each Study Guide has been given a number with a departmental prefix. These numbers appear opposite the titles of the relevant examination papers in the degree regulations set out in Part II of the *Calendar*.

Particular lecture courses, classes and seminars are frequently mentioned within the Study Guides: they are numbered in a different sequence to facilitate reference to timetables. The departmental prefixes, however, are the same as for Study Guides.

There are some lecture courses and seminars which do not lead to an examination. These are printed in each departmental section of Part III after the Study Guides.

A subject index on pages 737 to 746 and an index to teachers' names, on pages 747 to 757 will facilitate reference to the Study Guides and other entries in this section.

This section of the *Calendar* is set out in order of departments as follows:

Department	Prefix	Page
Accounting and Finance	Ac	325
Anthropology (Social)	An	335
Economics	Ec	341
Economic History	EH	387
Geography	Gy	409
Government	Gv	437
Industrial Relations	Id	485
International History	Hy	497
International Relations	IR	521
Languages	Ln	539
Law	LL	549
Philosophy	Ph	593
Population Studies	Pn	607
Psychology (Social)	Ps	619
Social Science and Administration	SA	637
Sociology	So	673
Statistical and Mathematical Sciences	SM	695

Regular students (see definition on page 146) are at liberty to attend any courses of lectures save those where a limitation is indicated in the relevant entry.

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

ACCOUNTING AND FINANCE

Ac1000

Elements of Accounting and Finance

Teacher Responsible: Mr Christopher J. Napier, Room A314 (Secretary, Claudine Chouchan, A385)

Course Intended Primarily for B.Sc. (Econ.) Part I (d).

B.Sc. (Econ.) Part II IV Industry and Trade 6 & 7 (i) 2nd or 3rd year, VII Accounting and Finance 3 (b) 2nd year (if not taken at Part I), XII Computing 4 (f) 2nd or 3rd year, Non-specialist students (approved outside option). B.Sc. (Maths/Stats/Comp/Actuarial Science), (Management Sciences) Course Unit 340/1000 1st year.

Diploma in Accounting and Finance 2 (a) Diploma in Business Studies 1, 2 and 3 (a) (i) Diploma in Economics 2, 3 and 4 (j) Diploma in Management Sciences V (a)

Scope: 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.

Syllabus: An introduction to balance sheets, funds statements, income accounts and other accounting statements relating to past events and planned activities: their construction, use and interpretation.

An introduction to accounting conventions: their nature, purposes and limitations.

Standard accounting practices. Legal and economic considerations, including elements of taxation.

An introduction to the nature and risks of finance and investment, with particular reference to stock market investment.

Pre-Requisites: None.

Teaching Arrangements: Lectures: Ac100 Elements of Accounting and Finance: 40 lectures.

There will be two lectures each week during Michaelmas and Lent Terms. Lecturers are:

Mrs J. F. S. Day (Room A315)

Mr C. J. Napier (Room A314)

Ms J. M. Rutterford (Room A307)

Classes: Ac100(a): a total of 21 weekly classes commencing in the second week of Michaelmas Term. For B.Sc. (Econ.) Part I students intending to specialise in Accounting

and Finance at Part II, and already attached to the Department of Accounting and Finance, their personal tutor will act as class teacher. For other students, 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 at the beginning of Michaelmas and Lent Terms. These sets include both numerical and discussion questions. Students will be expected to prepare answers to all exercises and these will be discussed in class and handed in to class teachers for scrutiny at the end of the class concerned. Detailed solution notes for each exercise will be given out by class teachers.

Reading List: Students are advised to purchase the following books:

(1) M. W. E. Glautier & B. Underdown, *Accounting Theory and Practice* (2nd edn., Pitman, 1982); and

(2) M. W. E. Glautier, B. Underdown & A. C. Clark, *Basic Accounting Practice* (2nd edn., Pitman, 1980) and

(3) G. Cummings, *Investors' Guide to the Stock Market* (2nd edn., Financial Times, 1981) or

T. G. Goff, *Theory and Practice of Investment* (3rd edn., Heinemann, 1980).

Supplementary Reading: This will be specified in the detailed Course Programme and Reading List which will be distributed at the first lecture in Michaelmas Term.

Examination Arrangements: There is a three hour written examination in the Summer Term. The examination paper will consist of ten questions, as follows:

Section A 2 questions;

Section B 4 questions;

Section C 4 questions.

Questions in Section A will be of a computational nature. Questions in Sections B and C will generally include both computational and discussion parts, and may require answers to be presented as essays, reports, or in some other appropriate form. Candidates are expected to attempt four questions, as follows:

Section A candidates must attempt one question;

Section B candidates must attempt two questions;

Section C candidates must attempt one question.

All questions carry equal marks.

Ac1001
Elements of Accounting and Investment for Actuarial Science

Teacher Responsible: Mr Christopher J. Napier, Room A314 (Secretary, Claudine Chouhan, A385)

Course Intended Primarily for B.Sc. (Maths/Stats/Comp/Actuarial Science) Course Unit 340/1001 1st year.

Scope: 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.

Syllabus: An introduction to balance sheets, funds statements, income accounts and other accounting statements relating to past events and planned activities: their construction, use and interpretation.

An introduction to accounting conventions: their nature, purposes and limitations. Standard accounting practices. Legal and economic considerations, including elements of taxation.

An introduction to the nature and risks of finance and investment, with particular reference to stock market investment.

Pre-Requisites: None.

Teaching Arrangements: Lectures: Ac100
Elements of Accounting and Finance: 40 lectures.

There will be two lectures each week during Michaelmas and Lent Terms. Lecturers are: Mrs J. F. S. Day (Room A315)

Mr C. J. Napier (Room A314)

Ms J. M. Rutterford (Room A307)

Classes: Ac100(a): a total of 21 weekly classes commencing in the second week of Michaelmas Term.

Ac100(b): five classes in Lent and Summer Terms.

Written Work: Class exercise sets prepared by the lecturers will be distributed at the beginning of Michaelmas and Lent Terms. These sets include both numerical and discussion questions. Students will be expected to prepare answers to all exercises and these will be discussed in class and handed in to class teachers for scrutiny at the end of the class concerned. Detailed solution notes for each exercise will be given out by class teachers.

Reading List: Students are advised to purchase the following books:

- (1) M. W. E. Glautier & B. Underdown, *Accounting Theory and Practice* (2nd edn., Pitman, 1982); and
- (2) M. W. E. Glautier, B. Underdown & A. C. Clark, *Basic Accounting Practice* (2nd edn., Pitman, 1980); and

(3) G. Cummings, *Investors' Guide to the Stock Market* (2nd edn., Financial Times, 1981); or

T. G. Goff, *Theory and Practice of Investment* (3rd edn., Heinemann, 1980).

Supplementary Reading: This will be specified in the detailed Course Programme and Reading List which will be distributed at the first lecture in Michaelmas Term.

Examination Arrangements: There is a three hour written examination in the Summer Term. The examination paper will consist of ten questions, as follows:

Section A 2 questions;

Section B 4 questions;

Section C 4 questions.

Questions in Section A will be of a computational nature. Questions in Sections B and C will generally include both computational and discussion parts, and may require answers to be presented as essays, reports, or in some other appropriate form.

Candidates are expected to attempt four questions, as follows:

Section A candidates must attempt one question;

Section B candidates must attempt one question;

Section C candidates must attempt two questions.

All questions carry equal marks.

Ac1020

Accounting and Finance I

Teacher Responsible: Professor Susan Dev, Room A383 (Secretary, Pearl Baggott, A383) for the Michaelmas Term only. She will be taking sabbatical leave during the Lent and Summer Terms 1984, and the teacher responsible during her absence will be Stephen Lumby, Room A312 (Secretary, Vivien Hope, A385)

Course Intended Primarily for B.Sc. (Econ.) Part II, VII Accounting and Finance I (normally 2nd year), Non-specialist students (approved outside option) 2nd or 3rd year.

B.Sc. (Maths/Stats/Comp/Actuarial Science), (Management Sciences) Course Unit 340/1020 2nd for 3rd year.

Diploma in Accounting and Finance I

Diploma in Business Studies 1, 2 and 3 (a) (ii)

Scope: The aim of the course is to introduce students to the theory and practice of short- and long-term financial decision-making and

control within the firm. It deals principally with the problems of private sector industry and provides an insight into the relationship between financial management and microeconomics, as well as developing the practical application of some of the mathematical and statistical techniques taught on courses elsewhere in the School.

Syllabus: The syllabi for the two sections of the course are as follows:

Ac104 Budgetary Planning and Control

Corporate planning. Short-run planning and control in the firm. Budgetary control.

Analysis of cost and revenue for pricing, output and other decisions. Presentation of information for management. Organisational and behavioural aspects of planning and control systems.

Ac105 Elements of Financial Decision Theory

The theory of long-run decision-making in the firm. Investment, financing and dividend decisions and their inter-relationships. The valuation of the firm. Problems caused by capital market imperfections. The handling of risk and uncertainty and, especially, the contribution of modern portfolio theory and the capital asset pricing model.

Pre-Requisites: The course is designed for students who have already taken **Elements of Accounting and Finance**, or have completed elsewhere a course of study deemed by **Professor Dev** to be equivalent. (Some Diploma in Accounting and Finance students are required to study these courses in parallel, and they may not have the requisite background; extra tuition will be available in the early stages of the course for those Diploma in Accounting and Finance students who need it.)

Students are expected to complete some preliminary work on compound interest and discounting during the Summer vacation before commencing the course and this will be available for collection from A383 from the middle of May.

Teaching Arrangements: Lectures: Ac104

Budgetary Planning and Control (Professor Dev). Ten lectures of one hour each in the Michaelmas Term.

Ac105 **Elements of Financial Decision Theory (Mr. Lumby).** Fifteen weekly lectures of one hour each commencing in the sixth week of the Michaelmas Term.

Classes: Ac104(a) Ten weekly classes commencing in the second week of the Michaelmas Term.

Ac105(a) Twelve weekly classes commencing in the second week of the Lent Term (i.e. the week after Ac104(a) classes end). Students will be in the same class groups as for Ac104(a).

Accounting and Finance I is taken, *inter alia*, by all B.Sc. (Econ.) students specialising in Accounting and Finance, almost all of whom will take it in their second year at the School. The personal tutor of these students will normally be their class teacher. The course is compulsory for Diploma in Accounting and Finance students and their personal supervisor will normally be their class teacher. The teachers of some other class groups may be on the School's part-time teaching staff.

Written Work: Students will be expected to produce a piece of written work for each class and to submit this to their class teacher at the end of the class. The work will be set by the lecturer for the course and will normally comprise an exercise requiring the application to a practical problem of the principles covered in the lectures and reading, together with a critical analysis of the underlying assumptions. Students will be required to make presentations of their work and to contribute orally to class discussion which will develop the problems and principles involved in the weekly class exercise. Outline solutions will be provided subsequently for every class exercise.

Reading List: Detailed Course Programmes and Reading Lists will be distributed at the first lecture of Ac104 and Ac105. Essential reading will be taken from the following books:

Ac104: H. C. Edey, *Business Budgets and Accounts* (Hutchinson); J. Arnold & T. Hope, *Accounting for Management Decisions** (Prentice-Hall); J. Arnold *et al.* (Eds.), *Topics in Management Accounting** (Philip Allan); C. T. Horngren, *Introduction to Management Accounting* (Prentice-Hall); C. T. Horngren, *Cost Accounting: a Managerial Emphasis* (Prentice-Hall).

Ac105: S. P. Lumby, *Investment Appraisal and Related Decisions** (Van Nostrand Reinhold).

*These books will be recommended for purchase by students taking the course in 1983/4.

Examination Arrangements: A three-hour formal examination will take place in the Summer Term. The paper consists of eight questions divided equally into two sections, A (covering Ac104) and B (covering Ac105). Candidates are required to answer a total of four questions, at least one from each section.

Ac1120**Accounting and Finance II**

Teacher Responsible: Christopher Noke, Room A311 (Secretary, Vivien Hope, A385), for Michaelmas Term 1983/84.

Professor Bryan Carsberg, Room A384 (Secretary, Pearl Baggott, A383), for Lent and Summer Terms 1983/84.

Course Intended Primarily for B.Sc. (Econ.) Part II, VII Accounting and Finance, 2. Diploma in Accounting and Finance, 2(b). B.Sc. (Econ.) students will normally follow lecture course Ac102 in year 2 and lecture course Ac106 in year 3.

Scope: The purpose of the course is to study the theory and practice of financial reporting by limited companies. Accounting practices are examined in the light of their historical development, legal requirements and economic theories of income, value and capital. The course also reviews and develops the techniques for the collection, control and organisation of financial data covered in the paper *Elements of Accounting and Finance*.
Syllabus: Ac102 **Accounting Systems.** Basic features of the accounting information system. Internal control. Analysis and description of accounting systems.

Ac106 **Financial Accounting.** Financial accounting with particular reference to company accounts. Standardisation of practice and inflation accounting. The measurement of income, costs and depreciation. The valuation of assets and firms. Current issues and empirical research in financial accounting.

Pre-Requisites: This course is normally available only to Accounting and Finance specialists all of whom will have the requisite background.

Teaching Arrangements: Ac102: Five lectures given in alternate weeks by **Mrs Day**. For B.Sc. (Econ.): Michaelmas Term (beginning week 2).

For Diploma in Accounting and Finance: Lent Term.

Ac106: Twenty lectures given by **Mr Noke**, **Professor Carsberg** and **Mr Napier**, Michaelmas and Lent Terms.

Ac106(a): Fifteen classes will accompany the Ac106 lecture course and will be held as follows: 8 classes, weekly in Michaelmas Term beginning in week 3; 5 classes, fortnightly, in Lent Term; 2 classes in Summer Term. For third year B.Sc. (Econ.) Accounting and Finance specialists their Ac106(a) teacher will

also be their personal tutor.

Written Work: For Ac102, students will be required to write up a case study for submission to **Mrs. Day** by the beginning of the following term. This will be assessed and returned during that term.

For Ac106(a), students will be expected to produce written work for each class and to submit this to their class teacher at the end of the class. The work will be set by the lecturers for the course and will normally comprise an exercise requiring the application to a practical problem of the principles covered in the lectures and reading, together with a critical analysis of the underlying assumptions. Students will be required to make presentations of their work and to contribute orally to class discussion which will develop the problems and principles involved in the weekly class exercise. Outline solutions will be provided subsequently for most class exercises.

Class teachers will review all of the work submitted in order to identify any students with major problems. In addition, each week class teachers will mark 3 or 4 pieces of work in detail, so that out of the 15 pieces of work submitted during study for the course each student may expect to have 5-6 pieces graded.

Reading List: For Ac102: H. C. Edey, *Introduction to Accounting* (Hutchinson, 4th edn., 1978).

For Ac106: W. T. Baxter, *Accounting Values and Inflation* (McGraw-Hill, 1975); W. T. Baxter & S. Davidson, *Studies in Accounting* (ICAEW, 3rd edn., 1977); H. C. Edey & B. S. Yamey (Eds.), *Debits, Credits, Finance and Profits* (Sweet & Maxwell, 1974); HMSO, *Report of the Inflation Accounting Committee*, Cmnd. 6225; ICAEW, *Accounting Standards* (latest edn.); T. A. Lee, *Developments in Financial Reporting* (Philip Allan, 1981); R. H. Macve, *A Conceptual Framework for Financial Accounting and Reporting* (Accounting Standards Committee, 1981); R. H. Parker & G. C. Harcourt (Eds.), *Readings in the Concept and Measurement of Income* (C.U.P., 1969).

Journal articles and readings on current issues and empirical research will be specified on the detailed Course Programme and Reading List given out at the first lecture of Ac106. Books which students may wish to purchase will also be recommended then.

Examination Arrangements: A three-hour formal examination will take place in the Summer Term. In 1983 candidates were required to answer four questions. The precise rubric of the examination paper will be notified to students by the beginning of Summer Term 1984.

Ac1121**Accounting and Finance III**

Teacher Responsible: Stephen Lumby, Room A312 (Secretary, Vivien Hope, A385)

Course Intended Primarily for B.Sc. (Econ.) Part II VII Accounting and Finance, 3(a), 3rd year.

Scope: The aim of the course is to enable students to examine in greater depth some of the principles and problems introduced in other Accounting and Finance courses at the School.

Syllabus: Further study of topics selected from the syllabus of Accounting and Finance I and II. In 1983/84 students may select any two of the following five topics for detailed study:

Ac107: Management Accounting for Divisionalised Firms

Accounting problems of divisionalised firms. Costs and benefits of decentralisation. Evaluation of managerial and divisional performance. Pricing of internal transfers. Allocation of scarce resources to divisions. Multinational decentralisation. Decentralisation of capital investment decisions.

Ac108: History of Accounting

A general survey of the historical development of accounting. Topics covered include: the early development of double-entry bookkeeping; accounting literature and practice in the 17th and 18th centuries; the influence of accounting on economic growth; formalisation of the historic cost convention; the development of corporate financial reporting. Emphasis will be placed on factors influencing present accounting practices in the United Kingdom.

Ac109: Introduction to Auditing

Nature and objectives of auditing. Evolution of audit philosophy and the auditor's role. Concepts of audit evidence and verifiability. Independence and accountability of the auditor. The evaluation of internal control. The audit report. Reference will be made to recent reports by company inspectors into corporate financial affairs.

Ac111: Stock Exchange Investment

Valuation of fixed interest securities and equities. Application of portfolio theory and the capital asset pricing model. Efficient Markets Hypothesis. Investment strategy and type of investor. International aspects of investment. Students will have the opportunity of making real investment decisions using techniques acquired during the course.

Ac112: Computers and Accountants

This topic is concerned with computer systems

as they affect accountants and covers the following areas: financial modelling, management information systems and computer audit.

Pre-Requisites: This course is normally available only to Accounting and Finance specialists all of whom will have the requisite background for Ac107-109 and 111. Ac112 assumes a level of knowledge equivalent to that of SM305(b) **Practical Computing for Accounting and Finance**, though most students will probably have taken 7300, **Elements of Computer Science** in their second year at the School.

Teaching Arrangements: Ac107: Ten one-hour lectures given in the Michaelmas Term by **Mr. Burrows**.

Ac107(a): Five one-hour classes given by **Mr. Burrows** fortnightly, four in the Michaelmas Term and one in the Lent Term.

Ac108: Ten one-hour lectures given in the Lent Term by **Mr. Napier**.

Ac108(a): Five one-hour classes given by **Mr. Napier** fortnightly, four in the Lent Term and one in the Summer Term.

Ac109: Ten one-hour lectures given in the Michaelmas Term by **Professor Hinton**.

Ac109(a): Students will be divided into two groups for classes and each group will attend six one-hour classes in the Michaelmas Term and one in the Lent Term. One group will be taken by **Professor Hinton** and the other by **Mr. Napier**.

Ac111: Ten one-hour lectures given by **Ms. Rutterford** in the Michaelmas Term.

Ac111(a): Ten one-hour classes given at fortnightly intervals by **Ms. Rutterford** in the Michaelmas and Lent Terms.

Ac112: Ten one-hour lectures in the Lent Term given by **Dr. Walker**.

Ac112(a) Five one-hour classes given by **Dr. Walker** fortnightly, four in the Lent Term and one in the Summer Term.

Written Work: Ac107: Students will be required to prepare topics for discussion in each class. In addition they will be required to write two essays to be submitted for assessment.

Ac108: As Ac107.

Ac109: As Ac107.

Ac111: Students will be expected to prepare classwork both individually and in groups for presentation in class and for handing-in.

Ac112: Students will be expected to have completed a piece of written work for presentation and discussion at each of the five classes.

Reading List: Detailed Course Programmes and Reading Lists will be distributed at the first lecture for each of the five topics.

However, the following brief guide is offered:
Ac107 No one book covers the entire syllabus and several journal articles are recommended reading. C. Tomkins, *Financial Planning in Divisionalised Companies* (Haymarket, 1973); D. Solomons, *Divisional Performance: Measurement and Control* (Irwin/Markus Wiener); G. J. Benston (Ed.), *Contemporary Cost Accounting and Control* (Dickenson, 1977).

Ac108 M. Chatfield, *A History of Accounting Thought* (Krieger, 1977); A. C. Littleton & B. S. Yamey (Eds.), *Studies in the History of Accounting* (Arno Press, 1978); T. A. Lee & R. H. Parker (Eds.), *The Evolution of Corporate Financial Reporting* (Nelson, 1979).

Ac109 P. Bird, *Accountability: Standards in Financial Reporting* (Haymarket); M. J. Pratt, *Auditing* (Longmans); E. Woolf, *Auditing Today* (Prentice-Hall).

Ac111 The book which most nearly covers the syllabus is: W. Sharpe, *Investments* (Prentice-Hall, 1981, 2nd edn.). This is available in hard back and paper back. Secondhand hard-back copies may be available for sale in A385 at the beginning of the Michaelmas Term.

Ac112 A. D. Chambers, *Computer Auditing* (Pitman); S. Dunn & V. Morgan, *The Apple Personal Computer for Beginners* (Prentice-Hall); J. R. Page & P. Hooper, *Accounting and Information Systems* (Prentice-Hall).

Examination Arrangements: Students sit a formal three-hour written examination. The paper will be divided into five sections each containing either four or five questions.

Section A **Ac107 Management Accounting for Divisionalised Firms**

Section B **Ac108 History of Accounting**

Section C **Ac109 Introduction to Auditing**

Section D **Ac111 Stock Exchange Investment**

Section E **Ac112 Computers and Accountants**

The instructions in 1983 were as follows: Candidates must attempt a total of FOUR questions chosen from any TWO sections; questions must *not* be chosen from more than two sections.

Ac2000

Advanced Accounting and Finance I

Teacher Responsible: Janette Rutterford, Room A307 (Secretary, Vivien Hope, A385)

Course Intended Primarily for M.Sc. Accounting and Finance, I.

Scope: The aim of the course is to enable students to be aware of and understand the latest theoretical and empirical developments

in corporate finance, and to examine how they may be applied to actual business problems.

Syllabus: The course examines methods of analysing investment and financing decisions of private sector companies. Topics covered include aspects of capital budgeting, project finance, portfolio theory, the capital asset pricing model, capital structure and dividend decisions, stock market efficiency, options, leasing, mergers, and the effects of taxation and inflation on financial decisions.

Pre-Requisites: This is a compulsory course for the M.Sc. in Accounting and Finance and anyone admitted to the M.Sc. programme has been judged to have the necessary background subject to satisfactory completion of any required preliminary reading. Other students may be admitted to the course by Ms.

Rutterford if they are familiar with the concepts of regression analysis, linear programming, calculus, matrices and probability theory and are able to apply them.

Teaching Arrangements: **Ac155:** Twenty-two lectures, Sessional, given by Ms. Rutterford, Mr. Lumby and Ms. Ung. They will be given during the day and also on Thursdays from 6-7 p.m. in 1983/84 for the benefit of those part-time students who are unable to come to the School in the daytime.

Ac155(a): Students will be divided into three class groups, one of which will meet for 22 weeks on Thursdays from 7-8 p.m. The other groups will meet in the daytime at times to be arranged. Class teachers will be Ms.

Rutterford, Mr. Lumby and Ms. Ung. Classes will consist of case studies or seminars. Course work will be handed out at lectures.

Written Work: Every student will be expected to attempt a worthwhile analysis of each week's case, or paper, and must be prepared to make a personal contribution to the class discussion each week. To this end, students should prepare notes for each class.

Approximately four of the cases will be handed in for marking by each student and will require a full write-up. Further details will be given on the Course Programme and Reading List which will be handed out at the first lecture.

Reading List: Students are advised to purchase one of the following books: Copeland & Weston, *Financial Theory and Corporate Policy* (Addison Wesley, 1979); Brealey & Myers, *Principles of Corporate Finance* (McGraw-Hill, 1981).

Full details of reading to be done will be specified in the Course Programme and Reading List which will be distributed at the first lecture.

Examination Arrangements: There is a three hour formal examination in the Summer Term, based on the full syllabus of **Advanced Accounting and Finance I**. The paper will contain approximately eight questions of which four must be answered.

Ac2001

Advanced Accounting and Finance II

Teacher Responsible: Professor Bryan Carsberg, Room A384 (Secretary, Pearl Baggott, A383)

Course Intended Primarily for M.Sc. Accounting and Finance, 2.

Scope: The aim of the course is to provide a basis for studying, at an advanced level, important modern problems in financial reporting and to achieve a familiarity with the relevant academic literature.

Syllabus: The course involves a study of the usefulness of financial reports to investors and other external users. Emphasis will be given to the development of conceptual foundations, including the objectives of financial reporting, and accounting and economic concepts of capital, income and value. Issues having topical importance in theory and practice will be discussed, including accounting for the effects of changing prices and other issues on which accounting standards have been published.

Pre-Requisites: This is a compulsory course for the M.Sc. in Accounting and Finance and anyone admitted to the M.Sc. programme has been judged to have the necessary background, subject to satisfactory completion of any required preliminary reading. Other students may be admitted to the course by Professor Carsberg if they have a substantial knowledge of financial accounting acquired at undergraduate or equivalent level.

Teaching Arrangements: **Ac156:** Twenty-two lectures, Sessional, given by Professor Carsberg, Professor Baxter, Professor Edey, Mr. Napier and Mr. Noke. They will take place on Wednesdays from 6-7 p.m.

Ac156(a): Students will be divided into three class groups one of which will meet for 22 weeks from 7-8 p.m. on Wednesdays for the benefit of those part-time students who are unable to come to the School in the daytime. The other groups will meet in the daytime at times to be arranged. Class teachers will be Professor Carsberg, Mr. Napier and Mr. Noke.

Written Work: The lecturers will set one or two assignments – essays and case studies –

each week for class discussion. A number of pieces of written work, based on assignments selected by the class teacher, will be collected for assessment but the grades will not count towards the overall course assessment.

Reading List: No one book covers the entire syllabus. A detailed Course Programme and Reading List, giving recommendations week by week, will be handed out at the beginning of the course. Most frequent reference will be made to the following books:

R. H. Parker & G. C. Harcourt (Eds.), *Readings in the Concept and Measurement of Income* (Cambridge); E. S. Hendriksen, *Accounting Theory*, (4th edn., Irwin); W. T. Baxter, *Accounting Values and Inflation* (McGraw-Hill); W. H. Beaver, *Financial Reporting: An Accounting Revolution* (Prentice-Hall).

Examination Arrangements: The entire course assessment will be based on one three-hour formal examination in the latter part of June. Students will be informed during the course about the number of questions on the paper and the number required to be answered.

Ac2002

Ac2003

Advanced Accounting and Finance III Advanced Accounting and Finance IV

Note: One study guide has been prepared to cover both the above papers because of the inter-relationships between their contents.

Teacher Responsible: Professor Bryan Carsberg, Room A384 (Secretary, Pearl Baggott, A383)

Course Intended Primarily for M.Sc. Accounting and Finance, 3 and 4 (a) and (b).

Scope: The aim of the courses is to enable students to choose two or four topics in accounting and finance for study at an advanced level. The topics offered by the Department of Accounting and Finance all are important components of a masters degree programme in accounting and finance and all are closely related to the material in the compulsory papers, **Advanced Accounting and Finance I and II**. However, the structure of the course allows for an element of specialisation.

Syllabus: The Department offers eight units for these two papers. Each unit has the weight of half a course. Students may select any two

units for **Advanced Accounting and Finance III**. They may select a further two units for **Advanced Accounting and Finance IV**. Students may select Paper III without selecting Paper IV. The following units are available:

Ac157: Advanced Management Accounting.

The unit involves a study in depth of a number of problem areas in management accounting. Topics such as the following will be selected for detailed study: decisions on choice of activities, output levels, and pricing; problems created by inflation; forecasting techniques; the design of management information systems; applications of operational research techniques; budgetary control and variance analysis; behavioural aspects of management accounting systems; accounting for not-for-profit organisations.

Ac158: Financial Planning and Control in Decentralised Firms.

The unit focuses on the special problems of organisational structure, decision making, control and performance evaluation in decentralised firms. Topics dealt with will include transfer pricing, cost allocation and management incentive schemes.

Ac159: Financial Statement Analysis.

The unit is concerned with the application of modern research techniques in accounting and finance to the analysis of financial reports published by limited companies. The emphasis will be on the use of financial information by external decision-takers in a variety of decision contexts, such as in equity and fixed interest security investment decisions, in credit decisions by banks and in financial distress prediction.

Ac160: Financial Management of Public Enterprises.

The unit deals with the special problems that arise in financial decision-making in publicly owned businesses. It will examine the historical development of public enterprises in the United Kingdom, their investment and pricing decisions, their organisation and financing and their accountability to, and control by, both Government and Parliament.

Ac161: Financial Management and Reporting for the Multinational Firm.

The unit focuses on the special problems that arise as a result of operating in more than one country, including the need to satisfy different, and possibly conflicting, regulations for financial reporting; decisions on investment and financing allied to the management of foreign exchange transactions, and control and evaluation of performance in different environments.

Ac163: Information Analysis and Financial Reporting.

This unit focuses on the role of economics in

accounting. In recent years academic accountants have drawn on economic theory in their discussion of accounting alternatives. Also empirical work in accounting has relied heavily on theories of capital asset pricing and the efficient markets hypothesis. The purpose of this unit is to make the important ideas contained in these theories more accessible to students of accounting.

Ac108: History of Accounting.

The unit provides a general survey of the historical development of accounting. Topics covered include: the early development of double-entry bookkeeping; accounting literature and practice in the 17th and 18th centuries; the influence of accounting on economic growth; formalisation of the historic cost convention; the development of corporate financial reporting. Emphasis will be placed on factors influencing present accounting practices in the United Kingdom.

EH144: Modern Business History.

The unit involves a survey of the techniques and problems of business history. It includes a study of several modern histories of British companies.

Pre-Requisites: Anyone admitted to the M.Sc. Programme in Accounting and Finance has been judged to have the necessary background. Other M.Sc. students may be admitted to the units by the lecturers concerned if they have sufficient background acquired at undergraduate or equivalent level.

Teaching Arrangements:

Ac157: Eleven two-hour meetings on Mondays from 6-8 p.m. with **Professor Dev**, commencing on 3 October 1983.

Ac158: Eleven two-hour meetings on Mondays from 6-8 p.m. with a visiting teacher, commencing on 16 January 1984.

Ac159: Eleven two-hour meetings in the daytime with **Ms. Ung** and **Professor Dev**, commencing at the beginning of the Michaelmas Term.

Ac160: Eleven one-hour lectures in the daytime given by **Mr. Lumby**, commencing in the second week of the Lent Term.

Ac160(a): Eleven seminars of one hour each with **Mr. Lumby** in conjunction with Ac160.

Ac161: Eleven two-hour meetings in the daytime with **Professor Carsberg** and **Ms. Rutterford**, commencing in the second week of the Lent Term.

Ac163: Eleven two-hour meetings on Tuesdays from 6-8 p.m. with **Dr. Walker**, commencing on 4 October 1983.

Ac108: Ten one-hour lectures in the daytime given by **Mr. Napier** in the Lent Term.

Ac108(a): Seven one-hour classes given by **Mr. Napier** in conjunction with Ac108.

EH144: Ten 1½-hour meetings in the daytime

with **Professor Hannah** in the Michaelmas Term.

Written Work: The lecturers will set some assignments (e.g. essays and case studies) for group discussion for each unit. Some written work, based on assignments selected by the class teachers, will be collected for assessment but the grades given will not count towards the overall course assessment.

Reading List: No one book covers the entire syllabus of any of the units. A detailed Course Programme and Reading List, giving recommendations week by week, will be handed out at the beginning of each unit. Much of the reading will be of journal articles. Frequent reference will be made to the following books:

Ac157 H. R. Anton, P. A. Firmin & H. D. Grove (Eds.), *Contemporary Issues in Cost and Managerial Accounting* (Houghton Mifflin, 3rd edn.); D. Solomons (Ed.), *Studies in Cost Analysis* (Sweet & Maxwell, 2nd edn.); G. Benston (Ed.), *Contemporary Cost Accounting and Control* (Dickenson, 2nd edn.); R. S. Kaplan, *Advanced Management Accounting* (Prentice-Hall).

Ac158 C. Tomkins, *Financial Planning in Divisionalised Companies* (Haymarket/Prentice-Hall); D. Solomons, *Divisional Performance: Measurement and Control* (Irwin/Markus Wiener); R. S. Kaplan, *Advanced Management Accounting* (Prentice-Hall).

Ac159 G. Foster, *Financial Statement Analysis* (Prentice-Hall).

Ac160 Command 7131, HMSO, *The Nationalised Industries*.

Ac161 F. D. S. Choi & G. G. Mueller, *An Introduction to Multi-national Accounting* (Prentice-Hall); C. W. Nobes & R. H. Parker, *Comparative International Accounting* (Philip Allan).

Ac163 W. Beaver, *Financial Reporting: An Accounting Revolution* (Prentice-Hall); J. Demski, *Information Analysis* (Addison-Wesley).

Ac108 B. S. Yamey, *Essays on the History of Accounting* (Arno Press); T. A. Lee & R. H. Parker, *The Evolution of Corporate Financial Reporting* (Nelson).

EH144 B. Supple (Ed.), *Essays in British Business History* (Oxford); L. Hannah (Ed.), *Management Strategy and Business Development* (Macmillan).

Examination Arrangements: The entire course assessments will be based on formal examinations in the Summer Term. Each unit will be the subject of a separate two-hour examination. Students will be informed, during the courses, about the number of

questions on the examination papers and the number required to be answered.

Ac2150

Financial Reporting and Marketing

Teacher Responsible: Dr. Martin Walker, Room A308 (Secretary, Claudine Chouchan, A385)

Course Intended Primarily for M.Sc. Sea-Use Law, Economics and Policy-making, 2 and 3 (d).

M.Sc. Analysis, Design and Management of Information Systems, 3(e).

M.Sc. Industrial Relations and Personnel Management, 2 and 3(i).

It is also suitable for other M.Sc. students who are not specialising in Accounting and Finance and who have not previously studied Accounting and Finance to a significant extent.

Scope: The aim of the course is to provide a basic knowledge of accounting concepts and techniques for non-specialist M.Sc. students.

Syllabus: The course provides an introduction to the uses and limitations of accounting techniques and other aspects of financial management. It deals with general principles and illustrations of applications of those principles to practical problems.

Pre-Requisites: None, but students interested in taking the course are requested to see **Dr. Walker** early in the Michaelmas Term so that advice can be given and introductory reading specified for those who intend to take it.

Written Work: Students are required to attempt several exercises during the year involving the preparation of accounts, solutions to discounted cash flow case studies, together with a small amount of essay work.

Teaching Arrangements: Ac170: The course will comprise 15 meetings of 2½ hours each. These will commence in the penultimate week of the Michaelmas Term.

Reading List: A detailed Course Programme and Reading List, giving recommendations week by week, will be handed out at the beginning of the course. The following text is indicative of the scope and content of the course and is recommended for purchase:

R. J. Briston, *Introduction to Accountancy and Finance* (Macmillan, 1981).

The following books will also be referred to: S. P. Lumby, *Investment Appraisal and Related Decisions* (Van Nostrand Reinhold, 1981); G. Whittington, *Inflation Accounting: An Introduction to the Debate* (Cambridge

University Press and SSRC, 1983).

Examination Arrangements: The entire course assessment will be based on one three-hour formal examination in the latter part of the June. The paper has two sections: Section 1 consists of five short compulsory questions; Section 2 consists of three questions, two to be attempted.

NON-EXAMINABLE COURSES

Ac120

Business Finance for Trade Union Studies Course

Teacher Responsible: Mr. J. W. Smith
Course Intended Primarily for the Trade Union Studies course.

Teaching Arrangements: Lectures: Ac120, Lent Term.

Ac150

Business Finance for Diploma in Personnel Management

Teacher Responsible: Mr. J. W. Smith
Course Intended Primarily for the Diploma in Personnel Management.

Teaching Arrangements: Lectures: Ac150, Summer Term.

Ac162

Research Topics in Accounting and Finance

Teachers Responsible: Professor Bryan Carsberg, Room A384 (Secretary, Pearl Baggott, A383) and others.

Course Intended Primarily for M.Sc. and research students.

Teaching Arrangements: Ten meetings (Ac162), Sessional.

ANTHROPOLOGY

An1202

An1200

Introduction to Social Anthropology

Teacher Responsible: Professor I. M. Lewis, Room A605 (Secretary, Mrs. Joan Wells, A604, ext. 325)

Course Intended Primarily for B.A./B.Sc. course unit main fields Social Anthropology first year; Geography, Sociology, Social Psychology. B.Sc. (Econ.) Parts I and II; M.Sc.

Scope: See under Syllabus below.

Syllabus: The origins and scope of social anthropology and its relation to other subjects; its key concepts and problems. Religious belief and ritual; magic and witchcraft; symbolism and myth. The organisation of society; environment, resources and their distribution; marriage, kinship and descent. Power and social order; custom and law; conflict and change.

Pre-Requisites: None.

Teaching Arrangements: Lectures (An100): Twenty-four, Sessional.

Classes (An100a): Twenty-four, Sessional.

Written Work: Students taking the course for examination purposes are expected to contribute discussion papers in the classes which will be run in the form of seminars. At least one paper per term is expected. Other written work, linked to the course, will be done for tutorials in the case of students whose main field is Social Anthropology.

Reading List: B. Malinowski, *Argonauts of the Western Pacific*; E. E. Evans-Pritchard, *The Nuer*; *Witchcraft, Oracles and Magic among the Azande*; P. Cohen, *Modern Social Theory*; A. R. Radcliffe-Brown, *Structure and Function in Primitive Society*; I. M. Lewis, *Social Anthropology in Perspective*; Julian Pitt-Rivers, *People of the Sierra*; R. Fox, *Kinship and Marriage*; S. Roberts, *Order and Dispute*.

Supplementary Reading List: Will be provided for class work.

Examination Arrangements: There is a 3-hour examination in the Summer Term, 10 questions, 4 of which are to be answered. Classwork assessment forms 20% of the mark.

Elementary Ethnography

Teachers Responsible: Dr. P. Loizos, Room A414 and Dr. J. Woodburn, Room A611 (Departmental Secretaries, A604)

Course Intended Primarily for: B.A./B.Sc. c.u. main field Soc. Anth. 1st year; Geog., Soc. Psych.

Syllabus: I The course will compare different styles of anthropological analysis through detailed consideration of selected texts both classic and modern.

II Five societies all of them small-scale and 'exotic' will be examined in order to explore cross-cultural variation in customary practice and ways in which social anthropologists seek to understand and explain it. This half of the course will be closely linked with our ethnographic film series (Course An400) and all students will be expected to attend it.

Pre-Requisites: 1st year undergraduates — no previous knowledge required.

Teaching Arrangements: Lectures (An102): Twenty, Michaelmas and Lent Terms.

Classes (An102a): Twenty, Michaelmas and Lent Terms.

Reading List: Part I

M. Green, *Igbo Village Affairs*; J. A. Pitt-Rivers, *The People of the Sierra*; Robert & Yolande Murphy, *Women of the Forest*; E. L. Schieffelin, *The Sorrow of the Lonely and the Burning of the Dancers*; E. Liebow, *Tally's Corner*.

Part II

R. Lee, *The !Kung San: Men, Women and Work in a Foraging Society*; E. E. Evans-Pritchard, *Kinship and Marriage among the Nuer*; M. Young, *The Ethnography of Malinowski*; K. Hieder, *Grand Valley Dani: Peaceful Warriors*; N. Chagnon, *Yanomamo: The Fierce People* (3rd edn.)

Additional reading will be specified during the course.

Examination Arrangements: There will be a three-hour examination in the Summer Term, 10 questions, 4 of which are to be answered. Classwork assessment forms 20% of the final mark, and will be largely based on one essay per term. Candidates who do not produce essays by the dates announced during the course, can expect to receive few marks.

An1203

Race and Culture

Teacher Responsible: Dr. A. Gell (Department Secretaries, A603 & A604, exts. 324 & 864)

Course Intended Primarily for B.A./B.Sc. course unit main fields Anthropology and Geography 1st year.

Scope: The human species and human society in a biological/evolutionary perspective.

Syllabus: Genetic mechanisms of evolution.

The primates and the origins of Man.

Specialised features of hominid adaptation.

Human diversity, Race and intelligence.

Sexual differences. Sociobiological theory and the nature/nurture debate. The biology of language.

Teaching Arrangements: An101, 20 lectures, Michaelmas and Lent Terms. (Dr. Gell).

An101a, 20 classes, Michaelmas and Lent Terms. (Dr. Gell).

Written Work: Two assessment essays, each of not less than 1500 words, one to be submitted before the start of the Lent Term, one prior to the date of the written examination.

Subjects for assessment essays will be posted during the Michaelmas and Lent Terms but students are free to choose topics of their own in consultation with the lecturer.

Plus one or more short class presentations of selected topics. Class presentations may, if students wish, form the basis of an assessment essay.

Reading List: B. Campbell, *Human Evolution*; J. Z. Young, *Introduction to the Study of Man*; S. Rosen, *Introduction to the Primates*; G. Lasker, *Physical Anthropology*; D. Pilbeam, *Evolution of Man*; R. Leakey and Lewin, *Origins; People of the Lake*; N. Block and G. Dworkin (Eds.), *The I.Q. Controversy*; M. Rosaldo and L. Lamphere (Eds.), *Women, Culture and Society*; B. Lloyd & J. Archer (Eds.), *Exploring Sex Differences*; R. Dawkins, *The Selfish Gene*; R. Hinde, *The Biological Basis of Human Social Behaviour*; R. Hinde (Ed.), *Non Verbal Communication*; J. Aitchinson, *The Articulate Mammal*.

Supplementary reading will be suggested during the course.

Examination Arrangements: One three-hour examination in the Summer Term. Assessment essays will form 30% of the final mark.

An1220

Studies of Kinship

Teacher Responsible: Dr. McKnight, Room A610 and Dr. Fuller, Room A601 (Departmental Secretaries, A604)

Course Intended Primarily for B.A./B.Sc. c.u. main fields Social Anthropology 2nd year, Social Psychology 2nd year, Sociology 2nd year; B.Sc. (Econ.) Part II, M.Sc. and other graduate students.

Scope: An examination of the principles of classification of kin and affines among selected societies and the theories devised by European anthropologists to elucidate the principles.

Syllabus: The analysis of institutions of kinship, marriage and the family.

Pre-Requisites: No previous knowledge.

Teaching Arrangements: Lectures (An200): 20 Michaelmas and Lent Terms.

Classes (An200a): 20 Michaelmas and Lent Terms.

Written Work: Students are required to write two essays, approximately 1,500 words, on any topics covered in the lectures. One essay must be submitted by the last day of the Michaelmas Term, and the second essay must be submitted by the last day of the Lent Term. These essays form the major assessment of classwork.

Reading List: M. Fortes, *Kinship and the Social Order*; E. Leach, *Pul Eliya*; J. Kaplan, *The Piaroa*; J. Goody, *The Character of Kinship*; E. R. Leach, *Rethinking Anthropology*; C. Levi-Strauss, *The Elementary Structures of Kinship*; R. Needham (Ed.), *Rethinking Kinship and Marriage*; R. Fox, *Kinship and Marriage*; R. Keating, *Kin Groups and Social Structure*; I. Langham, *The Building of British Social Anthropology: Time and Social Structure and other Essays*; M. Fortes, 'The Structure of Unilineal Descent Groups' (*American Anthropologist*, Vol. 55, 1953); J. Goody, *Comparative Studies in Kinship*; A. R. Radcliffe-Brown, *Structure and Function in Primitive Societies*; R. Needham, *Structure and Sentiment*; D. Schneider, *American Kinship: a Cultural Account*; C. Fuller, *The Nayars Today*; E. E. Evans-Pritchard, *Kinship and Marriage among the Nuer*; A. Oster, L. Frizzetti & S. Barnett (Eds.), *Concepts of Person*; J. Parry, *Caste and Kinship in Kangra*.

Examination Arrangements: There is a three-hour examination in the Summer Term, 10 questions, 4 of which are to be answered. Classwork assessment forms 20% of the mark.

An1221

Political and Economic Institutions

Teachers Responsible: Dr. M. Sallnow, Room A615 and Dr. J. Woodburn, Room A611

(Departmental Secretaries, A604)

Course Intended Primarily for B.A./B.Sc. c.u. main fields Social Anthropology 2nd year, Sociology 2nd year; B.Sc. (Econ.) Part II; M.Sc. and other graduate students.

Scope: The anthropological analysis of economic and political institutions as revealed in relevant theoretical debates, with reference to selected ethnography.

Syllabus: (i) Economic Institutions: The cultural framework of different economic systems and their working; the economic organisation of peasant and primitive production; economic structure and kinship structure; property; trade, gifts, exchange and markets; the transition from subsistence to cash economies; systems of capital accumulation.

(ii) Political Institutions: Political organisation and political community, politics and ritual; political competition, conflict and factionalism; equality and inequality; sexual politics.

Pre-Requisites: No previous knowledge required.

Teaching Arrangements: Lectures: An201(i) Economic Institutions: 10 lectures Michaelmas Term.

An201(ii) Political Institutions: 10 lectures Lent Term.

Classes: An201(i) Economic Institutions: 10 classes Michaelmas Term.

An201(ii)a Political Institutions: 10 classes Lent Term.

Written Work: Periodic class papers and/or essays.

Reading List: (i) Economic Institutions R. Firth (Ed.), *Themes in Economic Anthropology*; E. E. Le Clair & H. K. Schneider (Eds.), *Economic Anthropology*; J. M. Potter, M. Diaz & G. M. Foster, *Peasant Society*; M. Sahlins, *Stone Age Economics*; M. Bloch (Ed.), *Marxist Analyses and Social Anthropology*; G. Dalton (Ed.), *Tribal and Peasant Economies*; S. Gudeman, *The Demise of a Rural Economy*.

(ii) Political Institutions G. Balandier, *Political Anthropology*; M. Fortes & E. E. Evans-Pritchard (Eds.), *African Political Systems*; F. Barth, *Political Leadership among Swat Pathans*; E. R. Leach, *Political Systems of Highland Burma*; A. Cohen, *Custom and Politics in Urban Africa*; A. L. Epstein, *Politics in an Urban African Community*.

An2211

Supplementary Reading List: To be recommended during the course.

Examination Arrangements: There is a three-hour examination in the Summer Term, 10 questions, 4 of which are to be answered.

Classwork assessment forms 20% of the mark.

An1300

Advanced Theory of Social Anthropology: Selected Topics and History

Teacher Responsible: Dr. J. Parry, Room A609, and Dr. McKnight, Room A610 (Departmental Secretaries, A604)

Course Intended Primarily for B.A./B.Sc. course unit main field Social Anthropology 3rd year; B.Sc. (Econ.) Part II; M.Sc. and other graduate students.

Scope: 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 weaknesses.

Syllabus: 1. Types of interpretation and explanation used in social anthropology.

2. Selected themes from the history of Anthropology.

Teaching Arrangements: Lectures (An303): Twenty, Michaelmas and Lent.

Classes (An303a): Twenty, Michaelmas and Lent for B.Sc. course unit main field Social Anthropology 3rd year and B.Sc. (Econ.) Part II.

Written Work: Students will be required to produce two assessment essays. Students will also be expected to prepare two or three short oral papers for the classes.

Reading List: 1. C. Levi-Strauss, *Structural Anthropology* Vols. I and II; *The Scope of Anthropology*; B. Wilson (Ed.), *Rationality*; R. A. Manners & D. Kaplan (Eds.), *Theory in Anthropology*; M. Godelier, *Perspectives in Marxist Anthropology*; R. Needham, *Structure and Sentiment*; M. Bloch, *Marxist Analyses and Social Anthropology*; P. Bourdieu, *Outline of a Theory of Practice*; J. Piaget, *Structuralism*; A. R. Radcliffe-Brown, *Structure and Function in Primitive Society*; F. Engels, *The Origin of the Family, Private Property and the State*; M. Sahlins, *Culture and Practical Reason*; M. Bloch, *Marxism and Anthropology*. 2. G. Stocking, *Race, Culture and Evolution*; J. W. Burrow, *Evolution and Society*; H. Maine, *Ancient Law*; E. Evans-Pritchard, *Theories of Primitive Religion*; E. Durkheim, *Elementary Forms of the Religious Life*; E. Durkheim, *Rules of Sociological Method*; R. Bendix, *Max Weber: an Intellectual Portrait*; M. Weber, *The Sociology of Religion*; R. Hertz, *Death and the*

Right Hand; L. Levy-Bruhl, *How Natives Think*; I. Langham, *The Building of British Social Anthropology*.

Supplementary Reading List: C. Geertz, *The Interpretation of Culture*; E. R. Leach, *Rethinking Anthropology*; R. Firth, *Essays on Social Organization and Values*; F. Barth, *Models of Social Organization*; Hubert and Mauss, *Sacrifice*; Mauss, *Sociology and Psychology*; E. Durkheim, *The Division of Labour in Society*; E. Durkheim, *Suicide*; M. Weber, *The Protestant Ethic and the Spirit of Capitalism*; M. Weber, *Religion of India*; S. Lukes, *Durkheim*.

Examination Arrangements: There is a 3-hour examination in the Summer Term, approximately 10 questions, 3 of which are to be answered. Classwork assessment forms 20% of the mark and will very largely be based on assessment essays. Candidates who fail to submit assessment essays by the due date, which will be announced during the course, can expect to receive minimal marks.

An1301
An2212

Magic and Religion

Teacher Responsible: Dr. M. Bloch, Room A608, Dr. J. Fuller, Room A601 (Departmental Secretaries, A604)

Course Intended Primarily for B.A./B.Sc. c.u. main field Soc. Anth. 3rd year; B.Sc. (Econ.) Part II; M.Sc. and other graduate students.

Scope: The anthropological analysis of magic and religion as revealed in relevant theoretical debates, with reference to selected ethnography.

Syllabus: Development of the anthropological study of religion. Ritual and symbolism; witchcraft; ancestor worship; the religious representation of life, death, sex and gender; religions; Buddhism and spirit cults; Hinduism (the pantheon and devotionals); Islam (saint cults and reformism); great and little traditions; modern reformism.

Pre-Requisites: According to usual regulations. **Teaching Arrangements:** Twenty lectures (An300) Michaelmas and Lent Terms. Twenty classes (An300a), Michaelmas and Lent Terms.

Written Work: Periodic class papers and/or essays.

Reading List: C. Levi-Strauss, *The Naked Man*; Totemism; *The Savage Mind*; J. Middleton, *Lugbara Religion*; V. Turner, *The Forest of Symbols*; S. Tambiah, *Buddhism and the Spirit Cults in North-East Thailand*; D. Sperber, *Rethinking Symbolism*; M. Bloch & J.

Parry, *Death and the Regeneration of Life*; G. Lienhardt, *Divinity and Experience*; C. Geertz, *Negara*; M. Fortes, *Oedipus and Job in W. African Religion*; S. Hugh-Jones, *The Palm and the Pleiades*; R. Gombrich, *Precept and Practice*; M. Spiro, *Burmese Supernaturalism: Buddhism and Society*; M. Singer (Ed.), *Krishna: Myths, Rites and Attitudes*; L. A. Babb, *The Divine Hierarchy*; E. B. Harper (Ed.), *Religion in South Asia*; D. F. Eickelman, *Moroccan Islam*; C. Geertz, *Islam Observed: The Religion of Java*; E. Gellner, *Muslim Society*; M. Gilsenan, *Recognizing Islam*.

Further reading will be suggested during the course.

Supplementary Reading List: To be recommended during the course.

Examination Arrangements: There will be a 3-hour examination in the Summer Term, 10 questions, 4 of which are to be answered.

Classwork assessment forms 20% of the mark.

An1310

Advanced Ethnography

Teachers Responsible: (ii) Latin America (The Andes) — Dr. M. Sallnow, Room A615 (Departmental Secretaries, A604)

(vi) India — Dr. J. Parry, Room A609

Course Intended Primarily for B.A./B.Sc. course unit main field Social Anthropology 3rd year; B.Sc. (Econ.) Part II; M.Sc.

Scope: (ii) The study of past and present social formations in the South American Andes.

(iv) See Syllabus below.

Syllabus: (ii) The course will draw on archaeological, ethnohistorical, historical and contemporary anthropological and sociological evidence in order to elucidate past and present patterns and processes in Andean society.

(vi) This course will deal with the ethnography of India with special reference to analyses of the caste system and the sociology of Hinduism.

Teaching Arrangements: (ii) Dr. Sallnow: ten lectures (An301) Michaelmas Term. Ten classes (An301a) Michaelmas Term.

(iv) Dr. Parry: ten lectures (An301) Michaelmas Term. Ten classes (An301a) Michaelmas Term.

Written Work: (ii) Dr. Sallnow: Class papers presented during the course.

(iv) Dr. Parry: Students will be required to present one or more class papers during the course of the term.

Reading List: (ii) D. Guillet, *Agrarian Reform and Peasant Economy in Southern Peru*; B.

Isbell, *To Defend Ourselves*; E. Lanning, *Peru Before the Incas*; J. Murra, *The Economic Organization of the Inka State*; B. Orlove, *Alpacas, Sheep and Men*; J. Steward (Ed.), *Handbook of South American Indians*, Vol. 2; P. van der Berghe & G. Primov, *Inequality in the Andes*.

(iv) L. Dumont, *Homo Hierarchicus*; D. Pocock, *Kanbi and Patidar*; W. D. O'Flaherty, *Asceticism and Eroticism in the Mythology of Siva*; Veena Das, *Structure and Cognition: Aspects of Hindu Caste and Ritual*; D. Pocock, *Mind, Body and Wealth*; A. Mayer, *Caste and Kinship in Central India*; J. P. Parry, *Caste and Kinship in Kangra*; M. M. Srinivas, *Religion and Society among the Coorgs' Caste in Modern India and Other Essays*; A. Beteille, *Caste, Class and Power*.

Additional reading will be suggested during the course.

Examination Arrangements: There is a three-hour examination in the Summer Term, 10 questions, 4 of which are to be answered.

Classwork assessment forms 20% of the mark.

An1330

Social Aspects of Political and Economic Development

Teachers Responsible: Dr. P. Loizos, Room A614 (Departmental Secretaries, A604) and Dr. S. Wallman, Room PH107 (Secretary, PH105)

Course Intended Primarily for B.A./B.Sc. c.u. main field Social Anthropology 3rd year; B.Sc. (Econ.) Part II; M.Sc. and other graduate students.

Syllabus: Anthropological perspectives on development and change in Third World/rural and European/industrial settings, with explicit emphasis on issues of theory and research methods throughout.

Pre-Requisites: Introductory courses in social anthropology, or sociology, or history. Consult your teachers if you lack these but wish to take the course.

Teaching Arrangements: Lectures (An304): 20 Michaelmas and Lent Terms. Classes (An304a): 20 Michaelmas and Lent Terms.

Written Work: Students will be expected to produce one assessment essay per term and to make one or two short oral presentations per term.

Reading List: (1) Dr. Loizos — Selected Topics in Rural Development G. Barraclough, *An Introduction to Contemporary World History*; A. K. Sen, *Poverty and Famines: An Essay on Entitlement*; R. Nisbet, *Social Change and*

History; S. Gudemans, *The Demise of the Rural Economy*; P. Berger, *Pyramids of Sacrifice*; J. Goldthorpe, *Disparity and Involvement: the Sociology of the Third World*; E. Gellner, *Thought and Change*; P. T. Bauer, *Dissent on Development*; Uma Lele, *The Design of Rural Development: Lessons from Africa*.

(2) Dr. Wallman — Ethnic Relations in Industrial Europe M. Banton (Ed.), *Social Anthropology of Complex Societies*; A. Cohen (Ed.), *Urban Ethnicity*; A. L. Epstein, *Ethos and Identity*; C. Mitchell (Ed.), *Social Networks in Urban Situations*; S. Wallman (Ed.), *Ethnicity at Work*.

Further reading will be given during the course.

Supplementary Reading List: Eric Williams, *Capitalism and Slavery*; Wrigley, *Population and History*; R. Salisbury, *Vunamami*; Polly Hill, *Population, Poverty and Development: Rural Kano*; A. MacFarlane, *The Origins of English Individualism*.

Examination Arrangements: There is a three-hour examination in the Summer Term, 10 questions, 4 of which are to be answered.

Classwork assessment forms 20% of the mark, and candidates who do not submit their essays by the due dates will get few marks.

An1331

Anthropological Linguistics: Anthropological Section (For Linguistics Sections see under Elementary Linguistics)

Teacher Responsible: Dr. J. Overing, Room A616 (Departmental Secretaries, A604)

Course Intended Primarily for B.A./B.Sc. main field course unit Soc. Anth. 3rd year; M.Sc. This course is taught in conjunction with the Department of Language Studies, whose contribution comprises a shortened form of **Elementary Linguistics** (see course unit Ln3810).

N.B. If for any reason **Elementary Linguistics** is not available in any year, the anthropological section may be taken independently as a half unit.

Scope: The aim of this part of the course is to examine the interrelationship between languages, culture and society.

Syllabus: The course will concentrate on three general approaches: (1) Structuralism; (2) the study of 'meaning' (the Sapir/Whorf hypothesis); (3) Sociolinguistics.

Teaching Arrangements: Lectures: Ln100; An302.

Classes: An302a.

Written Work: Students must write an assessment essay. They will also be expected to contribute one or two oral papers at the classes.

Reading List: B. L. Whorf, *Language, Thought and Reality*, (1956); W. Percey, *The Message in the Bottle*, (1981); A. Ortony (Ed.), *Metaphor and Thought*, (1979); D. Parkin (Ed.), *Semantic Anthropology*, (1982); P. Sapir and J. C. Crocker (Eds.), *The Social Use of Metaphor*; K. Basso & H. Selby (Eds.), *Meaning in Anthropology*, (1976); R. Needham, *Reconnaissances*, (1980); E. Ardener (Ed.), *Social Anthropology and Language*, (1971); R. Needham, *Belief Language and Experience*; P. P. Giglioli (Ed.), *Language and Social Context*; R. Girard, *'To Double Business Bound', Essays on Literature, Mimesis, and Anthropology*; M. Hollis and S. Lukes, *Rationality and Relativism*, (1982); R. Bauman and J. Sherzer, *Explorations in the Ethnography of Speaking*, (1974); P. Hymes, *Language in Culture and Society*, (1964); G. Witherspoon, *Language and Art in the Navajo Universe*, (1977); J. Sturrock (Ed.), *Structuralism and Since*, (1979); J. Gumperz, *Discourse Strategies*, (1982); J. Goody, *The Domestication of the Savage Mind*, (1977); J.-M. Benoist, *The Structural Revolution*, (1978); D. Robey (Ed.), *Structuralism: An Introduction* (1973).

Examination Arrangements: There is a three-hour examination in the Summer Term, with ten questions. This exam covers both the anthropological and linguistic sections of the course. Three questions must be answered, including at least one of the three starred questions (the stars denote technical linguistics questions). The examination forms 90% of the marks. Classwork assessment forms 10% of the marks. This will be mainly based on the assessment essay in the anthropological section of the course. Students not producing this essay by the time indicated during the course will receive minimal marks.

An2211

Political and Economic Institutions

See An1221

An2212

Magic and Religion

See An1301

ECONOMICS

Ec1400

Economics A

Teacher Responsible: Dr. N. A. Barr, Room S578 (Secretary, to be appointed)

Structure of Course: Economics A is divided into two parts, **Economics A1** (Ec100) and **Economics A2** (Ec101). For technical reasons **Economics A1** and **A2** are both part of **Economics A** and so have the same Course Unit number (12/340/1400); but for practical purposes it is better to think of them as two separate courses each with its own teaching arrangements and examination. They will be described in turn.

Economics A1

Course Intended Primarily for B.Sc. (Econ.) Parts I and II; B.Sc. c.u. main fields for Anth. 2nd year, Soc., Soc. Psych., optional for Dip. Soc. Plan.

Scope: The course is elementary, but rather than aiming to provide an introduction to the technical apparatus of economic theory, it is intended to explain and illustrate the major ideas economists apply both to the explanation of social phenomena and to issues of economic policy. Thus the course is designed for students who do not intend to take a Special Subject in the Economics Department (i.e. who do not intend to take Special Subjects I-VI inclusive). No prior knowledge of economics is assumed, though, because of the slant of the course students with A-level economics have found it interesting.

Syllabus: Economics and scarcity. Economic agents and economic institutions. Market processes, demand and supply analysis. Market failures. Applications of micro-economic analysis to some present day policy problems. Policy aims with respect to price, output and employment, and means of achieving these aims.

Pre-Requisites: None.

Teaching Arrangements: There is one lecture course and an accompanying set of classes. Lectures: Ec100 **Economics A1** 25 lectures (10 Michaelmas, 10 Lent, 5 Summer Term) Classes: Ec100(a) 22 Sessional.

Ec100 **A1** is given by one lecturer (**Mr. K. Klappholz**, S88). Approximately half of the lectures are devoted to issues such as the role of markets, private property, and of government in the allocation of resources, while in the remaining half arguments are examined concerning the role of government in the attempt to stabilise economic activity.

Students are provided with brief outlines of the main topics of the course and reading suggestions.

Ec100(a) The 22 classes are usually taught by the same person who gives the lectures. They are devoted to questions which may arise out of the lectures, to a consideration of discussion topics with which students are provided, and to any relevant questions raised by members.

Written Work: Each student is expected to write 4 essays in conjunction with the 22 classes. These essays will be marked by the class teacher and returned to students. The topics for the essays may be chosen from the list of discussion topics or from past examination papers, or by arrangement with the class teacher. Should any student wish to write more than 4 essays, the class teacher will be glad to mark them.

Reading List: Since the course is not meant to be a conventional one, following the sequence of conventional textbooks, there is no single book which covers the whole course.

However, all students will wish to buy at least the two books marked with an asterisk. (Books preceded by (1) are recommended for the first time).

Books relevant for the whole course are: J. E. Meade, *The Intelligent Radical's Guide to Economic Policy* (for a liberal-socialist view); M. Friedman & R. Friedman, *Free to Choose* (for a classical liberal, or "Chicago" view); E. J. Mishan, *Twenty-one Popular Economic Fallacies* (1st edition as well as later editions); A. Lindbeck, *The Economics of the New Left* (2nd edn.).

For the first part of the course: *J. le Grand & R. Robinson, *The Economics of Social Problems*; A.M. Okun, *Equality and Efficiency*; P. B. McKenzie & G. Tullock, *The New World of Economics* (2nd edn.); G. Tullock, *The Vote Motive*, IEA Hobart Paperback No. 9.

For the second part of the course: *I. A. Trevithick, *Inflation* (2nd edn.); S. Brittan, *How to End the Monetarist Controversy*, IEA Hobart Paper 90 (2nd edn.); (1) F. Cairncross & P. Keeley, *The Guardian Guide to the Economy*; (1) D. Gowland, *Controlling the Money Supply*.

The above are suggestions for minimal reading, and additional suggestions will be contained in the course outlines. These will include references to publications of the Institute of Economic Affairs as well as to articles in Bank Reviews.

Examination Arrangements: There is a three-hour formal examination in the Summer Term based on the whole syllabus, the results of which wholly determine the assessment for the

course. The examination paper contains 12 essay-type questions, of which candidates are required to answer any five. Copies of past examination papers are available.

Economics A2

Course Intended Primarily for B.Sc. (Econ.) Part I; B.Sc. (Econ.) Part I 1st year; B.Sc. (Econ.) Part II 2nd or 3rd year; B.A./B.Sc. by Course Unit, main fields Geography, Management Sciences, Social Anthropology, Sociology, Social Psychology (Course Unit 12/340/1400), 1st, 2nd or 3rd year; B.Sc. (Social Science and Administration) 1st year; Diploma in Accounting and Finance (Paper 3, 4 and 5 (a)); Diploma in Management Sciences (V (a)); M.Sc. final year.

Scope: This is an introductory course in economic theory; it assumes no previous knowledge of economics or mathematics.

Syllabus: This course gives a foundation in economic theory, primarily to those who have done no economics before. The course is suitable for those who intend to do further economics, either specialist or non-specialist. No knowledge of algebra is assumed. The course covers standard micro- and macro-economic theory and its extensions and some aspects of income distribution. Topics dealt with include demand and supply, theories of utility and cost, market structures, optimality, theories of wages and labour supply, macro-economic equilibrium in the goods and money markets, unemployment, inflation, and the balance of payments.

Pre-Requisites: None.

Teaching Arrangements: There is one lecture course and an accompanying set of classes: Lectures: Ec101 Economics A2 36 lectures (20 Michaelmas, 13 Lent and 3 Summer Term) Classes: Ec101(a) 15 Sessional.

Ec101 Economics A2 covers the whole of the syllabus described above; 18 lectures (Michaelmas Term, Dr. C. M. E. Whitehead, S174) are on microeconomics; the remaining 18 (Lent and Summer Terms, Dr. N. A. Barr, S578) are on macroeconomics. The course follows fairly closely standard first year textbooks such as Samuelson, Lipsey or Baumol and Blinder (see details below). Lecture handouts are distributed at frequent intervals; they contain the outline of the lectures, details of prescribed readings and questions for discussion in classes. In addition about twelve programmed learning problem sets are handed out in lectures; each contains about fifteen multiple choice questions; the answers are handed in and fed into a computer; each student receives a computer printout giving comments on his/her work. Ec101a There are 15 classes, usually taught by part-time teachers. They are used mainly to

deal with questions arising out of the lectures; with some of the questions on the lecture handouts; and with the questions on the programmed learning problem sets. They are used also to discuss students' written work.

Written Work: In addition to the programmed learning problem sets class teachers will normally set and mark four pieces of written work from each student during the course.

Reading List: Students should buy one of the following: P. A. Samuelson, *Economics* (11th edn.), McGraw-Hill, 1980; R. G. Lipsey, *An Introduction to Positive Economics* (5th edn.), Weidenfeld and Nicolson, 1979; W. J. Baumol & A. S. Blinder, *Economics, Principles and Policy* (2nd edn.), Harcourt Brace Jovanovich, 1982.

No one book is better than any of the others; each student should buy the book which best suits his/her personal style.

Supplementary Reading List: Before the start of the course students may wish to consult: P. Donaldson, *Economics of the Real World*, Penguin; J. Robinson, *Economic Philosophy*, Penguin; J. K. Galbraith, *Economics and the Public Purpose*, Penguin; M. Friedman & R. Friedman, *Free to Choose*, Penguin; M. Stewart, *Keynes and After*, Penguin.

Further supplementary reading is given in the weekly handouts.

Examination Arrangements: There is a three hour formal examination in the Summer Term based on the full syllabus. The assessment for the course is based entirely on the examination result. The examination contains two types of question

(a) a compulsory question consisting of eight questions requiring short answers, of which the student must answer four; and
(b) seven or eight questions requiring longer answers of which the student must answer three.

Copies of previous years' papers are available.

Ec1403

Economics B

Teachers Responsible: Professor O. Hart, Room S478 (Secretary, Christine Wills, S375), Professor M. Morishima, Room R410 (Secretary, Prue Hutton, R409)

Course Intended Primarily for B.Sc. (Econ.) Parts I and II; B.Sc. c.u. main fields, Maths., Stats., Comp., Act. Sci., Man. Sci., Dip. Man. Sci.

Scope: The aim of the course is to give students the conceptual basis and the necessary analytical tools for understanding contemporary economics.

Syllabus: Part A (Professor Hart) – Theory of consumer behaviour; theory of the firm; market equilibrium; imperfect competition; general equilibrium theory; welfare economics; financial markets. Part B (Professor Morishima) – Analysis of the market: for the primary industry and for the secondary industry; determination of exchange rates; an aggregative general equilibrium model; is full employment possible?; public finance policy; monetary policy.

Pre-Requisites: A knowledge of A-level economics is desirable, as is some knowledge of mathematics (e.g. elementary linear algebra and calculus). Neither is essential, but those students without this background should be prepared to do extra work.

Teaching Arrangements: Professor Hart will give eighteen 1-hour lectures (Ec102) in the Michaelmas Term, and Professor Morishima will give eighteen 1-hour lectures (Ec102) in the Lent Term. There will also be twenty accompanying classes (Ec102a) through the year.

Reading List: W. J. Baumol and Alan S. Blinder, *Economics: Principles and Policy*; Michio Morishima, *Economic Theory of Modern Society*; J. M. Henderson & R. E. Quandt, *Micro Economic Theory*; R. G. Lipsey, *An Introduction to Positive Economics*; Peter J. de la F. Wiles, *Price, Cost and Output*; David Laidler, *Introduction to Microeconomics*; Alistair Smith, *A Mathematical Introduction to Economics*; Michio Morishima, *Unpublished Lecture Notes*.

Examination Arrangements: There is a three-hour formal examination in the Summer Term, based on the full syllabus of parts A and B of the course. There will be at least twelve questions, of which three must be answered. Students must choose at least one from each part of the course.

The assessment of the course is based exclusively on the exam paper.

Ec1408

Introduction to Mathematical Economics

Teacher Responsible: Dr. Stephen Glaister, Room S587 (Secretary, Barbara Hammond, S276)

Course Intended Primarily for B.Sc. (Econ.) Parts I and II; B. Sc. Course Unit main fields Maths., Stats., Computing, Actuarial Science, Management Sciences, Diploma Management Sciences.

Scope: An introduction to economic principles suitable for those intending to specialise in economics. A mathematical approach is adopted whenever it is appropriate. Although the syllabus is similar to those of many 'A' level courses, the approach is quite different to that usually found at 'A' level. 'A' level economics is not a requirement for this course, nor is it necessarily a great advantage to have taken it. A facility with applied mathematics, on the other hand, is a considerable advantage.

Syllabus: Supply and demand; static and dynamic properties of markets in equilibrium. The competitive producer: the production and cost functions, returns to scale; the supply function, the input demand functions, the elasticity of substitution; the firm and the industry.

The theory of consumers' behaviour; preferences and utility functions, demand functions, expenditure functions and compensated demand functions; the Slutsky equation; revealed preference; labour supply. Welfare economics in competitive markets; Pareto efficiency, general equilibrium; the effect of taxes, externalities, public goods. Monopoly, oligopoly, imperfect competition and imperfect information. Macroeconomics; the multiplier, fiscal policy, simple dynamic models; investment and the rate of interest, the demand for money; full equilibrium, fiscal and monetary policy.

Teaching Arrangements:

Classes: Eighteen fortnightly classes (Ec104a) in the Michaelmas, Lent and Summer Terms.

Lectures: One lecture a week is held, twenty five lectures (Ec104) in all.

There are two text books for the course, both of which are required reading. One of these is: *A Mathematical Introduction to Economics* by Alasdair Smith (Blackwell, 1982). You must buy and become thoroughly familiar with this text. As you read the book you should be sure to redraw each diagram for yourself to a much larger scale. This will greatly enhance your understanding and it will help you to remember the material. At the end of each

chapter you will find a set of exercises. You should attempt as many of these as you possibly can, even though your class teacher will only have time to discuss a small proportion of them. Take every opportunity to discuss them – and the lecture material – with your colleagues. Some exercises require a largely mathematical answer, some are best tackled using diagrams, some require a purely verbal answer, and some require combinations of these three approaches. Usually it will be obvious what approach is required, but sometimes you will have to form your own judgement of the best way to tackle a question. You will undoubtedly find, especially at first, that the skill of forming such judgements is harder to acquire than the purely mathematical skills required.

An Introduction to Positive Economics by R. G. Lipsey (Weidenfeld & Nicolson). The fifth edition is available in paperback at £8.50 but it is no handicap to use the second or third or fourth editions. Smith's book is *not* a substitute for this book: they should be used together. Specific references to Lipsey may not always be given in the lectures but it is normally easy enough to find the relevant passages.

In my view it is very important that you should give as much attention to Lipsey as to the rather more terse mathematical book. There is a danger that a thorough understanding of the formal, mathematical manipulations will give you a false impression of understanding the underlying economics of what is being said. The economics is the important thing and so you must guard against a superficial understanding by reading Lipsey.

Occasionally you may find it helpful to refer to three other books: G. C. Archibald and R. G. Lipsey, *An Introduction to a Mathematical Treatment of Economics* and W. J. Baumol, *Economic Theory and Operations Analysis*, and E. Silberberg, *The Structure of Economics, a Mathematical Analysis* but you will not need to buy them, and again, it is not necessary to consult the latest editions.

If you do not understand something said in a lecture, *do not hesitate to ask to have the point repeated and clarified*. The chances are that other students have the same problem. I will be sticking closely to the material in Smith's book (although there will not be time to cover all of it) and so there is no necessity to take full lecture notes if you do not want to. However, many people find it much easier to understand and remember things if they write them down. And when you come to revise after a period of time, you may find notes you have written yourself easier to follow than material written by somebody else.

Classes will be every week. These will give you an opportunity to discuss your problems with the lecturers and to discuss any other matters you or your class teacher may wish. As a supplement to the classes I will from time to time hand out computer marked 'PILOT surveys'. PILOT (Process of Individualised Learning by Objective Testing) is a computer based testing and evaluation system. The *PILOT surveys are not used for assessment purposes*; instead they are used to diagnose student difficulties and to remedy these before major examinations take place. You will be invited to fill out each PILOT survey at your leisure and to hand your answer sheet in at a specified future lecture. Late returns cannot be processed. I will put your replies through the computer and each student will receive an analysis and commentary on his performance, (references are to the 5th edition of Lipsey) in his pigeon-hole, about 3 days later. The whole process is purely for your own benefit and you may use it as you see fit.

Reading List: The first two titles are required reading. You should certainly buy Smith and you will need easy access to Lipsey.

M. A. M. Smith, *A Mathematical Introduction to Economics*, Blackwell; R. G. Lipsey, *An Introduction to Positive Economics*, Weidenfeld & Nicolson.

Supplementary Reading List: G. C. Archibald & R. G. Lipsey, *An Introduction to a Mathematical Treatment of Economics*; W. J. Baumol, *Economic Theory and Operations Analysis*; E. Silberberg, *The Structure of Economics, a Mathematical Analysis*.

Examination Arrangements: You are strongly advised to have a look at recent past examination papers for the course (available in the Teaching Library) so as to get an idea of what is required at the end of the year. The paper requires you to answer four questions in three hours from a total of about nine. Each question carries 25% of the marks. Question 1 is a compulsory multi-part question which ranges over the whole syllabus.

Ec1415

Basic Mathematics for Economists

Teacher Responsible: Dr. A. Shaked, Room S275 (Secretary, Mrs. M. O'Brien, S187)

Course Intended Primarily for B.Sc. (Econ.) Part I; Diploma in Economics.

Scope: Course Ec103 is designed to provide students with the elementary mathematical tools that are needed to pursue a degree in economics. Application of these techniques to a variety of economic problems is given particular emphasis. Course SM100 covers other topics contained in a typical A-level Pure Mathematics syllabus and provides the necessary background for SM102, **Elementary Mathematical Methods**.

Syllabus:

Ec103 (Part A): Linear and quadratic functions; systems of linear equations; input-output analysis; an introduction to linear programming; geometric series; discounting and present values. Differentiation of polynomials; differential rules for products, quotients and functions of functions; marginal cost and marginal revenue; price and income elasticity; maximisation and minimisation; logarithms; the exponential function and its derivative; definite and indefinite integrals; consumer's surplus, summation of continuous flows.

Ec103 (Part B): Functions of several variables; partial differentiation; maxima and minima; properties of production functions; profit maximisation and cost minimisation; utility and demand functions; the lagrange multiplier method for maximisation and minimisation under constraints; equilibrium and stability in dynamic models.

SM100: Partial functions; trigonometric and inverse trigonometric functions; further calculus, including integration by parts and by substitution; Taylor series.

Pre-Requisites: The course is designed for students with a reasonable understanding of O-level mathematics, or its equivalent. Prior knowledge of calculus is not assumed.

Teaching Arrangements: The 30 lectures for Ec103 are given during Michaelmas and Lent Terms. SM100 will be given towards the end of the Michaelmas Term. Comprehensive lecture notes are provided for both lecture courses. Students will be allocated one class a week (Sessional) in connection with Ec103. 10 extra classes will be organised for those choosing to attend SM100. A further remedial class will be arranged for those in difficulty.

Written Work: There are sets of problems

associated with both courses that will form the basis of class discussion. The capacity to solve problems similar to those in the class exercises is the primary focus of the course. Students should make every effort to tackle the exercises, and to hand in solutions, in advance of the class discussion.

Reading List: There are a variety of texts that cover most of the material in Ec103 and are close substitutes. It is advisable to purchase one of the following: G. C. Archibald & R. G. Lipsey, *An Introduction to a Mathematical Treatment of Economics*; J. Colin Glass, *An Introduction to Mathematical Methods in Economics*; J. Black and J. F. Bradley, *Essential Mathematics for Economists*; Edward T. Dowling, *Mathematics for Economists*. Archibald and Lipsey is perhaps the most comprehensive of the above, but some students may find it a little advanced. The Book by Dowling is particularly rich in worked examples.

Examination Arrangements: The course assessment is based exclusively on a three-hour formal examination in the Summer Term. The paper will include 9 questions on the material from Ec103 and 3 questions on SM100. Students are required to answer 5 questions with no restriction on choice, and each question is given equal weight. Students can expect to pass the course if they correctly answer 2 complete questions.

In designing the examination it is assumed that students have attended Ec103 (Part A) and *either* Ec103 (Part B) *or* SM100 *or* both. However, the appropriate strategy for almost all students will be to attend both parts of Ec103, and then opt to attend SM100 in addition if they wish to cover the more advanced mathematical techniques.

General Economics

Teacher Responsible: A. Marin, Room S279 (Secretary, Christine Wills, S375)

Course Intended Primarily for B.Sc. (Econ.) Part II (but *not* special subjects I-VII, XIX, XX, XXVI); B.A./B.Sc. c.u. 2nd or 3rd year.

Scope: The course is aimed at students with some training in elementary economics, but who are not specialising in the subject. It concentrates on micro-economic and macro-economic policies and problems, with examples based primarily on the U.K.

Syllabus: The course covers the following areas: industrial policy, pollution, health care, education, housing, poverty and inequality, inflation and unemployment, stabilisation policies, incomes policy, exchange rates and balance of payments, economic growth.

Pre-Requisites: A knowledge of introductory micro- and macro-economics (e.g. as covered in **Economics A2** or U.K. "A" level economics).

Teaching Arrangements: Twenty-four lectures (Ec110) with the first twelve, in micro-economics, given by **Dr. J. Le Grand** (Room S280) and the second twelve, in macro-economics, by **Mr. A. Marin** (Room S279). There are also twenty classes (Ec110(a)).

Classes: Students are expected to contribute to class discussions, and to hand in four essays to the class teacher.

Reading List: There is no single textbook covering the whole course; but, for the micro-economic half, students are advised to purchase: J. Le Grand & R. Robinson, *The Economics of Social Problems*, Macmillan, 1976.

Detailed reading lists are handed out at the beginning of each of the two sets of lectures.

Examination Arrangements: The course is examined by a three-hour formal examination in the Summer Term. The examination paper is split into two sections with six questions in each section; students have to answer four questions, with at least one from each section.

Ec1420

Syllabus: The principles of the economic analysis of the market mechanism. The determination of relative prices, the allocation of resources and the distribution of income. Welfare economics. The determination of aggregate resource utilisation and the general price level. The treatment will involve diagrammatic techniques and elementary algebra, but more severe mathematical treatment will not be required.

Pre-Requisites: The course is designed to follow introductory courses in Economics based on text books such as P. A. Samuelson, *Economics* or R. G. Lipsey, *Positive Economics*. Students who have not previously studied Economics should read either of these books before commencing **Economic Principles**.

Teaching Arrangements:

Lectures: Ec111(i) **Micro-Economic Theory** 20 Michaelmas and Lent Terms, by **Mr. Gould**.

Ec111(ii) **Macro-Economic Theory** 20

Michaelmas and Lent Terms, by **Dr. Hindley**. Classes: Ec111(a) 24 Sessional.

Classes will be largely devoted to discussion of problems designed to strengthen students' understanding of analytical methods. Students are urged to attempt the assigned problems before attending classes. At least five pieces of written work will be required and marked by class teachers.

Reading List: Micro: D. Laidler, *Introduction to Micro-economics* (2nd edn.), and/or J. Hirshleifer, *Price Theory and its Applications* (2nd edn.); J. R. Gould, *Additional Notes* covering some parts of the lectures and available in the Teaching Library.

The above are required reading. In addition: D. de Meza and M. Osborne, *Problems in Price Theory* is valuable for practice in analytical methods.

Macro: R. Dornbusch & S. Fischer, *Macroeconomics*, is the recommended text. The material of the course is also covered in G. Ackley, *Macroeconomics*, W. Branson, *Macroeconomics* or M. Perlman, *Macroeconomics*.

Supplementary Reading List: A limited amount may be recommended in the lecture courses.

Examination Arrangements: There is a three-hour formal examination in the Summer Term. The examination paper is divided into two parts, micro and macro, with six questions in each part. Candidates are required to answer two questions from each part. All questions carry equal weight. Copies of previous years' papers are available in the library.

Ec1425

Economic Principles

Teacher Responsible: Mr. J. R. Gould, Room S676 (Secretary, S683)
Course Intended Primarily for B.Sc. (Econ.) Part II; B.Sc. c.u.; Dip. Econ.; Dip. Acc. and Fin.; Dip. Bus. Studies.

Scope: An intermediate course in micro-economic and macro-economic analysis.

Principles of Economics Treated Mathematically

Teacher Responsible: Dr. F. A. Cowell, Room S475 (Secretary, Sue Kirkbride, S85)

Course Intended Primarily for B.Sc. (Econ.) Part II; B.Sc. course unit; Diploma in Economics; Diploma in Econometrics; M.Sc. preliminary year.

Scope: The aim of the course is to provide students with a basic grounding in micro-economic and macroeconomic analysis.

Syllabus:

Microeconomics: Standard optimisation methods are used to analyse the theory of production, the theory of the firm, the theory of consumer behaviour; the comparative statics properties of equilibrium models are analysed. An outline of general equilibrium analysis is provided with specific discussion in a two-sector model. There is an elementary treatment of topics such as imperfect markets, uncertainty and welfare economics.

Macroeconomics: The basic macroeconomic model incorporating a goods market, asset market and labour market is set up and its comparative statics discussed. The consumption function, investment behaviour and the demand for and supply of money are discussed in greater detail. The model is extended to incorporate the government and international trade. Elementary dynamics models of output, employment and prices are analysed.

Pre-Requisites: A knowledge of mathematics covering basic algebra, basic differential and integral calculus (including partial derivative differentiation), elementary linear algebra, elementary set theory, and ordinary first and second order differential and difference equations. An appropriate first year economics course is an advantage but not essential.

Teaching Arrangements: There are two lectures, (Ec113) weekly in the Michaelmas and Lent Terms, corresponding to the microeconomic and macroeconomic components, given by **Dr. F. A. Cowell** and **Professor S. J. Nickell** respectively. Accompanying the lectures is a set of classes (Ec113a) which are intended for further discussion of issues raised in lectures and for discussion of problem sets issued by the lectures.

Written Work: In the Michaelmas and Lent Terms a one-hour mock examination will be held based on that term's work. Students are strongly advised to prepare for these two tests

Ec1426

diligently since the experience gained in them will be of considerable value in preparing for the formal examinations in the Summer. Students are also strongly encouraged to work through all the examples and exercises provided by the lecturers.

Reading List: *Microeconomics:* There is no single textbook which covers the course at the right level of difficulty. However, H. Gravelle & R. Rees, *Microeconomics*, Longmans, provides a good coverage. Slightly advanced, but very thorough are: H. Varian, *Microeconomic Analysis*, Norton; E. Malinvaud, *Lectures on Microeconomic Theory*, North Holland.

One of the above is worth purchasing as a text. Some useful applied analysis is found in R. Shone, *Applications in International Microeconomics*, Martin Robertson.

Other detailed reading will accompany the course notes.

Macroeconomics: The best textbook for the course is: R. Dornbusch & S. Fischer, *Macroeconomics* (2nd edn.).

Dornbusch and Fischer make little use of mathematics. A text covering many of the topics of the course at an appropriate mathematical level is: P. Burrows & T. Hitiris, *Macroeconomic Theory: A Mathematical Introduction*.

Students with strong mathematics can find a more rigorous analysis in D. J. Ott, A. F. Ott & J. H. Yoo, *Macroeconomic Theory*.

Many other textbooks cover the course syllabus (without being especially mathematical). For example: W. H. Branson & J. H. Litvack, *Macroeconomics* (2nd edn.); T. F. Dernberg & D. M. McDougall, *Macroeconomics* (5th edn.); M. Perlman, *Macroeconomics* (2nd edn.).

Detailed guidance will be given in the lectures. *Mathematical Background*

It is assumed that students will be familiar with basic mathematics, to the level of, say, G. C. Archibald & R. G. Lipsey, *A Mathematical Treatment of Economics*; A. C. Chiang, *Fundamental Methods of Mathematical Economics*; T. Yamane, *Mathematics for Economics*.

Many of the standard results on optimisation are usefully summarised in: A. K. Dixit, *Optimisation in Economic Theory*.

Examination Arrangements: There is a three-hour examination in the Summer Term based on the full syllabus covered by the lecture courses. The paper contains 12-14 questions grouped in two or three sections. Candidates are required to answer four questions, choosing at least one from the microeconomics section and at least one from

the macroeconomics section. The questions are set in such a way as to test analytical, computational and descriptive skills. Students are encouraged to check previous years' examination papers for guidance on the style of questions.

Ec1430

Economic Statistics

This study guide was not available at the time of going to press. Prospective students should apply to **Professor Sir Roy Allen**, Room S266, or **Dr. C. Dougherty**, Room S184.

Ec1450

Introduction to Economic Policy

Teacher Responsible: Roger Alford, Room S378 (Secretary, Mrs. Gowing, S187)

Course Intended Primarily for B.Sc. (Econ.) Part II and Dip. Econ.

Scope: This course is concerned with British economic policy and its attempts to deal with economic problems using economic theory and quantitative information. The field is so large that the course concentrates upon only three areas:

Macro-economic management

Taxation, Poverty and Redistribution

The Balance of Payments

(This course is complementary with the main second year theory courses **Principles of Economics and Principles of Economics Treated Mathematically.**)

Pre-Requisites: Students taking the B.Sc. (Econ.) must have taken one of the first year economics courses **Economics A2** or **Economics B**. Other students must have taken at least one year of Economics at university level.

Teaching Arrangements: Each section of the course has its own lectures and classes:

Macro-Economic Management:

Ec143(i) **Macro-economic Management** (10 lectures, **Mr. Ormerod**, Michaelmas Term)

Ec143(i) (a) (5 classes, last five weeks of Michaelmas Term)

Taxation, Poverty and Redistribution:

Ec143(ii) **Taxation, Poverty and Redistribution** (10 lectures, **Professor Atkinson**, Lent Term)

Ec143(ii) (a) (5 classes, first five weeks of Lent Term)

The Balance of Payments:

Ec143(iii) **The Balance of Payments** (10 lectures, lecturer to be arranged, Lent Term)

Ec143(iii) (a) (5 classes, last five weeks of Lent Term).

Written Work: Written work will consist of class papers or essays which will be set by the class teachers.

Reading List: suitable preliminary reading would be: **Macro-economic Management:** K. A. Chrystal, *Controversies in British Macroeconomics*; K. Cuthbertson, *Macroeconomic Policy*.

The Balance of Payments: A. P. Thirlwall, *Balance of Payments Theory*.

Taxation, Poverty and Redistribution: A. B. Atkinson, *The Economics of Inequality*, ch. 1-4, 10, 11; J. Le Grand, *The Strategy of Equality*.

More detailed reading lists will be given out during the course.

Examination Arrangements: There is a three-hour examination in the Summer Term. The paper will contain at least four questions on each section of the course. Candidates have to answer four questions; there is no restriction on choice of questions.

Ec1451

The Economics of Industry

Teacher Responsible: Professor B. S. Yamey, Room S677 (Secretary, Margaret Kosowicz, S683)

Course Intended Primarily for B.Sc. (Econ.) Part II; B.Sc. c.u.; Dip. Econ.; Dip. Acc. and Fin.; Dip. Bus. Studies.

Scope: A second-year undergraduate course in the **Economics of Industry** (or in North American terminology, Industrial organization).

Syllabus: The economic analysis of the structure of industry. The major subjects covered are size of firms; diversification of firms; vertical integration; market concentration; and conditions of entry.

Emphasis is placed on competition and monopoly, transactions and organization costs, and efficiency.

Pre-Requisites: Students should have completed an intermediate course in economic analysis such as **Economic Principles**, or should be following that course while following this course.

Teaching Arrangements:
Lectures: Ec132 **Economics of Industry** 25 Sessional.

Classes: Ec132 Sessional.

Classes will be largely devoted to discussion of topics designed to complement or supplement the lectures. Written work will be required and assessed by class teachers.

Reading List: There is no single text recommended for the whole course. Class teachers will help students seeking guidance on their reading.

The following books are useful as general reference: R. W. Shaw & C. J. Sutton, *Industry and Competition: Industrial Case Studies*; D. Needham, *The Economics of Industrial Structure, Conduct & Performance*; J. V. Koch, *Industrial Organization and Prices*. Students may find the following book useful as a general introduction: R. E. Caves, *American Industry: Structure, Conduct and Performance*.

A considerably more advanced and comprehensive treatment is in: F. M. Scherer, *Industrial Market Structure and Economic Performance*. (Its scope is much more extensive than the course).

References to journal articles and specialised monographs will be given in the lectures.

Examination Arrangements: There is a three-hour formal examination in the Summer Term. A compulsory question accounts for 40% of the total marks; there is a choice of five sub-questions from at least ten. The remaining 60% of the marks are assigned to three questions, to be selected from at least six.

Ec1452

Labour Economics

Teacher Responsible: Dr. R. Richardson, Room H711 (Secretary, Ms. Sue Allen, H708)

Course Intended Primarily for B.Sc. (Econ.) 2nd or 3rd year; Diploma in Economics.

Scope: The course seeks to introduce students to the major theoretical principles of labour economics and to recent applied work in the area.

Syllabus: The analysis of the supply of labour: including the theory of labour/leisure choice, empirical studies of hours of work and of labour force participation rates, the analysis of occupational choice, education and other forms of human capital investment and the theory of job search.

The analysis of the demand for labour: including the analysis of demand when labour is assumed to be homogeneous, the demand for different skills, demand under conditions of imperfect information and the analysis of labour market discrimination.

The structure of wages and the income distribution. The economic analysis of trade unions. The analysis of unemployment and of increases in average money wages.

Pre-Requisites: It is usual, but not essential, for students to have taken, or be taking, the 2nd year B.Sc. (Econ.) course **Economic Principles**; also, some knowledge of statistics, as given, for example, in the course **Economic**

Statistics, is useful but not essential.

Teaching Arrangements: There are 25 lectures (Ec136), given by **Dr. Richardson**. In addition there are classes (Ec136a) running through the session starting in the 2nd or 3rd week of the first term. Students are expected to do at least 2 pieces of written work per term for their class teacher; they are also expected to participate actively in class discussions.

Reading List: There are two good books in the area, either of which can serve as a text and one of which should be purchased. These are: J. Addison & S. Siebert, *The Market for Labor*, Goodyear, 1979; A. Rees, *The Economics of Work and Pay*, Harper & Row. Some students will prefer the former, others prefer the latter. Additional reading will be suggested in the course.

Examination Arrangements: Assessment is based wholly on a three hour examination in the Summer Term. The details of the exam may vary from year to year but there is always a *compulsory* first question which requires the student to give relatively brief comments on each of five or six propositions. This question carries one third of the total marks. The student must also answer two from a set of six or seven other questions.

Ec1453

Theory of Business Decisions

Teacher Responsible: Professor L. P. Foldes, Room S182 (Secretary, Mrs. E. Gowing, S187)

Course Intended Primarily for B.Sc. (Econ.) Part II; B.Sc. course unit main fields Maths., Stats., Act. Sci., Man. Sci.; Dip. Econ.

Scope: An introduction to concepts of normative decision theory common to economics, statistics, operational research and related disciplines, with special emphasis on the treatment of risk and uncertainty. Applications to business.

The formulation of problems is mathematical, but the course emphasises conceptual aspects rather than proofs of theorems or computational methods.

Syllabus: A selection will be made from the following topics: Mathematical programming, including shadow prices and their use in schemes of decentralisation. Concepts of probability, including discussion of objective and subjective interpretations. Expected utility. Decision rules for problems involving risk, with selected applications e.g. to insurance or investment problems. Random processes, information structures, trees and sequential decisions. Concepts of uncertainty analysis, including Bayes and minimax

solutions of games against nature and zero-sum two person games. Organisations considered as games and as teams. Survey of informal organisation theory.

Pre-Requisites:

(i) Elementary microeconomics – theory of the firm, indifference curves, competitive pricing, welfare.
(ii) Mathematics – elementary set theory and calculus.

(iii) Elementary probability – discrete probability, normal distribution.
In the case of B.Sc. (Econ.) students, experience shows that those with A-level mathematics and **Elementary Statistical Theory** at Part I have an advantage, but the course can be taken successfully by students who do not have these qualifications. For B.Sc. (Econ.) students, prerequisites in economics do not normally present a problem. For others, A-level or Part I Economics (or equivalent) is essential, and it is helpful if **Economic Principles** or an equivalent course is also taken (concurrently in the case of second-year students).

Teaching Arrangements: 22 one-and-a-half-hour lectures (Ec134) will be given by **Lucien Foldes** in the Michaelmas, Lent and Summer Terms; 18 one-hour classes (Ec134a) will be given by **Lucien Foldes** and **Christine Whitehead**.

Students are expected to write at least two essays during the year. The first is due at the end of the Michaelmas Term, the second in the sixth week of the Lent Term. Students may be asked to report on literature in class.
Reading List: General References: W. Baumol, *Economic Theory and Operations Analysis* (4th edn.), chapters 1–8, 12, 15, 17–19 or corresponding chapters in earlier editions; H. Raiffa, *Decision Analysis – Introductory Lectures on Choices under Uncertainty*; G. Menges, *Economic Decision Making – Basic Concepts and Models*; R. D. Luce & H. Raiffa, *Games and Decisions*, chapters 1–7, 13 and 14. There is no single text recommended for the whole course. The book by Menges, although close in outlook to the lectures, is difficult to read because of inadequacies of translation and inconsistencies in the level of exposition. The book by Raiffa is excellent (though sometimes long-winded) on problems of risk, but does not cover the whole course. Baumol should be read as a general introduction and survey, but taken alone does not go deeply enough into some of the main topics. Luce and Raiffa is excellent and concise but often rather advanced. A more detailed reading list for topics appears below.

Probability Background: K. L. Chung, *Elementary Probability Theory with Stochastic*

Processes (omit exercises, hard examples and starred sections, if you want a conceptual rather than technical course); J. G. Kemeny, A. Schleifer, J. L. Snell & G. L. Thompson, *Finite Mathematics with Business Applications* (2nd edn.), chapter 3.

Detailed Course Outline and Further References:

I Survey of decision theory and classification of models. Preliminary discussion of certainty problems (see VI below for a list).

II Risk – one person, one period problems without information gathering. Formulation and examples. Introduction to alternative concepts of probability. Assignment of subjective probabilities. Expected utility: theory and critique. Applications – business planning, evaluation of a single risky project, insurance and risk sharing.

III Uncertainty – framework as under II. Risk versus uncertainty. Randomised decisions. Rules for uncertainty. Admissible and Bayesian decisions. Maximin and zero-sum two person game.

IV Risk and uncertainty with sequences of action and information gathering. Survey of concepts from mathematical probability. Decision trees and analysis in extensive form. Bayesian learning and the value of information. Reduction to normal form. Examples of statistical decision procedures.

V Survey of methodological controversies in probability, statistics and decision theory. Concepts of probability: mathematical, objective and subjective. Bayesian versus ‘classical’ methods of inference and decision. Risk versus uncertainty again. Practical implications.

VI Survey of optimisation in the case of certainty. Linear and concave programming. Optimal investment with a perfect capital market. Decentralisation through pricing systems, including transfer pricing in the firm. Duality and saddle points in programming, decision theory and games. General remarks on the treatment of time, risk and uncertainty.

VII Multi-person problems – a selection. Teams. Panel of experts. Some problems in game theory – optimality versus equilibrium (dilemma game), coalitions. Aims of the firm. Approaches to conflict resolution in organisations, including models with bounded rationality.

Class Outline: This outline is flexible, particularly as regards order of topics.
*Indicates items which are more advanced mathematically.

1. Introduction to concepts of decision making. Structure of the course; the relationship between lectures and classes; reading, written work.

Reading: H. A. Simon, ‘Theories of Decision-making in Economics’ (*American Economic Review*, 1959); ‘A Behavioural Model of Rational Choice’ (*Quarterly Journal of Economics*, 1955); W. Edwards and A. Tversky (Eds.), *Decision Making*, Section 1, Penguin; W. Baumol, *Economic Theory and Operations Analysis*, chapter 1; M. Alexis and C. Z. Wilson (Eds.), *Organisational Decision Making*, chapter 3.

2. Certainty models 1 – Linear programming: the primal and dual solutions; shadow pricing; economic interpretations of LP; application to decentralisation.

Reading: W. Baumol, chapters 5–8; R. Dorfman, P. A. Samuelson and R. Solow, *Linear Programming and Economic Analysis*, chapters 1–3, 6–8; *G. Menges, *Economic Decision Making – Basic Concepts and Models*, chapter 4; *R. D. Luce & H. Raiffa, *Games and Decisions*, Appendix 5 (best read after later lectures); M. Alexis and C. Z. Wilson, chapter 4.

3. Certainty models 2 – Marginal analysis in decision making; application to decentralisation decisions; transfer pricing.

Reading: W. Baumol, chapter 3; J. Hirshleifer, ‘On the Economics of Transfer Pricing’ (*Journal of Business*, 1956); also in M. Alexis and C. Wilson, chapter 7, and in B. V. Carsberg and H. C. Edey (Eds.), *Modern Financial Management*; J. R. Gould, ‘Internal Pricing in Firms when there are Costs of using an Outside Market’ (*Management Science*, 1964); also in Carsberg and Edey; K. Arrow, ‘Control in Large Organisations’ (*Management Science*, 1964); also in A. L. Thomas, *A Behavioural Analysis of Joint Cost Allocation and Transfer Pricing*, chapter 8.

4. Certainty models 3 – Decision making over time; discounting, net present value and maximisation of utility; perfect and imperfect capital markets.

Reading: J. Hirshleifer, ‘On the Theory of Optimal Investment Decision’ (*Journal of Political Economy*, 1958); also in Carsberg and Edey; J. R. Gould, ‘On Investment Criteria for Mutually Exclusive Projects’ (*Economica*, February 1972); L. P. Foldes, ‘Imperfect Capital Markets and the Theory of Investment’ (*Review of Economic Studies*, 1961).

5. Decision making under risk: one approach, the maximisation of expected value; an example.

Reading: H. Raiffa, *Decision Analysis – Introductory Lectures on Choices under Uncertainty*, chapter 2; W. Baumol, chapter 25; J. Van Dantzig, ‘Economic Decisions for Flood Prevention’ (*Econometrica*, 1956); also summary and discussion by Gibrat and Allais,

Econometrica, 1954.

6. The concepts of objective and subjective probabilities and their importance for decision approaches. Assignment of subjective probabilities. Conclusions versus decisions.

Reading: H. Raiffa; *G. Menges, chapter 1; H. E. Kyburg and H. E. Smokler, *Studies in Subjective Probability*, Introduction; K. R. Popper, ‘The Propensity Interpretation of Probability’ (*British Journal for the Philosophy of Science*, 10); L. P. Foldes, ‘Uncertainty, Probability and Potential Surprise’ (*Economica*, August 1958); D. J. Struik, ‘On the Foundations of the Theory of Probabilities’ (*Philosophy of Science*, I, 1937).

7. Decision making under quasi-risk: applications to investment decisions.

Reading: D. B. Hertz, ‘Risk Analysis in Capital Investment’ (*Harvard Business Review*, 1964); W. R. Greer, ‘Capital Budgeting with the Timing of Events Uncertain’ (*Accounting Review*, 1970).

8. Decision trees as an approach to decision making: application of Bayes’ theorem and value of information.

Reading: H. Raiffa, chapters 1–2; J. F. McGee, ‘Decision trees for decision making’ and ‘How to Use Decision Trees in Capital Investment’ (*Harvard Business Review*, 1964); also in M. K. Starr (Ed.), *Management of Production*, Penguin; R. D. Luce and H. Raiffa, chapter 3.

9. Formulation of expected utility: the axioms on von Neumann-Morgenstern utility theory.

Reading: H. Raiffa, chapters 4–5; R. D. Luce & H. Raiffa, chapter 2; *G. Menges, chapter 2; M. Allais & O. Hagen (Eds.), *Expected Utility and the Allais Paradox*, especially the sections ‘The Arbitrage between Mathematical Expectation and the Probability of Ruin, and the St. Petersburg Paradox’ and ‘Appendix C: Selected Findings of the 1952 Experiment’.

These are available separately as photocopies. The text of the 1952 questionnaire and a summary of Allais’ theory appear in ‘La Psychologie de l’Homme Rationnel devant le Risque – la Theorie et l’Experience’ (*Journal de la Société de Statistique de Paris*, 1953).

10. Expected utility applied to individual decisions: risk aversion and risk loving.

Reading: J. Tobin, ‘Liquidity Preference as Behaviour Towards Risk’ (*Review of Economic Studies*, 1958); also in Mueller, chapter 13; M. Friedman and L. J. Savage, ‘The Utility Analysis of Choices Involving Risk’ (*Journal of Political Economy*, 1948); Markowitz, ‘The Utility of Wealth’ (*Journal of Political Economy*, 1952).

11. Risk pooling and maximisation of expected value by risk averse individuals.

Reading: P. Dasgupta and G. Heal, *Economics*

and Exhaustible Resources, chapter 13; H. Raiffa, chapter 8 part I.

12. Decision making under uncertainty: decision criteria in games against nature. Relation to statistical decision theory.
Reading: R. D. Luce & H. Raiffa, chapter 13; W. Baumol, chapter 19; H. Raiffa; *G. Menges, chapter 6; J. W. Tukey, 'Conclusions vs. Decisions' (*Technometrics*, 1); J. Wolfowitz, 'Bayesian Inference and the Axioms of Consistent Decision' (*Econometrica*, 1962).

13. Games against opponents: two person zero-sums games, prisoner's dilemma.
Reading: R. D. Luce & H. Raiffa, chapters 1-4; A. K. Sen, 'Behaviour and the Concept of Preference' (*Economica*, 1973); A. Rapoport, *Games, Fights and Debates*, Part II; G. Menges, chapter 6; M. Alexis & C. Z. Wilson, chapter 4.

14. Decisions by groups with diverse information - teams.
Reading: H. Raiffa, chapter 8 part 2; J. Marschak, 'Elements for a Theory of Teams' and 'Efficient and Viable Organisational Forms', chapters 21-22 of his collected papers. The material of the latter paper also appears in J. Marschak & R. Radner, *Economic Theory of Teams*, an advanced book which contains a lot of additional material on decisions and teams.
Examination Arrangements: One three-hour essay style paper. Four questions to be answered, usually out of ten or more. These arrangements are subject to change at the discretion of the examiners.

Ec1454

Economic Institutions Compared

Teacher Responsible: Dr. C. D. Scott, Room S382 (Secretary, Mrs. A. de Sayrah, S85) and Professor P. Wiles, Room S477 (Secretary, Mrs. P. A. Nutt, S683)

Course Intended Primarily for Second year B.Sc.; General Course.

Scope: There is an enormous variety of institutions in the modern world, with the most diverse social or historical roots. The course must perforce confine itself to the essence: the enterprise under each system of institutions.

Syllabus: Introductory: Concepts and types of property; inheritance. Profit, and other types of enterprise and individual motivation. Types of enterprise and maximand, especially; the enterprise in the command economy;

planning, (the passage on planning is brief, since it is the subject of another course), wholesale and retail prices in the command economy. The large capitalist corporation; these lectures include "satisfactory" and other muddled motivations. Trade unions. The detribalized peasant. Producers' cooperatives, especially Yugoslav; moshavim. Collective farms in the USSR and Mexico. Communes, especially kibbutzim; these lectures include altruistic motivation.
Planning and banking: banks and inflation, investment finance.
Efficiency comparisons: methods, results.
Left for Classes: the distribution of wealth, the managerial revolution and convergence, institutions and growth, other Communist systems than the USSR and Yugoslavia.
Teaching Arrangements: Lectures: Ec147 **Economic Institutions Compared**, 30 lectures by Dr. Scott and Professor Wiles.
Classes: Ec147a, a sufficient number of classes for each student to present one paper (usually three classes each lasting one term).
Written Work: See classes above.
Reading List: Here is the basic list: M. Bornstein, *Comparative Economic Systems, Models and Cases*; R. L. Carson, *Comparative Economic Systems*; A. Nove, *The Soviet Economic System*; B. Ward, *The Socialist Economy*. A very much longer list of optional readings is circulated.
Examination Arrangements: The normal three-hour, four questions out of thirteen, exam.
Note: It is fair to expect that subjects lectured on will have questions in the examination. There will always be at least two questions on: the Soviet state sector; the Yugoslav socialist sector; collective farms and communes; peasants; convergence and the managerial revolution. Of these five subjects students are advised to read up only four. The particular questions may be about enterprise behaviour, labour behaviour, income distribution, resource allocation, inflation, etc. There will also be miscellaneous other questions.

Ec1500

Problems of Applied Economics

Teacher Responsible: Professor A. B. Atkinson, Room R407 (Secretary, Mrs. Prue Hutton, R409 or Ms. Jane Dickson, R411)

Course Intended Primarily for B.Sc. (Econ.) Part II, special subjects Economics, Analytical and Descriptive; Monetary Economics; Industry and Trade; International Trade and Development; Economic Institutions and Planning; and Diploma in Economics.
Scope: The aim of the course is to demonstrate the application of economic principles to a selection of current issues.
Syllabus: The course is in two parts. The first deals with applied micro-economics. The contents are: methods of applied economics, analysis of consumer demands, labour supply and incentives, unemployment, and the distribution of income. The second part deals with applied macro-economics, and the main topics covered are inflation and unemployment, stabilisation and control, and the open economy.

Pre-Requisites: A knowledge of economic principles of second-year standard. (A knowledge of economic statistics and techniques would be desirable.)
Teaching Arrangements: There are two parts to the lecture course (Ec112): Ten lectures in the Michaelmas Term by Professor Atkinson and twelve lectures in the Lent/Summer Terms by Mr. A. Marin. There are weekly classes throughout the year.

Reading List: There is no textbook covering the entire course and the reading consists mainly of articles and sections of books assigned for each topic. It is hoped to make available at cost price a set of Xeroxed 'key' articles, subject to permission being obtained from the copyright holders. For the section on inflation and unemployment, the textbook by R. Jackman, J. Trevithick & C. Mulvey, *The Economics of Inflation*, covers the relevant material. Books which the student may like to consult in advance for the second part of the course include: J. S. Flemming, *Inflation*; J. Trevithick, *Inflation*; K. A. Chrystal, *Controversies in British Macroeconomics*; F. T. Blackaby (Ed.), *British Economic Policy 1960-74*.

Examination Arrangements: There is a three-hour examination covering the entire course (the paper is not divided into sections). Students are expected to answer four questions.

Ec1506

Advanced Economic Analysis

Teacher Responsible: Dr. J. Sutton, Room S380 (Secretary, Anne de Sayrah, S85)

Course Intended Primarily for B.Sc. (Econ.) 3rd year.

Scope: The purpose of this series of lectures is to introduce students to an area which has been attracting a great deal of interest over the past decade: Markets with Imperfect Information. The reason for this interest is two fold. Firstly, markets with imperfect information are all pervasive in the real world, and therefore of interest in their own right. Secondly, the study of such markets is now generally seen to be fundamental to one of the central problems of economic theory - the provision of satisfactory microfoundations for macroeconomics.

Syllabus: I. Markets with Imperfect Information. Search Theory. Quasicompetitive Models. Market Breakdown. Signalling Equilibria.

II. Microfoundations of Unemployment Equilibrium. Wage Inflexibility: Theories and Implications. The Barro-Grossman Model. The Malinvaud Model.

III. Alternative views of the Inflation-Unemployment Trade-off. Tobin and Friedman.

IV. Rational Expectations in Macroeconomics.

V. Further topics.

VI. An Introduction to Capital Theory.

Pre-Requisites: Economic Principles, Basic Mathematics for Economists, Basic Statistics.

Teaching Arrangements: There is a single lecture course, Ec151. There will be two lectures a week in the Michaelmas Term; the first fifteen are by Dr. J. Sutton and cover topics I-III. The remaining five lectures, by Dr. C. Dougherty, deal with topic VI. There will be one lecture a week in the Lent Term by Dr. C. Pissarides on topics IV and V. There will be one class (Ec151a) each week throughout the first two terms.

Reading List: There is no suitable textbook. Instead, the course is built round a small number of readings, mostly articles. The key references are: G. Stigler, 'The Economics of Information' (*Journal of Political Economy*, 1961); D. de Meza & M. Osborne, *Problems of Price Theory*, ch. 13; George A. Akerlof, 'The Market for Lemons: Quality Uncertainty and Market Mechanism' (*Quarterly Journal of Economics*, 1970); M. Spence, 'Job Market Signalling' (*Quarterly Journal of Economics*, 1973); E. Malinvaud, *The Theory of*

Unemployment Reconsidered, ch. 3; R. J. Barro & H. I. Grossman, 'A General Disequilibrium Model of Income and Employment' (*American Economic Review*, 1971); M. Friedman, 'The Role of Monetary Policy' (*American Economic Review*, 1968); J. Tobin, 'Inflation and Unemployment' (*American Economic Review*, 1972); C. R. S. Dougherty, *Interest and Profit*, chs. 1-3, 7 and 8; C. Pissarides, *Labour Market Adjustment*.

Examination Arrangements: There is a single three-hour examination in the Summer Term. The paper is undivided and students are required to answer four questions from about twelve.

Ec1507

Public Finance

Teacher Responsible: Professor A. R. Prest, Room S277 (Secretary, Barbara Hammond, S276)

Course Intended Primarily for B.Sc. (Econ.) 3rd year.

Scope: A course on theoretical and applied public finance.

Syllabus: (more details in class topics)

The principles behind the allocation of functions between the private and the public sector; the theory of public goods and related topics. Analysis of the allocative and distributional effects of taxes on income, output, value added, wealth and the like. Analysis of fiscal policy and debt management, and discussion of problems of control of the economy. Central-local government financial relationships. The main institutional references will be to the U.K. but some attention will also be given to other countries, especially the U.S.A.

A number of current issues in public sector economics will be discussed from the following: the objectives of income redistribution, public choice and the efficiency of government, systems of preference revelation for public goods, national insurance and social security.

Pre-Requisites: Knowledge up to second year economic principles level.

Teaching Arrangements:

Lectures: Ec137 **The Economics of Public Finance (Professor Prest)** 20 lectures Michaelmas and Lent Terms.

Ec138 **Current Issues in Public Finance**, 5 lectures, Michaelmas Term.

Classes: Ec137(a) 20 classes, Michaelmas/Lent Terms involving written work.

Reading List: Central Office of Information, *The British System of Taxation*; S. James & C. Nobes, *The Economics of Taxation*; J. A. Kay & M. A. King, *The British Tax System* (2nd

edn.); C. V. Brown & P. M. Jackson, *Public Sector Economics* (2nd edn.); A. R. Prest & N. A. Barr, *Public Finance in Theory and Practice* (6th edn.); R. A. Musgrave & P. B. Musgrave, *Public Finance in Theory and Practice* (3rd edn.); A. S. Blinder & R. M. Solow, *The Economics of Public Finance*.

Supplementary Reading List: J. E. Meade & others, *The Structure and Reform of Direct Taxation*; R. A. Musgrave, *The Theory of Public Finance*; C. S. Shoup, *Public Finance*; J. G. Head, *Public Goods and Public Welfare*; G. A. Hughes & G. M. Heal (Eds.), *Public Policy and the Tax System*; R. A. Musgrave, *Fiscal Systems*; R. Millward, *Public Expenditure Economics*; F. T. Blackaby (Ed.), *British Economic Policy 1960-74*, Chs. 3 & 4; A. B. Atkinson & J. E. Stiglitz, *Lectures in Public Economics*.

Examination Arrangements: One 3 hour paper.

Ec1513

Principles of Monetary Economics

Teacher Responsible: R. A. Jackman, Room S376 (Secretary, M. Tappas, S566)

Course Intended Primarily for B.Sc. (Econ.) 3rd year, special subject Monetary Economics; also available to other 3rd year B.Sc. (Econ.) students and for the Diploma in Economics.

Scope: The course provides an introduction to monetary theory, to the effects of monetary variables on the macroeconomic system and to the theory of balance of payments adjustment.

Syllabus:

Monetary Theory: the nature and function of money. The banking system and financial intermediation. Classical monetary theory and the Keynesian revolution. Modern theories of the demand for money. The control of the money supply, the transmission mechanism of monetary policy and the impact of money on economic activity. The monetarist counter-revolution: neutrality, inflation and rational expectations. The theory of monetary policy. International Monetary Theory: the concept of the balance of payments. The reconciliation of internal and external balance. The absorption approach and its implications. Income and price adjustment mechanisms. Comparison of controls and price adjustments. Growth and the balance of payments.

Pre-Requisites: Students are expected to be familiar with intermediate economic theory. (For example, in macroeconomics, they should be familiar with a text at the level of

R. Dornbusch & S. Fischer, *Macroeconomics*.) A knowledge of elementary mathematical techniques used in economics is also expected. **Teaching Arrangements:** There are two lecture courses.

Lectures: Ec139 **Principles of Monetary Economics (Mr. Jackman)**, 10 lectures, Michaelmas Term and 20 lectures Lent Term. Additionally there are 18 classes (Ec139a), starting in the sixth week of the Michaelmas Term, continuing up to the third week of the Summer Term.

Written Work: Students should expect to write three essays during the course, to be handed in to, and marked by, their class teacher. Setting essay topics is the responsibility of class teachers, although a list of suggested topics will be distributed in the lectures. Exercises may also be set. Students may write additional essays for their tutors.

Reading List: Monetary Theory: The best textbook for the course is: C. A. E. Goodhart, *Money, Information and Uncertainty*.

The following may also be helpful, particularly for students who have not taken an intermediate course in macroeconomic principles: D. Wrightsman, *An Introduction to Monetary Theory and Policy* (2nd edn.).

Useful for selected parts of the course are: D. Laidler, *The Demand for Money* (2nd edn.); J. R. Hicks, *Critical Essays in Monetary Theory*. International Monetary Theory: It is advisable to purchase: L. B. Yeager, *International Monetary Relations* (2nd edn.), or M. Chacholiades, *International Monetary Theory and Policy*.

Additional Reading: R. A. Mundell, *International Economics* (Part II and III); R. E. Caves & H. G. Johnson (Eds.), *Readings in International Economics*; F. Machlup, *International Monetary Economics*; R. N. Cooper (Ed.), *International Finance*, (readings); H. G. Grubel, *International Economics*; B. J. Cohen, *Organising the World's Money*.

Examination Arrangements: There will be one three-hour written paper. In the past the paper has contained fourteen questions of which four are to be attempted.

Ec1514

Monetary Systems

Teacher Responsible: Roger Alford, Room S378 (Secretary, Mrs. Gowing, S187)

Course Intended Primarily for B.Sc. (Econ.) Part II and Dip. Econ.

Scope: Most of the course is concerned with the British monetary system: the development and current role of the main groups of banks and money markets; bank behaviour, banking problems and bank supervision; British monetary policy, its problems and development over recent years and its future prospects. The remaining quarter of the course deals with international monetary experience and the role of international monetary institutions.

Pre-Requisites: This is a third year course for students taking the B.Sc. (Econ.) and they will have taken the second year economics course **Economic Principles or Principles of Economics Treated Mathematically**. Other students should have taken two years of economics at university level.

Teaching Arrangements:

Lectures: Ec141 **The British Monetary System**, (20 lectures, Mr. Alford, Michaelmas Term) Ec142 **International Monetary Experience**, (10 lectures, Professor Day, Lent Term)

Classes: Ec141(a) (15 classes, Mr. Alford, Michaelmas and Lent Terms.)

Written Work: Written work will consist of class papers which will be set by the class teacher.

Reading List: suitable preliminary reading would be: A. D. Crockett, *Money* (2nd edn.); M. J. Artis & M. K. Lewis, *Monetary Control in the UK*; L. B. Yeager, *International Monetary Relations*.

A more detailed reading list will be given out during the course.

Examination Arrangements: There is a three-hour examination in the Summer Term. The paper normally contains about 14 questions, which roughly reflect the balance between the two parts of the course, and candidates have to answer four questions.

International Economics

Teacher Responsible: Mr. Max Steuer, Room S183 (Secretary, Mrs. E. M. O'Brien, S187)

Course Intended Primarily for B.Sc. (Econ.) Part II: Dip. Econ.

Scope: The aim of this course is to introduce the student to international trade theory and international monetary economics.

Syllabus:

International Trade Theory: This part of the course strives to explain the pattern of trade observed in the world and to account for the prices at which goods are traded. Positive and normative aspects of international markets are examined. Use is made of the theory of comparative advantage and of rival theories of international trade. Relations between trade and domestic markets for both goods and factors are examined in terms of the theory of trade according to factor endowments.

The course studies the effects of tariffs on international trade, and also other means of influencing the international flow of goods. Among the other means are quotas, subsidies and agreements between governments. Concepts such as the optimum tariff and the effective rate of protection are examined. Economic integration between countries is studied, particularly the effects of customs unions.

Commodity schemes are examined from the point of view of stabilization of price and output, and as means of generating revenue. The role of direct foreign investment in international transactions is examined. Particular attention is paid to the effects of multinational firms on host countries.

A variety of other topics are discussed including the economics of illegal transactions in international trade, especially smuggling. And attention is given to such puzzles as intra-industry trade where countries appear to be exporting and importing the same product.

International Monetary Economics: Balance-of-Payments Definitions: Discusses the components 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.

Devaluation: The conditions under which a devaluation will improve the balance-of-payments and the effect of such a policy on

Ec1520

the various macroeconomic variables are 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.

Stabilization Policy: Here the efficacy of fiscal and monetary policies in determining levels of income and employment under both fixed and flexible exchange rates is discussed.

The International Monetary System: This section covers the history and development of the international monetary system since the Second World War.

Pre-Requisites: Students are assumed to have taken the equivalent of the undergraduate course **Economic Principles**. The lectures involve little mathematics, although use is made of geometry.

Teaching Arrangements: Lectures: Ec145

International Economics. One hour a week during the Michaelmas and Lent Terms for a total of twenty hours.

Classes: Ec145a, one hour a week, beginning approximately in the second week of the Michaelmas Term and continuing until just after the beginning of the Summer Term for a total of twenty hours. Ec145b, six hours of revision classes given during the Summer Term by the lecturers.

Reading List: There are a number of text books which are suitable. A selection is:

B. Sodersten, *International Economics*, Macmillan, 1980; R. E. Caves & R. W. Jones, *World Trade and Payments* (3rd edn.), Little Brown, 1981; C. P. Kindleberger & C. M. Lindhert, *International Economics* (7th edn.), Irwin, 1982; R. H. Heller, *International Trade: Theory and Empirical Evidence* (2nd edn.), Prentice-Hall, 1983; H. G. Johnson, *International Trade and Economic Growth*, Harvard, 1961; W. M. Corden, *The Theory of Protection*, Oxford, 1971; H. G. Grubel, *International Economics*, Irwin, 1977; B. Hindley, *Theory of International Trade*, Weidenfeld & Nicolson, 1974; A.E.A., edited by R. E. Caves & H. G. Johnson, *Readings in International Economics*, Allen & Unwin, 1968. Other readings will be given during the course.

Economic Development

Teacher Responsible: Professor H. Myint, Room S84 (Secretary, Mrs. A. de Sayrah, S85)

Course Intended Primarily for B.Sc. (Econ.), Diploma in Economics.

Scope: The aim of the course is to give a general analytical introduction to the economics of the underdeveloped countries and their problems of economic development.

Syllabus:

(1) Concepts and theories concerning the nature of underdevelopment and development; statistical background relating to the broad patterns of economic growth and changes in economic structure; savings and capital output ratios; aggregate production functions; and income distribution.

(2) Problems of domestic economic organisation; characteristics of factor and product markets; economic dualism; problems of production; marketing and technological change in the agricultural sector.

(3) External aspects of economic development: the relationship between international trade theory and the practical external economic problems of the less developed countries; protection and domestic industrialisation; export problems of primary products and manufactures; problems of foreign investment; international aid and the reform of the international economic order.

Pre-Requisites: A 3rd year Course. Students must have completed the course on **Economic Principles** or possess equivalent knowledge of modern economic analysis.

Teaching Arrangements: Ec146. 20 lectures Michaelmas and Lent Terms, 20 classes (Ec146a) Michaelmas and 5 revision classes (Ec146b) Summer Term.

Reading List: No one book covers the entire syllabus. Students may use a brief introduction by H. Myint, *The Economics of Developing Countries*, Hutchinson, 1980, in conjunction with either of the following larger books: I. M. D. Little, *Economic Development Theory, Policy and International Relations*, A Twentieth Century Book, 1982; G. M. Meier, *Leading Issues in Economic Development*, Oxford University Press, 1976; M. P. Todaro, *Economic Development in the Third World* (2nd edn.), Longmans, 1982.

They should also consult the annual *World Development Reports* of the World Bank.

In addition, a longer reading list will be provided with essay topics for the classes.

Examination Arrangements: There will be a three-hour formal examination in the Summer

Ec1521

Term, based on the full syllabus of the lectures and tutorial classes. Students will normally be required to answer four questions out of a wide range of topics.

Ec1527

Planning

Teacher Responsible: Dr. S. Gomulka, Room S680 (Secretary, Miss Margaret Kosowicz, S683)

Course Intended Primarily for Final Year B.Sc. (Econ.) and Diploma in Economics.

Scope: The course covers the institutions, theory, techniques and actual practice of macroeconomic planning, all these in reference to (mainly) centrally planned economies, also France and some less developed countries.

Syllabus: The history of ideas and practice of macroeconomic planning. The aims, institutions and instruments of command-type and indicative planning. Mathematical methods of plan preparation at the enterprise and national levels. The role of bargaining. Implementation problems. Planning under market socialism: the theory and experiments.

Pre-Requisites: The course is self-contained. Students find it helpful however to have the equivalent of an A level in Mathematics or have completed an introductory course in that subject at university.

Teaching Arrangements: The course is divided into two parts. Part A deals mainly with historical, institutional and implementation aspects, while emphasis in Part B is on simple quantitative methods.

Lectures (Ec148):

Part A: 15 lectures Michaelmas Term.

Lecturer - Professor P. Wiles.

Part B: 20 lectures Lent Term. Lecturer - Dr. S. Gomulka.

Classes (Ec148a): 12 one-hour meetings, 10 in the Lent Term and 2 in the Summer Term, the class teacher is Dr. S. Gomulka.

Written Work: There will be common weekly or bi-weekly problem sets or essay-type questions. These will be marked and discussed by the class teacher.

Reading List: Part A: B. Gross (Ed.), *Action under Planning*; P. Wiles, *The Political Economy of Communism*; M. Ellman, *Soviet Planning Today*. Part B: C. Blitzer et al., *Economy-wide Models and Development Planning*; M. Cave & P. Hare, *Alternative Approaches to Economic Planning*; A. Nove & M. Nuti (Eds.), *Socialist Economics*; M. Ellman, *Socialist Planning*.

Examination Arrangements: The examination is in two sections, corresponding to parts A

and B of the course, each containing six questions. Four questions should be answered, at least one from each part. All questions have equal weight.

Ec1540 History of Economic Thought

Teacher Responsible: Professor H. Myint, Room S84 (Secretary, Mrs. A. de Sayrah, S85)

Course Intended Primarily for B.Sc.

(Economics) and Diploma in Economics.

Scope: The aim of the course is to give a broad survey of history of Economic Thought with special attention to the classical and neo-classical schools, including the monetary controversies.

Syllabus: The Mercantilists, the Physiocrats, and the major writers of classical and neo-classical schools, such as Cantillon, Hume, Adam Smith, Ricardo, Malthus, John Stuart Mill, Marx, Thornton, Jevons, Walras, Marshall, Fisher and Wicksell.

Pre-Requisites: This is a third year subject and the student must have completed the course on **Economic Principles**, or have equivalent knowledge of modern economic analysis.

Teaching Arrangements: Ec130. 20 lectures Michaelmas and Lent Terms and 20 classes (Ec130a) Michaelmas and Lent Terms and 5 revision classes Summer Term.

The lectures will give a broad survey of the History of Economic Thought from the Greeks to the early twentieth century. The classes will concentrate on a reading of the texts of major classical writers, particularly Hume, Adam Smith, Ricardo, Mill, Thornton and some of the neo-classical economists.

Reading List: Apart from the selected original texts, the following general histories may be consulted: M. Blaug, *Economic Theory in Retrospect* (3rd edn.), Cambridge University Press; D. P. O'Brien, *The Classical Economists*, Oxford University Press; P. Deane, *The Evolution of Economic Ideas*, Cambridge University Press; J. Schumpeter, *The History of Economic Analysis*; J. Viner, *Studies in the Theory of International Trade*; L. Robbins, *The Theory of Economic Policy in English Classical Political Economy*; T. W. Hutchinson, *Review of Economic Doctrines*; J. J. Spengler & W. R. Allen (Eds.), *Essays in Economic Theory*; G. S. L. Tucker, *Progress and Profit in British Economic Theory*; J. R. Hicks, *Critical Essays in Monetary Theory*; G. Stigler, *Production and Distribution Theories*.
Examination Arrangements: There will be a three-hour formal examination in the Summer Term based on the full syllabus covered by

the lectures and classes. Students are required to answer four questions out of a wide range of choices covering the syllabus.

Ec1541 Selected Topics in the Economics of Industry and Trade

Teacher Responsible: Professor B. S. Yamey, Room S677 (Secretary, Margaret Kosowicz, S683)

Course Intended Primarily for B.Sc. (Econ.)

Part II, Industry and Trade group.

Scope and Syllabus: The topics selected differ from one year to another. The following topics have been included in recent years: cartel behaviour; franchising; futures trading; nationalised industries; multi-national enterprises; transfer pricing; fisheries; monopoly, competition and product variety and quality; health insurance; and licensing of economic activities. New topics may be introduced.

Pre-Requisites: Students should have completed the **Economics of Industry** (or equivalent course in the case of General Course students).

Teaching Arrangements: Lectures: Ec133, **Selected Topics of Industry and Trade**, 25 lectures, Sessional. D. de Meza, J. R. Gould, C. Whitehead and B. S. Yamey.

Reading List: Suggestions for reading will be given in the lectures.

Examination Arrangements: There is a three-hour formal examination in the Summer Term. Candidates select four questions from at least eight. All questions carry equal marks.

Ec1542 Ec2428 Economics of Investment and Finance

Theory of Optimal Decisions
(See also Study Guide Ec1453)

Teacher Responsible: Professor L. P. Foldes, Room S182 (Secretary, Mrs. E. Gowing, S187)

Course Intended Primarily for B.Sc. (Econ.) Part II; B.Sc. Course unit 2nd and 3rd year; M.Sc. final year.

Teaching Arrangements and Examinations: A single course of lectures and classes, called Ec135 **Economics of Investment and Finance**, may be taken for two distinct examinations, namely **Economics of Investment and Finance** at the B.Sc. and **Theory of Optimal Decisions**

at the M.Sc. The B.Sc. examination usually takes place some weeks earlier, so that B.Sc. students usually leave the course early in the Summer Term whereas M.Sc. students follow the course to the end. Otherwise the syllabus is the same. In each case the examination is a single three-hour paper, though in the past the B.Sc. paper has called for answers to four questions whereas the M.Sc. paper has called for three, with plenty of choice in each case. Answers are usually required in the form of essays but in some cases these involve mathematics. Details vary from year to year and are subject to change at the discretion of the examiners.

Lectures and Classes: Lucien Foldes, Sessional; one two-hour and one one-hour lecture each week (Ec135) including a class (Ec135a).
Scope: An introduction to problems of risk in investment. The emphasis of the course is on probabilistic methods in both theory and applications.

Syllabus: 1. *General Syllabus:* A selection from the following topics: Formulation of problems of intertemporal choice and concepts of income, capital and interest. Optimal policies for accumulation, depletion and replacement of assets. Emergence, appraisal and control of projects. Treatment of risk in the theory of value and capital. Spot and forward markets, sure and contingent contracts. Selection of risky assets, including risk pooling, diversification and insurance. Portfolio selection and pricing in the case of quoted securities. Speculative prices as random processes. The cost of corporate capital, including the effects of dividend policy, gearing, taxation and inflation. Comparison between private and public investment appraisal. 2. *Possible Topics for 1983-84:* Optimal policies for accumulation and depletion in conditions of risk. Portfolio selection and pricing of quoted securities: single-period and multi-period models. Concepts of equilibrium and efficiency for security markets. Speculative prices as random processes. Treatment of risk in the theory of value and capital. Contingent contracts. Appraisal of large capital projects in conditions of risk - choice of criteria and methods of calculation. Cost of capital. Sequences of projects and gambler's ruin. Risk pooling, insurance, diversification. Properties of special utility functions and probability distributions used in investment appraisal.

Pre-Requisites: This course was designed to follow Ec134, **Theory of Business Decisions**. In the case of B.Sc. (Econ.) students specialising in Industry and Trade, attendance at lectures

and classes in Ec134 in the second year is a formal pre-requisite although students are not required to have taken the examination. Other categories of students should have a background in such topics as expected utility, probability, information purchase and investment appraisal of about the standard of Ec134, and naturally the pre-requisites for that course apply to this one also (see Study Guide Ec1453). Sometimes students who have not previously covered the material of Ec134 manage by attending parts of the lecture course for Ec134 while studying Ec135, but this involves additional work for a course which is in any case demanding. The lectures for Ec135 have substantial mathematical content, and although all special techniques are explained as part of the course a reasonable degree of familiarity with elementary calculus, set theory and probability is necessary.

Written and Class Work: Students may be asked to report on literature in class. They are encouraged to write a number of short essays in preparation for the examinations. In the case of M.Sc. students choosing Theory of Optimal Decisions as their special subject, the course teacher will normally also act as Tutor.

Reading List: The course does not follow any single text, but it is useful to read relevant chapters of a standard work to complement the lectures. The first two items on the list below are suitable; most students will prefer the first. The third item is a more elementary text which is useful as an introduction to the subject. The other items are works to which reference may be made during the course or which are suitable as further reading for students wishing to pursue particular topics in depth. Further journal articles will be selected for discussion as the course proceeds.

T. E. Copeland & J. F. Weston, *Financial Theory and Corporate Policy*, Addison-Wesley; E. Fama, *Foundations of Finance*, Blackwell; M. Bromwich, *The Economics of Capital Budgeting*, Penguin; J. Hirshleifer, *Investment, Interest and Capital*, or articles in *JPE*, 1959 and *QJE*, November 1965 and May 1966; L. E. Bussey, *The Economic Analysis of Industrial Projects*, especially chapters 11-12; K. J. Arrow & R. C. Lind, 'Uncertainty and the Evaluation of Public Investment Decisions' (*AER*, June 1970; also Foldes & Rees, 'Note', *AER*, March 1977); M. Allais, 'Method of Appraising Economic Prospects of Mining Exploration over Large Territories - Algerian Sahara Case Study' (*Management Science*, July 1957); (French original in *Revue d'Industrie Minerale*, Special Issue *IR*, January 1956. The original and a corrected version of

the published translation are in the teaching library. I also have further material in French on this case study, all taken from the same issue of the *Revue*; L. P. Foldes, 'Martingale Conditions for Optimal Saving - Discrete Time' (*Journal of Mathematical Economics*, 1978); W. F. Sharpe, *Portfolio Theory and Capital Markets or Investment*; J. Mossin, *Theory of Financial Markets*; P. Dasgupta & G. M. Heal, *Economic Theory and Exhaustible Resources*; P. Masse, *Optimal Investment Decisions*; J. J. Clark, T. J. Hindelang & R. E. Pritchard, *Capital Budgeting: Planning and Control of Capital Expenditure*; C. W. J. Grainger, 'Empirical Studies of Capital Markets: A Survey' in Szegö-Shell, *Mathematical Methods in Investment and Finance*, 1972; C. W. J. Grainger & O. Morgenstern, *Predictability of Stock Market Prices*, Heath-Lexington.

Ec1543

Economics of the Welfare State
Teacher Responsible: Dr. N. A. Barr,
 Room S578 (Secretary, to be appointed)

Course Intended Primarily for B.Sc. (Econ.), Part II; B.Sc. (Econ.) Part II 2nd or 3rd year; I Economics Analytical and Descriptive 5 & 6 (1)
 II Mathematical Economics and Econometrics 7 (1)
 III Monetary Economics 6 (j)
 IV Industry and Trade 6 & 7 (o)
 V International Trade and Development 7 (t)
 VI Economic Institutions and Planning 6

Scope: The course uses standard economic theory to analyse the welfare state; what are its objectives; should it exist and if so in what form; how efficient and equitable are existing institutions?

Syllabus: The course investigates economic aspects of the welfare state, interpreted broadly to include social insurance, retirement pensions, non-contributory benefits, health care, education and housing. The objectives of the welfare state are discussed, followed by analysis of instruments at the state's disposal for achieving those objectives. The focus of the course is on the underlying economic principles; institutions are not emphasised though, where appropriate, reference will be made to those of the U.K. and other countries, especially the United States.

Pre-Requisites: **Economic Principles** (Ec111) or an equivalent course in intermediate microeconomic theory.

Teaching Arrangements: There is one lecture course and an accompanying set of classes. Lectures: Ec144 **The Economics of the Welfare**

State, 24 lectures (10 Michaelmas Term, 10 Lent Term, 4 Summer Term)

Classes: Ec144(a) 23 Sessional.

Ec144 The lectures cover the whole of the syllabus described above. The first twelve lectures (**Dr. N. A. Barr**, S578) set out the theoretical approach and analyse the cash side of the welfare state; the last twelve (**Dr. J. Le Grand**, S280) analyse health care, education and housing. There is no single textbook; a course outline and reading list is distributed at the start of the course referring to the readings below.

Ec144(a) There are 23 classes, which are used to amplify the lectures, to deal with any questions arising from them and to discuss specific issues not covered in detail by the lectures.

Written Work: The class teachers will normally set and mark not fewer than four pieces of written work from each student during the course.

Reading List: There is no textbook; reference will be made, *inter alia*, to the following: A. J. Culyer, *The Political Economy of Social Policy*, Martin Robertson, 1980; A. R. Prest & N. A. Barr, *Public Finance in Theory and Practice*, Weidenfeld & Nicolson, 1979; L. D. McClements, *The Economics of Social Security*, Heinemann, 1978; J. G. Cullis & P. A. West, *The Economics of Health*, Martin Robertson, 1979; M. Blaug, *An Introduction to the Economics of Education*, Penguin, 1970; R. V. F. Robinson, *Housing Economics and Public Policy*, Macmillan, 1979.

Examination Arrangements: There is a three hour formal examination in the Summer Term based on the full syllabus. Students are required to answer four questions out of about ten. The assessment for the course is based entirely on the examination result.

Ec1544

Economics and Geography of Transport

Teacher Responsible: Dr. K. R. Sealy,
 Room S564.

Course Intended Primarily for 2nd or 3rd year students taking c.u. Degrees or the B.Sc. (Econ.) and for graduate students taking a transport option. It is an inter-disciplinary, inter-collegiate course.

Scope: The application of economic and geographical principles to problems in transport, with particular reference to road and air transport and to planning problems. It is NOT a universal course covering all modes and aspects of transport activities in great detail.

Syllabus: Section I covers both transport economics taught by **Professor Foster**, and urban transport taught by **Dr. Sealy**. Transport economics includes an introduction to the economics of road and rail, cost benefit analysis and pricing problems. The urban transport course deals with the economics and geography of the urban problem in a planning context. Section II deals with air transport and covers aircraft characteristics, airlines and airports and is the responsibility of **Dr. Sealy**. Students may take Course Ec150, **Transport Economics Treated Mathematically** taught by **Dr. Glaister**, in place of Section II. Graduates choose courses to suit their particular requirements.

Pre-Requisites: Some knowledge of economics is advisable (e.g. Course Ec101). Students without any formal training in Economics should consult **Dr. Sealy** before embarking on the course.

Teaching Arrangements: Undergraduates take Section I and EITHER Section II OR Course Ec150. In either case this will mean a total of 25 lectures. In addition there are 10 classes. Lectures: Section I: **Professor Foster** will give 10 Economics lectures (Ec149; Ec232) in the Michaelmas Term. **Dr. Sealy** will give 10 **Urban Transport** lectures (Ec149) in the Michaelmas Term.

Section II: **Dr. Sealy** will give 10 **Air Transport** lectures (Ec149) in the Lent Term. Course Ec150: **Dr. Glaister** will give 10 lectures, **Transport Economics Treated Mathematically** in the Lent Term.

Classes for all sections (Ec149a) will be given in the Michaelmas and Lent Terms.

Reading List: In a course like this there cannot be a single set book. Basic reading for Sections I and II are given; see Ec150 for **Dr. Glaister's** course.

Economic: C. D. Foster, *The Transport*

Problem; J. M. Thomson, *Modern Transport Economics*, Penguin, 1974.

Urban Transport: J. M. Thomson, *Great Cities and their Traffic*, Penguin, 1974; I. S. Jones, *Urban Transport Appraisal*, Macmillan, 1977 or J. Black, *Urban Transport Planning*, Croom Helm, 1981.

Air Transport: N. K. Taneja, *The Commercial Airline Industry*, Gower, 1976; A. H. Stratford, *Air Transport Economics in the Supersonic Era* (2nd edn.), Macmillan 1973; K. R. Sealy, *Airport Strategy and Planning*, Oxford University Press, 1976; R. de Neufville, *Airport Systems Planning*, 1976.

Examination Arrangements: There is a formal three-hour written examination divided into the three sections noted above.

Section I - **General Economics and Urban Transport**

Section II - **Transport Economics Treated Mathematically** (Course Ec150)

Section III - **Air Transport**.

There are usually five questions in each section. Students are asked to answer at least ONE from Section I and the remaining three from any section of the paper (including the remaining questions in Section I). Normally, therefore, a student taking Sections I and II in the course would answer from Sections I and II in the examination paper. Graduates usually sit a separate paper suited to their own course.

Ec1560

Introduction to Econometrics
Teacher Responsible: Mr. S. E.

Pudney, Room S283 (Secretary,
 Barbara Hammond, S276)

Course Intended Primarily for B.Sc. Economics I Economics, Analytical & Descriptive 7(b)
 II Mathematical Economics & Econometrics 2(a)

III Monetary Economics 7(b)

IV Industry & Trade 3(b)

V International Trade & Development 6(b)

VI Economic Institutions & Planning 7(b)

XIX Economics & Economic History 2(b)

XXVI Mathematics & Economics 4(d)

Diploma in Statistics (g) (ii)

Diploma in Economics 2, 3, 4, (b) (iv)

Scope: The course is an intermediate-level introduction to the theory and practice of Econometrics.

Syllabus: Statistical background: continuous distributions, sampling theory, estimation, hypothesis testing, asymptotic theory. The Linear Model: multiple regression, t- and F-tests, dummy variables, multicollinearity, general linear restrictions, dynamic models. Misspecification in the regression model:

omitted variables, measurement errors, heteroscedasticity, serial correlation, simultaneity.

Alternatives to regression: generalized least squares, instrumental variables, identification, two-stage least squares.

Pre-Requisites: A knowledge of linear algebra and calculus (e.g. previous attendance at **Elementary Mathematical Methods**); a knowledge of basic statistical theory (**Elementary Statistical Theory** a requirement). Although the course does involve some computing, no previous experience is required. **Teaching Arrangements:** One lecture course (Ec115) (20 Michaelmas Term, 20 Lent Term) plus 23 weekly classes (Ec115a).

Reading List: The most useful texts are: J. Johnston, *Econometric Methods*, McGraw-Hill; J. Kmenta, *Elements of Econometrics*, Macmillan; M. Stewart & K. Wallis, *Introductory Econometrics*, Blackwell, although none is completely sufficient. Other useful references are: P. Rao & R. Miller, *Applied Econometrics*, Wadsworth; H. Theil, *Principles of Econometrics*, North-Holland.

Examination Arrangements: There is a three-hour formal examination in the Summer Term, based on the full syllabus. The paper contains eleven questions, of which four are to be answered.

Ec1570

Mathematical Economics

Teacher Responsible: Dr. D. Gale, Room S586 (Secretary, Mrs. S. Kirkbride, S85)

Course Intended Primarily for B.Sc. (Econ.) in the special subjects XXVI Mathematics and Economics (paper 5) and II Econometrics and Mathematical Economics (paper 7r), for B.Sc. course unit degrees and for students in the preliminary year of the M.Sc. in Econometrics and Mathematical Economics.

Scope: The aim of the course is to cover all the major areas of microeconomic and macroeconomic principles at an advanced level.

Syllabus: Consumer and producer theory: preferences, production sets, duality, comparative statics. Equilibrium: description of general economic equilibrium, efficiency of equilibrium, programming theory and applications to welfare economics. Economics of uncertainty: expected utility maximization and portfolio choice theory. "Neoclassical synthesis": structure and comparative static properties of traditional macroeconomic models. Disequilibrium theory: rationing, fix-price models, effectiveness of economic policy

in the long run and short run. Rational expectations: the Lucas-Sargent proposition, information revealed by prices, noisy monetary policies and the Phillips curve, aspects of the new classical macroeconomics, the investment function under uncertainty. Other topics in macroeconomics: wealth effects, non-Ricardian theorem, liquidity constraints.

Pre-Requisites: Students should have a solid grounding in differential calculus and sufficient knowledge of linear algebra to deal with matrices and finite dimensional vector spaces. An acquaintance with the definitions and elementary results of the theory of convex sets would be helpful but is not essential.

Teaching Arrangements: The course is taught by lectures (Ec114) and classes (Ec114a). Students will have one hour of teaching per week on microeconomics and one hour on macroeconomics. These meetings are devoted to classes or lectures as appropriate. Students will be given regular exercises which must be prepared in advance of the classes at which they are discussed. They may be asked to submit their answers in written form for marking and should be prepared to do so at each class.

Reading List: The basic texts for the course are: A. Takayama, *Mathematical Economics*; T. Sargent, *Macroeconomic Theory*. These will be supplemented by lecture notes and by occasional references to journal articles and other texts.

Examination Arrangements: There will be a three-hour formal examination in the Summer Term, covering the entire syllabus. The entire assessment for this paper depends on the student's performance in the examination. The examination paper is divided into two parts, one on microeconomics and one on macroeconomics. Each part contains five questions and candidates must answer two questions from each part. These questions may require a combination of formal analysis and an essay-style answer. Candidates are given no credit for answering more than the required number of questions from any part. Incomplete answers will be penalized.

Ec1575

Econometric Theory

Teacher Responsible: Mr. A. C. Harvey, Room S218a (Secretary, Sian Turner, S206)

Course Intended Primarily for B.Sc. (Economics, Mathematical Economics and Econometrics), M.Sc. (Economics), Preliminary year for M.Sc. (Econometrics and Mathematical Economics), Diploma in Econometrics.

Scope: An introduction to the statistical methods used for estimating and specifying econometric models.

Syllabus: The general linear model; principles of estimation and testing; maximum likelihood; model specification; dynamic models; simultaneous equation systems. **Pre-Requisites:** A knowledge of linear algebra, calculus and statistical theory. Students should have taken the course **Probability, Distribution Theory, and Inference** (SM206 and SM207) or its equivalent.

Teaching Arrangements: There are two lecture courses, each accompanied by a class, as follows:

SM231 10 lectures in the Michaelmas Term on the general linear model.

SM232 20 lectures (1 hour) in the Michaelmas and Lent Terms on the remaining topics.

N.B. Students in M.Sc. (Economics) take only SM232 (as part of **Methods of Economic Investigation II**).

Reading List: The main text is A. C. Harvey, *The Econometric Analysis of Time Series*, Philip Allan, 1981.

Students may also wish to consult: H. Theil, *Principles of Econometrics*; J. Johnston, *Econometric Methods*; G. S. Maddala, *Econometrics*; P. C. B. Phillips & M. R. Wickens, *Exercises in Econometrics*.

Examination Arrangements: There is a three hour examination in the Summer Term based on the full syllabus for both lecture courses. The paper contains ten questions, of which four are to be answered.

Ec1577

Quantitative Economics Seminar

Teachers Responsible: Professor M. J. Desai, Room S87 and Mr. J. J. Thomas, Room S579 (Secretary, Christine Wills, S375)

Course Intended Primarily for B.Sc. (Econ.) 3rd year students specialising mainly in Econometrics and Mathematical Economics but also in other Economic options.

Scope: This seminar (Ec124) is designed to encourage independent research work and to encourage the student to take an overall view of the different specialised areas in Economics. **Pre-Requisites:** Students must have taken **Introduction to Econometrics** in the 2nd year. **Teaching Arrangements:** The course meets twice weekly in the Lent Term for one hour. Students are expected to be pursuing research on a subject of their own choice under the supervision of a member of staff. In the seminar each student will present a preliminary outline of the results of the project for comments by fellow students and teachers.

A completed project will be required to be submitted by 1 May in the year in which the course is taken.

Examination Arrangements: There is no written examination in this paper. The project carries all the marks.

Ec1579

Topics in Quantitative Economics

Teacher Responsible: Professor M. J. Desai, Room S87 (Secretary, Christine Wills, S375)

Course Intended Primarily for B.Sc. (Econ.) 3rd year Mathematical Economics and Econometrics; Statistics, Analytical and Descriptive.

Pre-Requisites: **Introduction to Econometrics; Economic Principles** or **PETM**.

Scope: The purpose of this course is to give students a comprehensive grounding in theoretical and econometric models currently in use in microeconomics and macroeconomics with a view to tackling economic problems.

Syllabus: This course comprises four sets of ten lectures (Ec117-120; Ec123) each on: (i) **Microfoundations of Macroeconomics** (Dr. J. Sutton); (ii) **Econometrics of Individual Behaviour** (Dr. M. J. Desai); (iii) **Cost Benefit Analysis** (Dr. S. Glaister); (iv) **Econometric Topics in Macroeconomics** (Mr. J. J. Thomas).

Students are expected to take at least three out of these four topics. The examination is by a written paper which is designed to test students' ability to answer questions arising from at least three out of four topics (usually four questions from any three sections). There are twenty classes in the course giving five classes on each topic which will be taught during 1983-84 by the lecturers.

Teaching Arrangements: Michaelmas and Lent Terms, 40 lectures and 20 classes.

Microfoundations of Macroeconomics: This

course will deal with recent developments in search theory and theory of labour market behaviour. It will also deal with macroeconomic models of fix price equilibrium associated with Barro-Grossman, Malinvaud. The microfoundations of Phillips curve and the alternative theories of classical macroeconomics (the Natural Rate Hypothesis/Rational Expectations) and of Keynesian Economics (Tobin) will be developed.

Reading List: E. Malinvaud, *The Theory of Unemployment Reconsidered*; J. Tobin, 'Inflation and Unemployment' (*American Economic Review*, 1972); M. Friedman, 'The Role of Monetary Policy' (*American Economic Review*, 1968).

Econometrics of Individual Behaviour: The need to combine sound economic theory with appropriate statistical techniques is central to the practice of econometrics. Topics will be taken from available examples in the published literature to illustrate this. Topics will comprise Demand Analysis, Production Function Studies, Labour Market Behaviour, Investment Studies, and Form Behaviour.

Reading List: M. Desai, *Applied Econometrics*, Philip Allan, 1976. Additional reading list will be provided with the lecture course.

Cost Benefit Analysis: This course will outline the theoretical foundations of applied welfare economics and deal with case studies of actual application of CBA in areas such as valuation of time and life, choice of transport modes, project appraisal.

Reading List: R. Layard, *Cost Benefit Analysis*, Penguin.

Econometric Topics in Macroeconomics: This course will deal with the manner in which macroeconomic theory has thrown up themes for economic testing. Topics such as inflation, unemployment, monetarist models, rational expectations and the natural rate hypotheses will be treated.

Reading List: M. Desai, *Testing Monetarism*; R. Jackman, A. Trevithick & C. Mulvey, *The Economics of Inflation*.

Ec2402

Ec2403

Macroeconomics I Macroeconomics II

These study guides were not available at the time of going to press.

Prospective students should apply to **Professor W. Buitter**, Room S186 (Secretary, Mrs. E. Gowing, S187).

Ec2404

Microeconomics I

Teachers Responsible: Professor S. J. Nickell (Co-ordinator), Room S678 (Secretary, Mrs. E. Gowing, S187). **Dr. J. Sutton**, Room S380.

Course Intended Primarily for Final year M.Sc. Economics.

Scope: 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 **Microeconomic Theory II** and the technical requirements are lower. The depth of the analysis is, however, at an equivalent level.

Pre-Requisites: Undergraduate economics major or equivalent. A knowledge of multivariate calculus is assumed.

Syllabus: There are four broad headings. *Consumer Theory:* as well as the standard material this will include such topics as labour supply and incentives, first and second best, efficient pricing policy, intertemporal allocation, uncertainty. *The Competitive Firm:* as well as standard material this will cover the objectives of the firm, cost and profit functions, uncertainty, investment. *Imperfect Competition:* this will include monopoly, oligopoly, product differentiation, imperfect information, R. and D., predatory pricing and Antitrust. *General Equilibrium, Trade and Welfare:* the two sector model of general equilibrium, the Heckscher-Ohlin paradigm, monopolistic competition and international trade. Since this is a new course, the fine details are not yet settled and other topics may be included. Students will be given the opportunity to express their view concerning course content.

Teaching Arrangements: The basic course consists of 40 hours of lectures (Ec212) in the Michaelmas (20 hours, S. Nickell) and Lent (20 hours, J. Sutton) Terms. There will be 24 weekly 1-hour classes (Ec212a) in smallish groups.

Written Work: Exercises are set for each class but only 3 of these will be taken in and marked.

Reading List: The course will draw on a variety of texts, the main ones being: H. R. Varian, *Microeconomic Analysis* (2nd edn.), Norton; P. R. G. Layard & A. A. Walters,

Microeconomic Theory, McGraw-Hill; H. Gravelle & R. Rees, *Microeconomics*, Longman; A. B. Atkinson & J. E. Stiglitz, *Lectures in Public Economics*, McGraw-Hill; A. Deaton & J. Muellbauer, *Economics and Consumer Behaviour*, Cambridge University Press.

More detailed readings will be given at the beginning of the course and some notes will be provided where text book coverage is inadequate.

Examination Arrangements: A 3-hour exam. Half the marks given for 10 short compulsory questions, and half for 2 other questions (chosen from about 6). The exam will be drawn roughly equally from both terms' material.

Ec2405

Microeconomics II

Teachers Responsible: Professor A. B. Atkinson (Co-ordinator), Room R407 (Secretary, Ms. Jane Dickson, R411). Office hour, Wednesday 11.30-12.30.

Professor M. Morishima, Room R410 (Secretary, Mrs. P. Hutton, R409). Office hour, Tuesday 3.30-4.30.

Professor O. D. Hart, Room S478 (Secretary, Mrs. C. Salmons, S588, mornings only). Office hour, to be arranged.

Course Intended Primarily for: Final year M.Sc.

Scope: The aim of the course is to provide a firm grounding in micro-economic theory. It will emphasise those areas which are of particular value in fields such as labour economics, public economics, international trade and the theory of development. It will also seek to identify areas where the present theoretical treatment is unsatisfactory and new approaches are needed.

Syllabus: The first part of the course (taught by **Professor Atkinson**) will deal with the micro-economics of the household (including consumption and labour supply) and of the firm. It will cover general equilibrium and welfare economics. The second part of the course (taught by **Professor Morishima**) will deal more broadly with general equilibrium theory. After reviewing the theory in a historical perspective, it will critically examine the relevance of the assumptions and "theorems" of the theory. Its empirical applications and possible amendments will also be discussed. The third part of the course (taught by **Professor Hart**) will deal with

imperfect competition, uncertainty and information.

Pre-Requisites: Good undergraduate knowledge of economic theory. Calculus required.

Teaching Arrangements: The basic course consists of 20 two-hour lectures (Ec213) and 20 one-hour classes (Ec213a) in small groups.

Written Work: Exercises are set for each class, of which 3 will be taken in and marked (Michaelmas Week 5, Lent Week 1 and Lent Week 7). There will in addition be a 1-hour mock exam at the start of the Summer Term.

Examination Arrangements: There is a three-hour examination, based on the material from all parts of the course.

Reading List: *General.* The course will draw on a variety of sources, including the following texts: H. R. Varian, *Microeconomic Analysis* (2nd edn.), Norton; E. Malinvaud, *Lectures on Microeconomic Theory*, North Holland; A. B. Atkinson & J. E. Stiglitz, *Lectures on Public Economics*, McGraw-Hill; H. Gravelle & R. Rees, *Microeconomics*, Longman; A. K. Dixit & V. Norman, *Theory of International Trade*, Nisbet; A. Deaton & J. Muellbauer, *Economics and Consumer Behaviour*, Cambridge University Press.

Outline:

Part I (Professor Atkinson)

1. Theory of Household Demand: Preferences and demand. Utility, indirect utility and the cost function. Application to labour supply. Choice of functional form. Activity model of household behaviour. Complex budget constraints and the effects of taxes and social security.

Reading: Deaton & Muellbauer, chapters 1, 2, 4 and 10; Varian, ch. 3; Malinvaud, ch. 2; Atkinson & Stiglitz, lecture 2.

2. Rationing and Unemployment: Constraints on consumer decisions: rationing, public goods, labour supply. General treatment of rationing. Simple example with labour supply. "Spill-over" effect of constraint on labour supply. Relation to disequilibrium macroeconomics and aggregate consumption function.

Reading: Deaton & Muellbauer, chs. 4 and 11; Atkinson & Stiglitz, lecture 7; J. P. Neary & K. W. S. Roberts, 'The Theory of Household Behaviour under Rationing' (*European Economic Review*, 1980); O. Ashenfelter, 'Unemployment as Disequilibrium in a Model of Aggregate Labour Supply' (*Econometrica*, 1980).

3. Savings and Distribution of Wealth: Life-cycle savings under certainty. Imperfections in the capital market. Bequests and inheritance. Development of the distribution of wealth.

Reading: Malinvaud, ch. 10; Atkinson and

Stiglitz, lectures 3 and 8; Deaton & Muellbauer, ch. 12.

4. Production Theory: Cost and profit functions. Factor demand equations. Functional form and duality.

Reading: Varian, chs. 1 and 4; Dixit & Norman, ch. 2; G. Yohe, *Exercises and Applications for Microeconomic Analysis*, ch. 4.

5. Introduction to Competitive General Equilibrium Model: Exchange economy. Excess demand functions. Walras' law. Existence, uniqueness and stability. Theorems of welfare economics. Two-sector general equilibrium model. Uses of model in international trade theory, growth theory and public finance.

Reading: Varian, ch. 5; Malinvaud, ch. 5; Gravelle & Rees, ch. 16; K. J. Arrow, 'Economic Equilibrium' (*International Encyclopedia of the Social Sciences*, Vol. 4, Macmillan, New York); K. J. Arrow & F. H. Hahn, *General Competitive Analysis*, chs. 1 and 2, North Holland; M. G. Allingham, *General Equilibrium*, chs. 1-3 and 6, Macmillan; J. Quirk & R. Saposnik, *Introduction to General Equilibrium Theory and Welfare Economics*, chs. 1-3 and 5; Atkinson & Stiglitz, lecture 6; Caves & Jones, ch. 7 (2nd edn.); Dixit & Norman, chs. 1-5.

Part II (Professor Morishima)

1. General Equilibrium Theory in a Historical Perspective: Micro-foundations of the Ricardian economics. Marx's reproduction scheme. Walras' theory of capital formation and credit. Say's law. Towards Keynes.

Reading: M. Morishima, *Marx's Economics*, chs. 9 and 10, Cambridge University Press; *Walras' Economics*, chs. 4 and 7, Cambridge University Press.

2. Stability of General Equilibrium: Walras, Hicks, Samuelson, Arrow. The Liapounoff method. Stability of moving equilibria. Price adjustment vs. quantity adjustment.

Reading: K. J. Arrow & L. Hurwicz, 'On the Stability of Competitive Equilibrium' (*Econometrica*, 1958); T. Negishi, 'The Stability of a Competitive Economy: A Survey Article' (*Econometrica*, 1962); M. Morishima, *Dynamic Economic Theory*.

3. General Equilibrium Theory: Applications, Critics and Possible Amendments:

Applications: Leontief models, macro-econometric models, long-run growth programmes. Criticism: Anti-equilibrium analysis. Age composition of capital, etc. Possible amendments: The von Neumann growth theory, Keynes-Leontief model.

Reading: J. Kornai, *Anti-Equilibrium*, North Holland; A. S. Goldberger, *Impact Multipliers and Dynamic Properties of the Klein-Goldberger Model*, North Holland; M.

Morishima, *Theory of Economic Growth*, ch. 6, Oxford University Press.

Part III (Professor Hart)

1. Monopolistic Competition: Simple partial equilibrium oligopoly models. Cournot-Nash and Bertrand. Conjectural variation. Product differentiation. Perfect competition as the limit of imperfect competition as the economy grows large.

Reading: Varian, ch. 2; J. Friedman, *Oligopoly and the Theory of Games*, chs. 1, 2, 3, 4 and 7; A. Dixit & J. Stiglitz, 'Monopolistic Competition and Optimum Product Diversity' (*AER*, Vol. 67, 1977); M. Spence, 'Product Selection, Fixed Costs and Monopolistic Competition' (*Review of Economic Studies*, June 1976); S. Salop, 'Monopolistic Competition with Outside Goods' (*Bell Journal*, Spring 1979); C. D. Aspremont, J. Gabszewicz & J. Thisse, 'On Hotelling's "Stability in Competition"' (*Econometrica*, Vol. 47, 1979); A. Shaked & J. Sutton, 'Relaxing Price Competition Through Product Differentiation' (*Review of Economic Studies*, January 1982); W. Noushck, 'Cournot Equilibrium with Free Entry' (*Review of Economic Studies*, April 1980).

2. Uncertainty and Information: Simple portfolio and insurance theory. Adverse selection, signalling and screening, moral hazard. Theory of rational expectations under asymmetric information.

Reading: K. J. Arrow, *Essays in the Theory of Risk-Bearing*, chs. 1, 3, 4, 5, 6, 7, 8, 9 and 11; Varian, chs. 3 and 8; G. Akerlof, 'The Market for Lemons: Quality Uncertainty and the Market Mechanism' (*QJE*, Vol. 84, 1970); M. Spence, 'Job Market Signalling' (*QJE*, Vol. 87, 1973); J. Hirshleifer & J. Riley, 'The Analytics of Uncertainty and Information - An Expository Survey' (*Journal of Economic Literature*, Vol. 17, 1979); J. Riley, 'Information Equilibrium' (*Econometrica*, Vol. 47, 1979); P. Diamond & M. Rothschild, *Uncertainty in Economics, Readings and Exercises*; B. Holmstrom, 'Moral Hazard and Observability' (*Bell Journal*, Spring 1979); O. Hart, 'Optimal Labour Contracts under Asymmetric Information: An Introduction' (*Review of Economic Studies*, January 1983); S. Grossman & J. Stiglitz, 'On the Impossibility of Informationally Efficient Markets' (*AER*, Vol. 70, 1980); S. Grossman, 'An Introduction to the Theory of Rational Expectations under Asymmetric Information' (*Review of Economic Studies*, October 1981).

Ec2410

Methods of Economic Investigation I

Teacher Responsible: Professor Stephen Nickell, Room S678

(Secretary, Enid Gowing, S187)

Course Intended Primarily for M.Sc. in Economics and its purpose is to present and illustrate the techniques of empirical investigation in economics. Knowledge of calculus, linear algebra, probability and statistics are assumed to the level of the September Coursés in Mathematics and Statistics. Some knowledge of elementary econometrics will obviously be useful although not absolutely essential.

Note that those students with an inadequate Mathematics or Statistics background will be attending the September Courses taught by Dr. Kuska and Dr. Magnus. These cover the Mathematics and Statistics which are strictly necessary for all three compulsory papers on the M.Sc. in Economics.

Teaching Arrangements: There are 2 lectures (Ec216) per week taught by Stephen Nickell throughout Michaelmas and Lent and 1 lecture (Ec216) per fortnight taught by Jim Thomas. There is one class per week (Ec216a) associated with the lectures and class group allocation which takes place at the start of the Michaelmas Term. Exercises are provided each week and are discussed in the classes. In order to have any chance of completing the course successfully, these exercises must be attempted. Special test exercises will be set at three points during the year. These will be carefully marked and the results made available.

Text Books: *Theory:* An elementary text which will be most useful for the course is M. Stewart & K. Wallis, *Introductory Econometrics*, Basil Blackwell (SW). A number of theoretical topics are not adequately covered in this or indeed in any other elementary text and so supplementary notes will also be provided.

Another useful elementary text is J. Kmenta, *Elements of Econometrics*, Macmillan. Students with a reasonable background in Econometrics may prefer to work with something more advanced, e.g. J. Johnston, *Econometric Methods* or H. Theil, *Principles of Econometrics*, North Holland.

Applications: Some use will be made of K. Wallis, *Topics in Applied Econometrics*, Blackwell, but most topics will be covered using articles and handouts.

Main Course Outline/Reading List: (Nickell)

1. Concepts, notation, stochastic models, SW

pp. 3-28.

2. Regression models with fixed regressors (simple and multiple). Least squares estimation. Goodness of fit and hypothesis testing. SW pp. 104-117, 120-125, 144-151. (We do not discuss dynamic models or autocorrelation at this point.)

3. Regression models with stochastic regressors and asymptotic theory (handout).
4. The method of maximum likelihood and its relationship to least squares (handout).
5. An example of simple regression and hypothesis testing. Testing the capital asset pricing model. E. F. Fama & J. D. MacBeth, "Risk, Return and Equilibrium: Empirical Tests" (*Journal of Political Economy*, May/June, 1973).

A handout will be provided - the paper is a little hard.

6. The partitioned regression model, omitted and added variables, misspecification. SW pp. 157-168. (Handout).

7. A famous example of the omitted variable problem. The omission of ability in the determination of the rate of return to schooling. (Dummy variables are also discussed here, SW pp. 171-184.) Z. Griliches & W. M. Mason, "Education, Income and Ability" (*Journal of Political Economy*, May/June 1972, Part II (Special Supplement)); P. Taubman, "Earnings, Education, Genetics and Environment" (*Journal of Human Resources*, pp. 447-456 only, Fall 1976).

8. Heteroskedasticity and generalised least squares. SW pp. 246-259. H. White, "A Heteroskedasticity-consistent Covariance Matrix Estimator and a Direct Test of Heteroskedasticity" (*Econometrica*, May 1980). (This is a very hard paper - a handout is provided.)

9. Measurement Errors and Instrumental Variables. SW pp. 136-140. Kmenta pp. 307-316. (Handout.)

10. Multicollinearity. SW pp. 151-4.

11. Dynamic models, the lag operator, expectations rational and otherwise. SW pp. 29-71. (Handout).

12. The estimation of single equation dynamic models. Autocorrelation. Distributed lags. SW pp. 115-145. C. W. J. Granger & P. Newbold, "Spurious Regressions in Econometrics" (*Journal of Econometrics*, July 1974).

13. Tests of specification and misspecification. Model selection in a dynamic context (handout).

14. Simultaneous equations and Identification. SW pp. 75-102.

15. The estimation of sets of reduced form equations and of structural equations. SW pp. 260-294. (Handout).

16. The micro-economic foundations of the consumption function (handout).
 17. The consumption function. Wallis, *Topics in Applied Econometrics*, Chapter 1, particularly the discussion of Friedman and Liviatan's test of the permanent income hypothesis; T. J. Sargent, "Observations on Improper Methods of Simulating and Teaching Friedman's Time Series Consumption Model" (*International Economic Review*, 1977 (only pp. 445-7 required)); J. E. H. Davidson, D. F. Hendry, F. Srba, & S. Yeo, "Econometric Modelling of the Aggregate Time Series Relationship Between Consumers' Expenditure and Income in the UK" (*Economic Journal*, 88, pp. 661-692); R. E. Hall, "Stochastic Implications of the Life Cycle - Permanent Income Hypothesis: Theory and Evidence" (*Journal of Political Economy*, December 1978); M. A. Flavin, "The Adjustment of Consumption to Changing Expectations about Future Income" (*Journal of Political Economy*, October 1981).
 18. Market clearing, rational expectations and the natural rate hypothesis and related matters. (Handout on theory.) R. E. Lucas & L. A. Rapping, "Real Wages, Employment and Inflation" (*Journal of Political Economy*, Sept/Oct. 1969); T. J. Sargent, "Rational Expectations, the Real Rate of Interest and the Natural Rate of Unemployment" (*Brookings Papers on Economic Activity*, 2, 1973); R. T. Froyen & R. N. Waud, "International Evidence on Output-Inflation Tradeoffs" (*American Economic Review*, June 1980); R. Barro, "Unanticipated Money Growth and Unemployment in the United States" (*American Economic Review*, March 1977).

Course Outline: (Thomas)

This section of the paper is concerned with practical econometrics and covers the use of the standard computer packages in econometrics including practical exercises.

Examination Arrangements: There is a three hour formal examination in the Summer Term. There will be approximately ten questions, the first of which will be compulsory and account for 40 per cent of the marks. Three other questions have to be answered and these will be similar to those in previous years. The compulsory question will have ten short problems similar in style to the micro-paper of previous years and to last year's Methods paper.

If there are any problems Professor Nickell will be pleased to help.

Ec2411

Methods of Economic Investigation II

Teacher Responsible: Mr. J. Davidson, Room S585 (Secretary, Mrs. J. Jarman, S566)

Course Intended Primarily for M.Sc.

(Economics), as advanced alternative to

Methods of Economic Investigation I.

Syllabus: This course consists of two advanced undergraduate courses, third-year **Econometric Theory (SM232)** and **Applied Econometrics (Ec117)**, consisting of 20 1½ hour lectures and 10 1-hour lectures respectively. There is also a weekly class, (SM232a). Students should consult the relevant study guides for further information (for **Applied Econometrics** see under **QUANTITATIVE ECONOMICS**).

Pre-Requisites: Students should normally have completed an undergraduate course in econometrics or statistical theory. Knowledge of linear algebra, calculus and statistical theory is assumed. Students may like to refresh their knowledge of the linear model by attending the lectures for second-year **Econometric Theory (SM231)**, 10 hours, Michaelmas Term) although this material is not examined. See **Mr. Davidson** if you are in any doubt about your eligibility.

Teaching Arrangements: 40 lecture hours and 20 classes, in the Michaelmas and Lent Terms.

Examination Arrangements: There is a three hour examination in the Summer Term, with four questions to be answered out of about ten on either part of the course.

N.B. This examination takes place at the same time as the B.Sc. Econometric Theory examination, and so may be a little earlier than the other M.Sc. papers.

Ec2420

Advanced Economic Theory I

Teacher Responsible: Professor M. Morishima, Room R410 (Secretary, Mrs. Prue Hutton, R409)

Course Intended Primarily for M.Sc. in Economics.

Scope: The aim of the course is to discuss various theories of economic dynamics, in order to enable students to examine economic phenomena from the system-analytic point of view.

Syllabus: The main points will be classical, neo-classical and Keynesian views of economic growth; dynamic economics with money; existence and stability of growth equilibrium; flex-price and fixed-price models; disequilibrium analysis; econometric analysis of growth.

Pre-Requisites: Third-year undergraduate knowledge of economic principles.

Teaching Arrangements: Lectures and classes (Ec219) by **Professor Michio Morishima** in the Michaelmas and Lent Terms.

Written Work: Two essays will be required during the year to be marked and discussed by **Professor Morishima**.

Reading List: There is no textbook covering the course. Detailed reading lists are provided for each section of the course. Books which students may like to consult include: M. Morishima, *Marx's Economics*; *Walras' Economics*; J. R. Hicks, *Capital and Growth*; *Capital and Time*; E. Malinvaud, *The Theory of Unemployment Reconsidered*; *Profitability and Unemployment*; J. Steindl, *Maturity and Stagnation in American Capitalism*.

Examination Arrangements: There is a three-hour examination. The paper is divided into four parts, each containing two questions. Students are expected to answer three questions, not more than one from each part.

Ec2421

Advanced Economic Theory II

This course will not be available in 1983-84.

Ec2422

Advanced Economic Theory III
(Not available 1983-84)

Ec2425

History of Economic Thought

Teacher Responsible: Dr. M. Perlman, Room S675 (Secretary, Miss M. de V. Chamberlain, S476)

Course Intended Primarily for M.Sc.

(Economics), M.Sc. (Economic History).

Scope: The course traces the development of monetary and macroeconomic theory from about the middle of the eighteenth until the beginning of the twentieth century. It examines the recurring theoretical debates in the light of modern economic analysis and the very similar modern controversies.

Syllabus: The major authors studied are Hume, Cantillon, Thornton, Ricardo, Senior, J. S. Mill, Wicksell and Marshall. Two important monetary controversies, the Bullionist and Currency Banking School controversies, will be examined in detail.

Pre-Requisites: Students must have a good understanding of modern economic theory up to the B.A. (Hons.) standard.

Teaching Arrangements: Ec221. 20 lectures Michaelmas and Lent Terms; 20 seminars devoted to the analytical reading of texts.

Reading List: Apart from the original texts, the following general histories may be consulted: M. Blaug, *Economic Theory in Retrospect* (3rd edn.), Cambridge University Press; D. P. O'Brien, *The Classical Economists*, Oxford University Press; P. Deane, *The Evolution of Economic Ideas*, Cambridge University Press; J. Schumpeter, *History of Economic Analysis*; J. Viner, *Studies in the Theory of International Trade*; L. Robbins, *Robert Torrens and the Evolution of Classical Economics*; T. W. Hutchinson, *Review of Economic Doctrines*; J. R. Hicks, *Critical Essays in Monetary Theory*.

Examination Arrangements: There will be a three-hour formal examination in the Summer Term based on the full syllabus covered by the lectures and classes. Students are required to answer three questions out of a wide range of choices covering the syllabus.

Ec2426

International Economics

Teacher Responsible: Dr. B. Hindley, Room S583 (Secretary, Miss S. Kirkbride, S85)

Course Intended Primarily for M.Sc. in Economics.

Scope: The aim of the course is to assist the student in understanding the theory, history and institutions of the international economy.

Syllabus: Introduction to International Trade and International Monetary Economics. Trade

Theory: The simplest Ricardian Model of International Trade followed by a development of the Heckscher-Ohlin-Samuelson model and its basic theorems. Monetary Theory: An introductory survey of the development of balance-of-payments theory.

History and Institutions: A brief history of the international economy followed by discussions of the more important international institutions and financial markets.

The Theory of International Trade and

Commercial Policy: The first part of this course explores the implications of relaxing the major assumptions of the basic model developed in the introductory lectures. The course then turns to issues of commercial policy and protection, quotas and other non-tariff barriers, customs unions, and tariff structure (effective protection).

International Monetary Economics: The course begins with treatments of monetary, Keynesian and asset-market models of the international macroeconomy. It continues with a coverage of the following topics: macroeconomic adjustment under flexible exchange rates when domestic prices are 'sticky', the exchange rate and the current account, monetary and fiscal policy with fixed and flexible exchange rates, the efficiency of the foreign exchange market, and relative prices and macroeconomic adjustment in the open economy.

Pre-Requisites: Students are assumed to have completed a good undergraduate course in economic principles.

Teaching Arrangements:

Ec222 **Introduction to International Trade and International Monetary Economics.** Lectures: (i) Theory, 10 hours; (ii) History and Institutions, 10 hours. No classes.

Ec223 **The Theory of International Trade and Commercial Policy.** Lectures: 15 hours. Classes: Ec223a, 15 hours.

Ec224 **International Monetary Economics.** Lectures: 15 hours. Classes: Ec224a, 15 hours. In the classes Ec223a, each student is expected

to present a paper applying international trade theory to some aspect of international economic relations. For Ec224a, sheets of problems and topics will be distributed and students are expected to discuss these in the classes. In addition, several pieces of written work will be assigned during the course.

Reading List: Complete reading lists will be distributed at the beginning of each lecture course. R. Soloman, *The International Monetary System 1945-1981*, Harper & Row, 1982; A. I. MacBean & P. N. Snowden, *International Institutions in Trade and Finance*, George Allen & Unwin, 1981; R. E. Caves & R. W. Jones, *World Trade and Payments*, Little Brown, 1981; R. E. Caves & H. G. Johnson (Eds.), *Readings in International Economics*, George Allen & Unwin, 1968; H. G. Johnson, 'Optimal Trade Intervention in the Presence of Domestic Distortions' in R. E. Baldwin *et al* (Eds.), *Trade, Growth and the Balance of Payments*, Rand McNally, 1965; R. G. Lipsey, 'The Theory of Customs Unions' (*E.J.*, September 1960); E. Tower, 'Commercial Policy Under Fixed and Flexible Exchange Rates' (*Q.J.E.*, August 1973); R. Dornbusch, *Open Economy Macroeconomics*, Basic Books, 1980; M. Mussa, 'Macroeconomics Interdependence and the Exchange Rate Regime' in R. Dornbusch & J. Frenkel (Eds.), *International Economic Policy*, John Hopkins, Baltimore, 1979; W. H. Buiter & M. Miller, 'Real Exchange Rate Overshooting and the Output Cost of Bringing Down Inflation' (*European Economic Review*, May/June 1982); R. Dornbusch & S. Fischer, 'Exchange Rates and the Current Account' (*A.E.R.*, December 1980).

Examination Arrangements: There is a single three hour examination in the Summer Term. All students are required to answer questions over the material in Ec222, but those over either Ec223 or Ec224 may be omitted if students prefer to specialize.

Ec2428

**Theory of Optimal Decisions
See Economics of Investment and
Finance Ec1542**

Ec2429

Labour Economics

Teacher Responsible: Mr. R. A. Jackman, Room S376 (Secretary, M. Tappas, S566)

Course Intended Primarily for M.Sc. (Econ.) final year and M.Phil.

Scope and Syllabus: The course covers the theory of the supply of and the demand for labour, determinants of the wage structure and its impact on income distribution. The course also investigates the causes of unemployment - both long-term and cyclical - and of its relationship with wage inflation. The course includes empirical evidence (from the U.S. and the U.K.) and policy as well as theory.

Pre-Requisites: Economics degree or equivalent. Calculus required.

Teaching Arrangements: There is one three-part lecture course (Ec227).

(i) **Unemployment (Mr. Jackman)** 10 lectures, Michaelmas Term.

(ii) **Microeconomics of the Labour Market and Earnings Inequality (Dr. F. Cowell, S475)**, 15 lectures, Michaelmas and Lent Terms.

(iii) **Microeconomic Foundations of Employment and Inflation Theory (Professor O. Hart, S478)** 10 lectures, Lent Term.

There will be 10 classes spread over 3 terms associated with the above lectures.

Additionally, lecture course Ec251 **Manpower Development Planning (Dr. C. Dougherty, S184)** 10 lectures, Michaelmas Term, is optional. You are also welcome to attend the Centre for Labour Economics seminars (Ec452) on **Unemployment and Labour Economics**.

Written Work: Students will write 4 short essays during the year, to be set and marked by class teachers.

Reading List: The main reading for the course consists of recent journal articles. Some indication of the material to be covered is provided by: B. Fleischer & T. Knieser, *Labour Economics: Theory and Evidence*; Z. Hornstein *et al* (Eds.), *The Economics of the Labour Market*; E. S. Phelps (Ed.), *Microeconomic Foundations of Employment and Inflation Theory*; and the special issue on Unemployment of the *Review of Economic Studies*, October 1982.

A more detailed reading list is available from Mr. Jackman. (For the reading list for Course Ec251, see separate entry).

Examination Arrangements: There will be one three-hour written paper. 3 questions to be attempted out of about 8.

Ec2430

Monetary Economics

Teacher Responsible: Dr. D. Gale, Room S586 (Secretary, Mrs. S. Kirkbride, S85)

Course Intended Primarily for M.Sc. in Economics and M.Sc. in Econometrics and Mathematical Economics.

Scope: 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.

Syllabus: Demand for Money: the simple Baumol-Tobin model of the transactions demand for money, and extensions to short-run adjustments, uncertainty, and the demand for money by firms. Empirical evidence from the United States and United Kingdom.

Portfolio Selection and Asset Pricing: selection between many assets with different risks when agents are risk averse. Partial equilibrium results and extensions to the determination of asset prices in general equilibrium. Capital market efficiency. Empirical evidence presented by Fama and others. Financial Intermediation: portfolio selection by financial institutions under uncertainty about returns and transaction costs. The supply of money as the outcome of this process. Empirical evidence from the United Kingdom. Rational Expectations and the Effectiveness of Monetary Policy: the Lucas-Sargent proposition that when agents form expectations rationally and prices are flexible only unanticipated monetary policy influences output. Tests of this proposition by Barro and others. Derivation of a Phillips curve from this model. The Real Interest Rate and Inflation: examination of the question whether anticipated inflation can influence the real rate of interest. The role of rational and adaptive expectations. Evidence by Fama and others. Disequilibrium Theory: models with fixed prices and quantity constraints, the effectiveness of monetary and fiscal policy, wealth effects, neutrality and the long run impact of economic policy. Money and Growth: the structure of monetary growth models, the Tobin effect, the demand for money and other assets. Liquidity Constraints: capital market imperfections, theory of deposit-taking financial institutions, theory of the firm under uncertainty, competitive models with Keynesian features, front-end loading and the costs of inflation.

Pre-Requisites: Students are assumed to have done the equivalent of the undergraduate course **Economic Principles**. Only rudimentary knowledge of mathematics is assumed though

more would be helpful.

Teaching Arrangements: There are thirty-five hours of lectures (Ec228) and ten hours of classes (Ec228a). There are two hours of teaching per week; these time slots are used for lectures or classes as appropriate. Students will be expected to write at least one term paper, which will be marked by the lecturers, during the year. They will also be set regular exercises in the form of short essays and analytical problems. These exercises will be discussed in the classes and students are expected to have prepared the answers in advance. Students may also wish to attend the lectures on **Banking and Monetary Policy** (Ec229) given by Mr. Alford. These lectures are *not* examinable.

Reading List: The following items are central to the course but are by no means comprehensive. Students should consult the complete reading list handed out in the lectures. M. Miller & D. Orr, 'A Model of the Demand for Money by Firms' (*Quarterly Journal of Economics*, 80, 1966); G. Akerlof, 'Irving Fisher on His Head: The Consequence of Constant Threshold-Target Monitoring of Money Balances' (*Quarterly Journal of Economics*, 93, 1979); S. Goldfeld, 'The Demand for Money Revisited' (*Brookings Papers on Economic Activity*, 3, 1973 and also *BPEA*, 3, 1976); K. Arrow, 'The Theory of Risk Aversion' in K. Arrow *Aspects of the Theory of Risk-Bearing* and also *Essays in the Theory of Risk Bearing*; E. Fama, *Foundations of Finance*, chs. 8 & 9; J. Baltensperger, 'Alternative Approaches to the Theory of the Banking Firm' (*Journal of Monetary Economics*, 6, 1980); D. Gale, *Money: in General Equilibrium*, Nisbet/Cambridge University Press, Cambridge, 1981; *Money and Disequilibrium*, Nisbet/Cambridge University Press, Cambridge, in preparation.

Examination Arrangements: The assessment for this course depends entirely on a three-hour formal examination in the Summer Term. The paper contains ten questions of which four must be answered. No credit is given for answering more than four questions and candidates will be penalized for incomplete answers.

Ec2432

Economics of Transport

Teacher Responsible: Dr. Stephen Glaister, Room S587 (Secretary, Barbara Hammond, S276)
Course Intended Primarily for M.Sc. in Economics.

Scope: The paper is one of the several options

available as the fourth paper to candidates for the M.Sc. in Economics. The course covers the application of economics and quantitative methods to the various transport industries, including road, rail, urban transport systems, aviation and (subject to availability of teachers) shipping and ports. The course will only be given if there are sufficient candidates who are interested.

Syllabus: The course comprises a series of short courses.

(Ec231) **Welfare Analysis for Transport Economics** (Dr. S. Glaister) 5 lectures, (beginning 12 October).

A short introductory survey of the fundamentals of welfare economics as a foundation for the rest of the course.
(Ec232) **Road and Rail** (Professor C. D. Foster) 10 lectures, Michaelmas Term.

The economics of highways, railways, road haulage. The application of cost benefit analysis to transport. Problems of pricing and analysis. urban transport problems and planning. Early traffic studies; land use - transportation surveys and modelling techniques used in planning. Spacial problems in urban transport planning.

(Ec150) **Transport Economics Treated Mathematically** (Dr. S. Glaister), 10 lectures, Lent Term.

A quantitative treatment. Consumer surplus, peak pricing, congestion, urban transport subsidy, corporate objectives in the public sector, demand analysis and forecasting.

(Ec233) **Aviation** (Professor A. Day) 5 lectures, Lent or Summer Term.

The application of economics to aviation and airports. Airport pricing policy. Airport location studies.

(Ec234) **Transport Economics Seminar** (Professor C. D. Foster and Dr. S. Glaister), 5 fortnightly sessions, Lent Term.

Presentation of research papers, mainly by speakers from outside the School.

(Ec232-3a) **Class** (Dr. S. Glaister), 25 weekly classes. Discussion of lecture material and preparation and presentation of papers.

Reading List: Detailed readings will be provided during the courses. Some of the more important ones are listed here. Advisory Committee on Trunk Road Assessment (Chairman, Sir Leitch), Report, H.M.S.O., London, October 1977; J. Bates, H. Gunn & M. Roberts, *A Disaggregate Model of Household Car Ownership*, Department of Transport, London, 1978; W. J. Baumol & P. F. Bradford, 'Optimal Departures from Marginal Cost Pricing' (*American Economic Review*, 1970); M. E. Beesley, *Urban Transport: Studies in Economic Policy*, Butterworths, London, 1973; E. Bennathan, &

A. A. Walters, *The Economics of Ocean Freight Rates*, Praeger, New York, 1969; T. A. Domencich, & D. McFadden, *Urban Travel Demand*, North Holland, Amsterdam, 1975; C. D. Foster, *The Transport Problem*, Blackie, London, 1963; C. D. Foster, *Politics, Finance and the Role of Economics*, George Allen & Unwin, London, 1971; G. E. Giles & T. E. Worsley, 'Development of Methods for Forecasting Car Ownership and Use', (*Economic Trends*, August 1979); S. Glaister, *Fundamentals of Transport Economics*; K. M. Gwilliam, & P. Mackie, *Economics and Transport Policy*, Allen & Unwin, London, 1975; A. J. Harrison, *The Economics of Transport Appraisal*; R. P. G. Layard, *Cost Benefit Analysis*, Penguin, Harmondsworth, 1972; H. Mohring, *Transportation Economics*, Ballinger, Cambridge, Mass., 1976; D. L. Munby (Ed.), *Readings in the Economics of Transport*; C. A. Nash, *The Economics of Public Transport*; R. Pryke, *The Nationalised Industries*; R. Rees, *Public Enterprise Economics*, Weidenfeld & Nicolson, London, 1976; D. Starkie, *The Motorway Age*, Pergamon, 1982; P. R. Stopher, & A. H. Meyburg, *Urban Transportation Modelling and Planning*, Heath, Lexington, 1975; P. C. Stubbs, W. J. Tyson & M. Q. Dalvi, *Transport Economics*, George Allen & Unwin, London, 1980; J. C. Tanner, 'Choice of Model Structure for Car Ownership Forecasting' (*Transport and Road Research Laboratory Report SR523*, Crowthorne, 1979); J. M. Thomson, *Modern Transport Economics*, Penguin, Harmondsworth, 1974; A. A. Walters, 'The Theory and Measurement of Private and Social Cost of Highway Congestion' (*Econometrica*, 1961).

Examination Arrangements: Candidates are advised to consult copies of previous years' examination papers so as to gain an idea of the kind of questions they will be expected to answer. Candidates must answer four questions in three hours, freely selected from a total of about nine questions.

Ec2435

Public Finance

Teacher Responsible: Professor A. R. Prest, Room S277 (Secretary, Barbara Hammond, S276)
Course Intended Primarily for M.Sc. Economics

Scope: Theory of Public Finance.

Syllabus: A general idea can be given from the topics covered in Ec236

1. Introduction. Economic rationale of government. Decreasing costs, externalities,

merit wants, public goods, equity reasons.
2. Theory of public goods. Optimality conditions. Reasons for market failure. Other methods of provision.
3. Resource allocation problems. General contrast between direct and indirect taxation. Taxation and risk-taking. Taxation and labour supply. Taxation and the supply of savings. Government outlays.
4. Equity issues. Optimal taxation. Distributional effects of taxes. Relative treatment of single people, families, etc.
5. Corporation taxation. Depreciation allowances, investment subsidies, etc. The cash flow tax. Integration with personal income taxation. Double taxation issues.
6. Fiscal policy and taxation. Selected topics (e.g. balanced budget multiplier, full employment budget surplus, built-in stabilisation, formula flexibility, tax-based incomes and employment policies).
Note: Topics 1-3 will be covered in the Michaelmas Term and Topics 4-6 in the Lent Term.

Pre-Requisites: No special pre-requisites.

Teaching Arrangements:

Lectures: Ec236 **The Economics of Public Finance** (Professor Prest) 20 lectures, Michaelmas and Lent Terms.

Ec237 **Seminar in Public Sector Economics** (Professor Prest). Fortnightly (commencing October 13)

Ec238 **Public Enterprise Economics** (Professor Bos) 6 lectures, Lent Term.

Ec239 **The Economics of Multilevel Government** (Dr. Le Grand) 5 lectures, Michaelmas Term.

Attention is also drawn to LL231 **Problems in Taxation Seminar** (Professor Prest and Mr. Avery Jones) Lent and Summer Terms, fortnightly, commencing January.

Reading List: There is no single textbook. The following books are listed as those most frequently referred to. Article references will be given in the lectures in the context of particular topics. *General Books:* R. A. Musgrave, *Theory of Public Finance*, McGraw-Hill, 1959; C. S. Shoup, *Public Finance*, Weidenfeld & Nicolson, 1969; A. R. Prest & N. A. Barr, *Public Finance in Theory and Practice* (6th edn.), Weidenfeld & Nicolson, 1979; L. Johansen, *Public Economics*, North-Holland, 1959; G. Brennan & J. M. Buchanan, *The Power to Tax*, Cambridge University Press, 1980; R. A. Musgrave & C. S. Shoup, *Readings in the Economics of Taxation*, Allen & Unwin, 1959; R. A. Musgrave, *Fiscal Systems*, Yale University Press, 1969; R. M. Bird & J. G. Head, *Modern Fiscal Issues*, University of Toronto Press,

1972; R. A. & P. B. Musgrave, *Public Finance in Theory and Practice*, McGraw-Hill, 1980; A. S. Blinder & R. M. Solow, *The Economics of Public Finance*, Brookings Institute, 1974; W. Smith & J. Culbertson, *Public Finance and Stabilisation Policy*, North-Holland, 1974; J. E. Meade *et al.*, *The Structure and Reform of Direct Taxation*, Allen & Unwin, 1978; C. V. Brown & P. M. Jackson, *Public Sector Economics*, Martin Robertson, 1978; A. B. Atkinson & J. E. Stiglitz, *Lectures on Public Economics*, McGraw-Hill, 1980; H. J. Aaron & M. J. Boskin, *The Economics of Taxation*, Brookings Institute, 1980; G. A. Hughes & G. M. Heal (Eds.), *Public Policy and the Tax System*, Allen & Unwin, 1980.

More Specific Books: H. J. Aaron (Ed.), *Inflation and the Income Tax*, Brookings Institute, 1976; T. S. Ward & R. R. Neild, *The Measurement and Reform of Budgetary Policy*, Heinemann, 1978; J. M. Buchanan, *Public Goods*, Rand McNally, 1968; A. Breton, *The Economic Theory of Representative Government*, Macmillan, 1974; N. Kaldor, *An Expenditure Tax*, Allen & Unwin, 1955; A. T. Peacock & G. K. Shaw, *The Economic Theory of Fiscal Policy* (2nd edn.), Allen & Unwin, 1976; R. Goode, *The Individual Income Tax*, Brookings Institute, 1976; H. C. Recktenwald, *Tax Incidence and Income Redistribution*, Wayne State University Press, 1971; J. G. Head, *Public Goods and Public Welfare*, Duke University Press, 1974; A. Ando, E. Cary Brown & Ann F. Friedlaender, *Studies in Economic Stabilisation*, Brookings Institute, 1968; J. A. Pechman, *Comprehensive Income Taxation*, Brookings Institute, 1977; J. A. Kay & M. A. King, *The British Taxation System*, Oxford University Press, 1980; C. E. McLure, *Must Corporate Income be Taxed Twice?*, Brookings Institute, 1979; J. A. Pechman (Ed.), *What Should be Taxed: Income or Expenditure?*, Brookings Institute, 1981; H. J. Aaron & J. A. Pechman (Eds.), *How Taxes Affect Economic Behaviour*, Brookings Institute, 1981.

Examination Arrangements: One 3 hour paper.

Ec2436

The Economics of Industry

Teacher Responsible: Professor B. S. Yamey, Room S677 (Secretary, S683)
Course Intended Primarily for M.Sc. in Economics; Industrial Relations and Personnel Management; Accounting and Finance.

Scope: A graduate course in the Economics of Industry (or in North American terminology, Industrial Organisation)

Syllabus: The economics of vertical integration, diversification, size of plants and firms, industrial concentration, entry conditions, and pricing policies.

Pre-Requisites: Undergraduate level micro-economics.

Teaching Arrangements: Twenty lectures, **Economics of Industry (Ec240)** of 1½ hours each, in the Michaelmas and Lent Terms. Weekly classes (Ec240a) in the Lent and Summer Terms.

Classes in the Lent Term will be largely devoted to discussion of selected articles, to supplement the lecture course. Classes in the Summer Term will be largely devoted to revision.

Reading List: The following books are useful for general reference: F. M. Scherer, *Industrial Market Structure and Economic Performance*; O. E. Williamson, *Markets and Hierarchies*. References to journal articles and specialised monographs will be given in the lectures.

Examination Arrangements: There is a three-hour formal written examination in the Summer Term. A compulsory question, calling for comments on five (out of ten) statements, accounts for one third of the marks. Two further questions (out of five or six) have to be answered.

Ec2440

The Economics of Less Developed Countries

Teacher Responsible: Mr. Max Steuer, Room S183 (Secretary, Mrs. E. M. O'Brien, S187)

Course Intended Primarily for M.Sc. final year, and Diploma in Social Planning.

Scope: The course provides an advanced treatment of development economics, theory and evidence, explanation and prescription.

Syllabus: Standard topics in development economics are treated at an advanced level. Major critical attention is given to various explanations of the causes of underdevelopment, contrasting those views that see the causes as mainly external to the underdeveloped countries with those views that see the causes as mainly internal. A second and closely related major concern is analysis of policies intended to raise income in low income countries. Important theories in development economics and economics generally are explored. Empirical studies are reviewed from many parts of the underdeveloped world. As in other M.Sc. economics courses, modern techniques of modelling, testing theories and estimating relationships

are applied to a variety of issues. These issues include the question of peasant rationality, savings behaviour in low income countries, income distribution and growth, the role of government including public finance and macro stabilization, international trade policy and both direct and indirect foreign borrowing, the economics of aid, population issues, internal migration, and the roles of education, health, transport and technical change, especially agricultural technical change, in economic development. The course highlights particular studies and approaches for selective treatment in depth rather than comprehensive coverage. The emphasis is on recent literature.

Pre-Requisites: Students are assumed to be well qualified for an M.Sc. in Economics. They are expected to have a good grounding in micro and macro theory, a knowledge of standard empirical techniques used in economics, and some practice in applied economics. Prior training in development economics can be an advantage but certainly is not a pre-requisite. More important is a good grasp of price theory and income analysis.

Teaching Arrangements: Lectures (Ec242), one hour per week during the Michaelmas and Lent Terms giving a total of twenty hours. Classes (Ec244), ten classes, Lent and Summer Terms.

The Seminar on the **Economics of Less Developed Countries (Ec243)** often relates to the course.

Reading List: P. T. Bauer, *Dissent on Development; Equality, Third World and Economic Delusion*; D. Seers, *Dependency Theory, A Critical Reassessment*; H. Barnum & L. Squire, *A Model of an Agricultural Household*; H. Chenery & R. Surquin, *Patterns of Development 1950-1970*; R. Findlay, *International Trade and Development Theory*; P. Yotopoulos & J. Nugent, *Economics of Development*; C. J. Bliss & N. H. Stern, *Palampur: The Economy of an Indian Village*; K. Dervis, J. de Melo & S. Robinson, *General Equilibrium Models for Development Policy*; A. Sen, *Poverty and Famines, An Essay on Entitlement and Deprivation*; L. Taylor, *Macro Models for Developing Countries*; M. Gersovitz, C. F. Diaz-Alejandro, G. Rahis & M. R. Rosenzweig, *The Theory and Experience of Economic Development*; L. G. Reynolds, *Agriculture in Development Theory*.

Most of the specific reading for the course comes from the recent journal literature.

Examination Arrangements: The final grade is assigned solely on the basis of performance in a three hour written examination held towards the end of the Summer Term. Students are

asked to write on four questions from a list of twelve.

Ec2442

Theory and Implementation of Detailed Macroeconomic Planning

(Not available in 1983-84)

Teachers Responsible: Dr. S. Gomulka, Room S680 and Professor Peter Wiles, Room S477 (Secretaries, M. Tappas, S566 and Mrs. Nutt, S683)

Course Intended Primarily for M.Sc. in Economics final year.

Scope: Part A of the course gives the background in social institutions and ownership to detailed planning (U.S.S.R.) and rather detailed planning (France). It also discusses the planner's implementation problem. Part B covers the theory, techniques and actual practice of macroeconomic planning; all these in reference to (mainly) centrally planned economies, some developing countries and France.

Syllabus:

Part A: Resource allocation models. Planning versus forecasting. Normative planning versus indicative planning. Implementation models: Hierarchies of administrative power, including banks. Property. The level of development and the type of planning. Political power and size of country as factors in planning. The aggregation problem. Disaggregation by decentralization by quasi-markets. Shadow prices, ordinary prices, passive prices. Prices and physical commands; prices and decentralization. Growth versus choice. Location versus commodity-structure as hierarchical principles. Inflation and planner's tension.

Part B: Aggregative planning: policy variables and alternative development strategies. Multi-sectorial planning: consistency models of the Leontief input-output type and optimal models of the programming type. Detailed planning of the Soviet type: the method of product, labour and investment balances. Planning as a bargaining process under limited information: micro and macroeconomic implications. Macroeconomic econometric models for centrally planned economies: Sovmod and others. Market socialism of the Lange-Taylor-Brus type and market communism of the Arrow-Hurwicz-Malinvaut type. Western indicative planning and the French Fi-Fi model.

Pre-Requisites: Any M.Sc. Economics student should be able to follow.

Teaching Arrangements:

Part A: Ten one-hour lectures (Ec247i) by Professor Peter Wiles.

Part B: Twenty one-hour lectures (Ec247ii) by Dr. S. Gomulka.

Seminars: On the Economic Problems of the Communist World (Ec246), meets fortnightly, and Planning and Comparative Economics (Ec248), meets also every other week. The seminars' conveners: Dr. S. Gomulka and Professor Peter Wiles. The seminars discuss topics related to the course and students are advised to attend.

Students may find it useful to attend also Ec245 Soviet Economic Development.

Written Work: There are no classes, but students are expected to prepare essays for their supervisors.

Reading List: Part A: E. Devons, *Planning in Practice*; P. Baughet, *Planning: the French Experience*; L. Berri (Ed.), *Planning and Socialist Economy*; H. Levine in Bornstein & Fufeld (Eds.), *The Soviet Economy, A Book of Readings*; D. Liggins, *National Economic Planning in France*.

Part B: Blitzer-Clark-Taylor (Eds.), *Economy-Wide Models and Development Planning* especially the contributions by Taylor and by Clark, Oxford University Press, 1975; Carter-Brody, *Application in Input-Output Analysis* Vols. 1 and 2, North-Holland Publishing Company, 1970; M. Ellman, *Planning Problems in the U.S.S.R.*, Cambridge University Press; D. Green & C. Higgins, *SOVMOD I: A Macroeconomic Model of the Soviet Union*, 1977; G. Heal, *The Theory of Planning*, North-Holland Publishing Company; L. Johansen, *Lectures on Macroeconomic Planning*, Vols. 1 and 2, 1977; J. Kornai, *Mathematical Planning of Structural Decisions*, chaps. 1-3, North Holland Publishing Company; J. Kornai, *Economics of Shortage*, 1980; D. Liggins, *National Economic Planning in France*; E. Malinvaud, 'Decentralised Procedures for Planning' in E. Malinvaud & Bachardach (Eds.), *Activity Analysis in the Theory of Growth and Planning*; Nove-Nuti (Ed.), *Socialist Economics*, Part I, 1972.

Articles by Lange, Brus-Laski, Dobb, Domar and Kornai.

Lists of journals papers and optional references are circulated.

Examination Arrangements: The examination paper is in two sections, A and B, containing questions corresponding to Parts A and B above. Students are required to answer one question from section A and two questions

from section B. All questions have equal weight.

Ec2450

Economics of Education and Human Capital

This course will not be available in 1983-84.

Ec2451

Urban Economics

This course will not be available in 1983-84.

Ec2455

Marx, Walras and Keynes in the Light of Contemporary Economic Analysis

Teachers Responsible: Professor Wiles, Room S477, Dr. Desai, Room S87 (Secretary, Christine Wills S375) **Course Intended Primarily for M.Sc.**

(Economics) but also available for M.Sc. (Econometrics and Mathematical Economics)

Scope: The aim of this course is to treat critically the questions of methodology and of model construction in classical and modern economics with special attention to theory of value and monetary theory.

Syllabus: The course is in two parts. Part 1 taught by Professor Wiles deals with the theory of value in the classical economists, Marx, and the early marginalists; and the methodology of all these economists, the neo-classical economists and Keynes. Part 2 taught by Dr. Desai deals with attempts in the economic literature to construct a theory of a monetary economy. It covers the theories of Marx, Walras, Wicksell, Hayek, Myrdal and Keynes.

Pre-Requisites: None.

Teaching Arrangements: 25 lectures (Ec253), one each week in Michaelmas, Lent and Summer Terms plus a seminar (Ec254) of one and a half hours for ten weeks in which students will be expected to present papers on the course material.

Reading List: There are no set textbooks in this course and the reading list is updated each year to take into account new developments. Selections from the reading lists of recent years are given below but relevant reading lists will be made available at the beginning of the course.

1. *Value and Methodology:* P. A. Samuelson, in *Journal of Economic Literature*, June 1971; Piero Mini, *Philosophy and Economics*, Ch. 13; M. Friedman, "The Methodology of Economics" in his *Essays in Positive Economics*; P. Wiles, in *Journal of Post-Keynesian Economics*, 1979; K. Marx, *Capital*, Vol. I/1-3, Vol. III/12; D. Ricardo, *Principles of Political Economy and Taxation*, Chs. 1, 2, 4, 5, 6, 30.

2. *Theory of a Monetary Economy:* M. Desai, *Marxian Economics*; F. Hayek, *Prices and Production*; M. Keynes, *Treatise on Money*, Vol. 1, *General Theory of Employment, Interest and Money*; K. Marx, *Capital*, Vols. 1-3; G. Myrdal, *Monetary Equilibrium*; L. Walras, *Elements* Translated by Jaffe; K. Wicksell, *Interest and Prices; Lectures on Political Economy*.

Examination Arrangements: A three hour written examination in the Summer Term along with other M.Sc. examinations.

Ec2460

Environmental Economics

This course will not be available in 1983-84.

Ec2465

Economic Inequality

Teacher Responsible: Professor A. B. Atkinson, Room R407 (Secretary, Mrs. Prue Hutton, R409 or Ms. Jane Dickson, R411)

Course Intended Primarily for M.Sc. in Economics

Scope: The aim of the course is to show how economic analysis can be applied to the distribution of income and wealth.

Syllabus: Principles of economic justice. Measurement of inequality. Measurement of poverty. Models of the distribution of income and wealth. Theories of the distribution of earnings.

Pre-Requisites: Third-year undergraduate knowledge of economic principles.

Teaching Arrangements: There are three components to the teaching: Lectures: by Professor Atkinson (Ec258) and Dr. F. A. Cowell (Ec227) commencing in the Michaelmas Term.

Classes: by Professor Atkinson and Dr. F. A. Cowell (Ec258a). Dr. Cowell's lectures and classes are in common with those for Ec227 (**Labour Economics**).

Seminars: organised by Professor Atkinson, Dr. Cowell and Dr. Shorrocks in the Lent

Term, where visiting speakers present papers. **Reading List:** A. B. Atkinson, *The Economics of Inequality*; A. K. Sen, *On Economic Inequality*; F. A. Cowell, *Measuring Inequality*; J. E. Meade, *The Inheritance of Inequalities*; A. B. Atkinson (Ed.), *Wealth, Income and Inequality*.

Examination Arrangements: There is a three-hour examination. The paper is not divided. Students are expected to answer three questions out of eight.

Ec2470

The Economics of Technological Change and Long-Term Growth

Teacher Responsible: Dr. S. Gomulka, Room S680 (Secretary, Miss Margaret Kosowicz, S683) **Course Intended Primarily for Final Year M.Sc. in Economics.**

Scope: The course covers an integrated (microeconomic) theory of innovation and market structure, an integrated (macroeconomic) theory of innovation, international diffusion and long-term growth and a treatment of institutional and cultural factors in technological change.

Syllabus:

Microeconomics: the aim is to show how basic ingredients, such as demand conditions, R & D technological possibilities, the nature of the capital market and patent regulations affect both the industrial concentration and the rate of innovative activity.

Macroeconomics: measures of innovation and measurement problems, optimal rate and direction of technological change, variation in technological levels and mechanisms of international technological transfer, models of innovation and growth in the technology-importing country, technological unemployment and cycles, a theory of international variation in innovation and productivity growth.

Institutions and Culture: why Britain led. The reactions of Prussia, Russia, Japan, China and India. International transfer. Intermediate technology. Military technology.

Pre-Requisites: No particular pre-requisites. The first two courses are theoretical in orientation, but their level of mathematics and economic theory is comparable to that of the main M.Sc. micro and macro courses.

Teaching Arrangements: There are three sections in the course and a seminar.

Lectures:

(i) *Microeconomics:* Ec260 *The Relationship*

between Industrial Structure and Technological Change. 10 lectures – Lecturer: Professor P. Dasgupta.

(ii) *Macroeconomics: Inventive Activity, Diffusion and the Dynamics of Long-Term Growth*. 10 lectures – Lecturer: Dr. S. Gomulka.

(iii) *Institutions and Culture: Institutional and Cultural Factors in Technological Change* 9 lectures – Lecturer: Professor P. Wiles.

Ec263 Technological Change Seminar. Five meetings in the Lent Term, to discuss topics related to the three courses. The seminar convener: Dr. S. Gomulka.

Written Work: There are no classes, but students are expected to present seminar papers and prepare essays for their supervisors.

Reading List: Microeconomics: Required reading – some ten papers by P. Dasgupta, J. Stiglitz and others. Also: F. M. Scherer, *Industrial Market Structure and Economic Performance*, esp. chapters 5, 8, 14–17; N. Rosenberg, *Economics of Technological Change*, in particular papers by K. Arrow & J. Schmookler. Useful reading: J. Schumpeter, *Capitalism, Socialism and Democracy*; E. Mansfield, *Industrial Research and Technological Innovation*.

Macroeconomics: Required reading – some ten papers by Findley, Gomulka, Nelson-Winter, Phelps and others. Also: S. Gomulka, *Inventive Activity, Diffusion and the Stages of Economic Growth*; W. D. Nordhouse, *Invention, Growth and Welfare*.

Institutions and Culture: In addition to some of the references listed above, some 12 papers by Blumenthal, Dickson, Holloway, Wiles and others. Also: J. W. Baxter, *World Patent Law and Practice*; E. A. G. Robinson (Ed.), *Appropriate Technologies*; J. Needham, *The Grand Titration*; E. Zaleski et al., *Science Policy in the USSR*.

Examination Arrangements: The examination is in three sections, each containing three questions. Four questions should be answered, at least one from each section. All questions have equal weight.

Ec2495

Topics in Economic Analysis

Teacher Responsible: Professor A. B. Atkinson, Room R407 (Secretary, Ms. Jane Dickson, R411 or Mrs. Prue Hutton, R409)

Course Intended Primarily for M.Phil. or Ph.D. students in Economics.

Scope: The aim of the course is to cover

recent developments in Economic Analysis with the particular aim of suggesting areas for fruitful research.

Teaching Arrangements: There will be six units, each consisting of ten hours of lectures (Ec410). The lecturers will include Professor Buiter, Hart, Morishima and Nickell.

Reading List: A separate reading list will be supplied for each section at the time of the course.

Examination Arrangements: There will be a three hour examination. The paper will be in six sections, and candidates will be expected to answer four questions, drawn from at least two sections.

Ec2510

The Economics of Regional and Urban Planning

This study guide was not available at the time of going to press.

Prospective students should apply to Professor D. R. Diamond, Room S420 (Secretary, Miss Tricia Maccabee, S406).

Ec2515

The Economics of European Integration

Teacher Responsible: A. Marin, Room S279 (Secretary, S375)

Course Intended for M.Sc. (Econ.) in European Studies, Paper 3(e).

Scope: This course may be taught if there is sufficient demand by those for whom the economic analysis and content of Ec256 are too simple.

Ec2516

The Economic Organisation of the European Community

Teacher Responsible: A. Marin, Room S279 (Secretary, S375)

Course Intended Primarily for M.Sc. (Econ.) in European Studies, Paper 1 and 2(c).

Scope: As title.

Syllabus: The course covers various economic aspects of the EEC. These include the gains/losses from formation of a common market, the European Monetary System, the Common Agricultural Policy, competition and regional policy, relations with non-members.

Pre-Requisites: Students who have not previously studied economics should also take Ec257 during the Michaelmas Term to acquire the necessary background.

Teaching Arrangements: Twenty lectures (Ec255) will be given by Mr. Marin and there will be fifteen seminars (Ec256). Some of the seminars will be given by students. A mid-year examination is given to help assess students' progress (see M.Sc. description).

Reading List: A detailed reading list will be given out at the beginning of term. Many of the topics are covered in D. Swan, *The Economics of the Common Market*; P. Robson, *The Economics of European Integration*; A. El Agra (Ed.), *The Economics of the European Community*.

Examination Arrangements: A written 3-hour formal examination in the Summer Term, with three questions to be answered out of ten.

Ec2520

Economics for M.Sc. Sea-Use

Teacher Responsible: David de Meza, Room S681 (Secretary, Mrs. J. Jarman, S566)

Course Intended Primarily for students for M.Sc. in Sea-Use.

Scope: Application of economic analysis to explaining the pattern of marine resource use and to designing rational management policies.

Syllabus: Economics of exhaustible resources: fish, offshore oil and gas, manganese nodules. Cost benefit analysis, particularly applied to port pricing and investment. Externalities as applied to pollution control.

Teaching Arrangements: Two meetings of two hours per week during Lent Term and also parts of Michaelmas and Summer Terms. The meetings will combine lecture and discussion.

Written Work: Two essays and preparation for class discussion.

Reading List: L. Anderson, *The Economics of Fisheries Management*; P. Dasgupta, *The Control of Resources*; R. Eckert, *The Enclosure of Ocean Resources*; E. Benathan & A. Walters, *Port Pricing*; A. Fisher, *Resource and Environmental Economics*.

Examination Arrangements: Written 3 hour examination in Summer Term. 50% of marks for choice of six from twelve short questions, remaining marks for two from six longer questions.

Ec2550

Advanced Quantitative Economics I

Teachers Responsible: Professor J. D. Sargan, Room S577 (Secretary, M. Tappas, S566) and Professor M. J. Desai, Room S87 (Secretary, C. Wills, S375)

Course Intended Primarily for M.Sc. (Econometrics) Final Year.

Scope: The course is intended (a) to introduce students to new developments in applied econometrics research in some central fields of econometrics paying particular interest to new methodology, (b) to give students experience of seminar presentation. It is complementary to **Advanced Quantitative Economics II** which specialises on economic model building particularly in the field of macro-economics. **Syllabus:** The seminar explores recent journal articles covering estimation, testing, and forecasting from models which inter alia use consumer or firm optimisation over time, rational expectations, and other expectational assumptions. The lectures provide background material for the seminar.

Pre-Requisites: A knowledge of econometric theory and applied econometrics corresponding to the undergraduate courses at LSE. Students must be prepared to read journal articles with difficult mathematical and statistical content.

Teaching Arrangements: Ec302: Graduate Seminar for **Advanced Quantitative Economics**. J. D. Sargan and M. J. Desai. Michaelmas Term. 10 two-hour seminars. This seminar continues for 20 sessions in the Michaelmas and Lent Terms. The Michaelmas Term meetings cover most of the topics examined in **Advanced Quantitative Economics I**. All students attending the course are required to present papers and act as discussants in the seminar. The number of occasions per student depends on the number of students in the seminar but is normally three times in the term.

Ec303: **Advanced Quantitative Economics I and II.** M. J. Desai. Michaelmas Term. 10 lectures. The full course is 20 hours, Michaelmas and Lent Terms, but only the 10 hours in the Michaelmas Term are relevant to **Advanced Quantitative Economics I.**

Ec304: **Macro-Economic Models.** S. Pudney. Summer Term. 5 hours lectures. The first half of this course is examined on **Advanced Quantitative Economics I.**

Reading List: Since this course is an attempt to cover recent research in applied econometrics, no textbook is entirely up-to-date. Background reading from a textbook such as A. Zellner, *Readings in Economic Statistics and Econometrics* or M. J. Desai, *Applied Econometrics* might be regarded as pre-requisites for the course. A collection such as R. E. Lucas & T. J. Sargent, *Rational Expectations and Econometric Practice* covers some part of the course. The student will not be expected to read the whole literature of the subjects covered, and might be expected to read one or two journal articles on two-thirds of the topics, but to read more widely on topics where he is presenter or discussant.

Examination Arrangements: There is a three-hour formal examination in the Summer Term. Eight questions are based on the work of the Michaelmas Term from courses Ec302 and Ec303. Three questions are based on the first half of course Ec304. Students are required to write four questions.

Ec2551

Advanced Quantitative Economics II

Teacher Responsible: Professor Stephen Nickell, Room S678 (Secretary, Enid Gowing, S187)

Course Intended Primarily for students taking the M.Sc. in Econometrics and Mathematical Economics although the lectures may be of interest to M.Phil. and Research Fee students.

Scope: This course aims to familiarise the student with a broad range of topics which illustrate the use of quantitative techniques in economics research. There is some emphasis on modern macro-economics, particularly in the lecture course, but in the seminars a wide variety of other subjects are dealt with.

Syllabus:

The lecture course (Ec303ii) (10 hours Lent Term)

This course will be concerned with an analysis of the extent to which existing empirical work including work which is not specifically macroeconomic in focus helps us to

understand major movements in macro variables, especially the price level and the level of unemployment. In particular, the course will investigate whether or not the evidence we currently possess supports one or other of the two main opposing strands of macroeconomic theory (which may loosely be termed "equilibrium" and "disequilibrium" or Monetarist and Keynesian). Among the topics which will be considered are:

1. Disequilibrium Models of the Economy; Rationing and Related Phenomena.

2. Equilibrium Models of the Economy; Rational Expectations; Anticipated and Unanticipated Changes.

3. Explanations of aggregate fluctuations in output, prices and unemployment in the context of the above.

Theories and evidence.

The seminar series (Ec302ii) (20 hours Lent Term)

These seminars will cover a variety of topics and will be presented by the students.

Furthermore, those students writing projects are invited to discuss their results in this seminar. The topics which will be discussed, the order in which they will be taken and who will do what will be decided at a meeting towards the end of Michaelmas Term, and at the first meeting of the seminar. Students are encouraged to choose a topic in which they are particularly interested. Below I have listed some topics in which I am particularly interested. Any other area of economics which comes under the broad heading of Quantitative Economics will be considered, however, although I do reserve for myself a final right of veto.

Possible Topics

Incentives

1. The impact of taxes on the supply of labour.

2. The impact of unemployment insurance on the level of unemployment.

3. Company profitability and growth and managerial remuneration.

4. Incentives and labour turnover – why do people change jobs.

Macroeconomic Theory and Policy

1. The role of expectational errors in determining supply fluctuations.

2. Business cycles as an equilibrium or disequilibrium phenomenon.

3. Unemployment as an equilibrium or disequilibrium phenomenon.

4. The ineffectiveness of monetary policy.

5. Contracts, wage stickiness and unemployment.

6. Cost push, unemployment and monetary accommodation.

Other Topics

1. The determinants of individual earnings – genes, environment, education, luck, etc.

2. The effect of trade unions on pay, productivity and turnover.

3. Firm behaviour under uncertainty – what do firms maximise, if anything?

4. Testing theories of exchange rate determination.

The seminar programmes for the last three years are made available to M.Sc. students at the start of the academic year.

Lecture Course (Ec304) (5 2-hours, Summer Term)

These lectures are concerned with the structure and operation of large economy-wide econometric models.

Reading List: J. M. Grandmont & G.

Laroque, "On Keynesian Temporary Equilibria" (*Review of Economic Studies*, February 1976); A. Drazen, "Recent

Developments in Macroeconomic Disequilibrium Theory" (*Econometrica*, March 1980); R. E. Lucas, Jr., "Expectations and the Neutrality of Money" (*Journal of Economic Theory*, April 1972); R. Barro, "Rational Expectations and the Role of Monetary Policy" (*Journal of Monetary Economics*, 1976); R. E. Lucas & L. A.

Rapping, "Real Wages, Employment and Inflation" (*Journal of Political Economy*, 1969); R. T. Froyen & R. N. Waud, "International Evidence on Output-Inflation Trade-offs" (*American Economic Review*, June 1980); R. E. Hall, "The Rigidity of Wages and the Persistence of Unemployment" (*Brookings Papers on Economic Activity*, 2, 1975); R. E. Hall, "Labour Supply and Aggregate Fluctuations" (*Journal of Monetary Economics*, Supplement No. 12, 1980); J. Altonji & O. Ashenfelter, "Testing the Labor Market Equilibrium Hypothesis" (*Economica*, August 1980); R. J. Barro, "Unanticipated Money Growth and Unemployment in the United States" (*American Economic Review*, March 1977); J. Heckman & J. Macurdy, "A Life Cycle Model of Female Labour Supply" (*Review of Economic Studies*, Econometrics Issue, January 1980); A. Ashenfelter, "Unemployment as Disequilibrium in a Model of Aggregate Labor Supply" (*Econometrica*, April 1980); J. Ham, "A Fixed-Effect Test for Constraints in the Labour Market", University of Toronto, mimeo.

Examination Arrangements: There is a three-hour examination towards the end of the Summer Term. Four questions have to be answered and students have a free choice from around fourteen questions on the paper. Typically four questions are based on the

Lent Term lecture course, eight questions on the seminar series and three on the Summer Term lectures.

Ec2560

Advanced Econometric Theory I

Teacher Responsible: Professor J. D. Sargan, Room S577 (Secretary, M. Tappas, S566)

Courses Intended Primarily for M.Sc. (Econometrics) Final Year and M.Sc. (Statistics).

Scope: The courses are intended for students with a considerable background in econometric theory (either at the undergraduate level or in the preliminary year of the M.Sc. (Econometrics)) to provide (a) a general review of econometric theory at a more advanced level, and (b) an introduction to the statistical analysis of time series.

Syllabus:

Asymptotic Theory for Econometrics:

probability limits, asymptotic distribution functions, mean square consequence, stochastic orders of magnitude, central limit theorems, maximum likelihood estimation, likelihood ratio tests.

Advanced Econometric Theory I: simultaneous dynamic models, instrumental variables, two stage and three stage least squares, limited and full information maximum likelihood estimates, significance tests, various extensions.

Basic Time Series Analysis: basic structure of time series, stationarity autocorrelation, ARMA models, filtering and testing, linear forecasting, regression with autocorrelated errors, tests of serial independence, Wold decomposition.

Pre-Requisites: A background in statistical theory and econometric theory similar to our undergraduate courses **Probability and Distribution Theory** and **Econometric Theory**. **Teaching Arrangements:** There are three lecture courses:

Ec315 **Asymptotic Theory for Econometrics.** J. D. Sargan. 10 lectures, Michaelmas Term.

Ec316 **Advanced Econometric Theory.** J. D. Sargan. 40 lectures, 10 in the Michaelmas Term; 20 in the Lent Term; 10 in the Summer Term.

SM257 **Basic Time Series Analysis.** J. Durbin and A. Harvey. 20 lectures, Michaelmas Term. The lectures for Ec316 are arranged to take place in two successive hours each week. Each second lecture is intended to be more informally conducted with the possibility of questions, discussion, and some problem setting.

Written Work: Some problems will be set in the Christmas and Easter vacations in connection with Ec316. J. D. Sargan will review solutions which are handed in.

Reading List:

Asymptotic Theory for Econometrics: H. Cramer, *Mathematical Methods of Statistics*; C. R. Rao, *Linear Statistical Inference and its Applications*; P. Dhrymes, *Econometrics, Statistical Foundations and Applications*.

Advanced Econometric Theory: H. Theil, *Principles of Econometrics*; P. Schmidt, *Econometrics*; G. Judge *et al.*, *Econometrics in Theory and Practice*.

Basic Time Series Analysis: E. J. Hannan, *Time Series Analysis*; A. Harvey, *Time Series Models*.

Students might be expected to buy G. Judge *et al.*, and A. Harvey.

Examination Arrangements: There is a three-hour formal examination in the Summer Term. The paper is divided into two parts. Part I is based on **Asymptotic Theory for Econometrics** and **Advanced Econometric Theory I**. It contains eight questions, two of which are intended to be particularly relevant to the former course. Part II contains four questions on the **Basic Time Series Analysis** course. Candidates are required to answer four questions, at least two questions from Part I of the paper.

Ec2561

Advanced Econometric Theory II

Teacher Responsible: Professor J. D. Sargan, Room S577 (Secretary, M. Tappas, S566)

Courses Intended Primarily for M.Sc. (Econometrics).

Scope: This paper covers a set of courses given by different members of staff with interests in different special topics in econometrics and the statistical analysis of time series.

Syllabus: The courses consist of a set of short lecture courses of 10 or 5 hours plus a rather longer course "Further Time Series Analysis" of 20 hours. The topics are as follows.

Ec317 Finite Sample Properties. J. D. Sargan. 10 lectures, Michaelmas Term. Exact distribution for simple time series and single equation estimators, the Imhof procedure, asymptotic expansions for moments, Edgeworth and X^2 approximations.

Ec318 Qualitative Response Models. Hugh Wills. 10 lectures, Michaelmas Term. Qualitative dependent variables, methods of estimation and application.

Ec319 Matrix Differential Calculus. Jan Magnus. 10 lectures, Michaelmas Term. Matrices, differentials, optimisation (general), typical optimisation problems, the linear model, maximum likelihood, comparative statics, other applications, L-structures, (0,1), matrices, Jacobians.

Ec320 Statistical Forecasting and Control. A. C. Harvey. 10 lectures, Lent Term. State space models, Kalman filter, forecasting and control theory.

Ec321 Non-Linear Techniques in Econometrics. J. Davidson. 10 lectures, Lent and Summer Terms. Numerical methods of non-linear optimisation, identification, maximum likelihood and minimum distance estimators, non-linear simultaneous equation models.

Ec322 Asymptotic Properties of M. L. Estimators. Jan Magnus. 5 hours, Summer Term. Existence of M. L. Estimator, consistency when the observations are serial dependent, asymptotic normality, efficiency. SM258 Further Time Series Analysis. A. C. Harvey. 20 lectures, Lent Term. Spectral methods, multivariate models, causality.

Pre-Requisites: Intended for the student with a good general background in econometric theory and time series analysis. Normally only for the student who is also taking the paper "Advanced Econometric Theory I".

Teaching Arrangements: The short courses follow each other through the year using the same weekly hours and locations. A student might expect to take up to about 40 hours on these lectures to have an adequate choice in the examination. The actual course identifiers and teachers are given above. The numbers taking the courses are expected to be sufficiently small that some informal interaction and problem solving will be organized by the teacher.

Reading List:

Finite Sample Theory: A list of articles will be given at the start of the course.

Qualitative Response Models: T. Amemiya, 'Qualitative Response Models: A Survey' (*Journal of Economic Literature*, 1981); T. A. Domencich & D. McFadden, *Urban Travel Demand*; C. Marski & D. McFadden, *Structural Analysis of Discrete Data with Econometric Applications*.

Matrix Differential Calculus: References will be provided at the start of the course.

Statistical Forecasting and Control: A. Harvey, *Time Series Models*; G. Chow, *Analysis and Control of Dynamic Economic Systems*.

Non-Linear Techniques in Econometrics: S. M. Goldfeld & R. E. Quandt, *Non-Linear Methods in Econometrics*.

Further Time Series Analysis: P. Bloomfield, *Fourier Analysis of Time Series*; A. C. Harvey,

Time Series Models.

Asymptotic Properties of M. L. Estimators: References will be provided at the start of the course.

Examination Arrangements: There is a three-hour formal examination in the Summer Term. The paper is divided up into parts corresponding to each separate course. One question is set per five hours of lecturing. Students are required to answer four questions, to be selected from at least two parts of the paper.

Ec2570

Ec2571

Advanced Mathematical Economics I

Advanced Mathematical Economics II

Teachers Responsible: AME I:

Professor O. Hart, Room S478 (Secretary, Mrs. C. Wills, S375).

AME II: Dr. D. Gale, Room S586 (Secretary, Mrs. S. Kirkbride)

Courses Intended Primarily for M.Sc. in Econometrics and Mathematical Economics and M.Sc. in Economics.

Scope: These papers introduce the student to a number of related topics in advanced economic theory which are currently the subject of research interest.

Pre-Requisites: Students are expected to be familiar with the material covered in the undergraduate paper **Mathematical Economics**. Some of the lectures assume familiarity with calculus, linear algebra and elements of analysis.

Teaching Arrangements: Each of the papers comprise four lecture courses of ten hours each.

The lecture courses for AME I are:

Ec305 **Introduction to General Equilibrium** (Ten hours, Michaelmas Term)

Ec306 **Topics in Advanced Mathematical Economics** (Ten hours, Michaelmas Term)

Ec307 **Imperfect Competition** (Ten hours, Lent Term)

Ec308 **Equilibrium and Information** (Ten hours, Michaelmas Term)

The lectures courses for AME II are:

Ec310 **Organization and Information** (Ten hours, Michaelmas Term)

Ec311 **Public Economics** (Ten hours, Michaelmas Term)

Ec312 **Intertemporal Economics** (Ten hours, Lent Term)

Ec313 **Duality, Programming and Economic Theory** (Ten hours, Lent Term)

All students intending to take either paper should attend the fortnightly seminar in **Mathematical Economics** (Ec314) as well as the **Theoretical Economics Workshop** at the International Centre for Economics and Related Disciplines.

Syllabuses and Basic References: Introduction to General Equilibrium: This course begins with a revision of the elements of the Arrow-Debreu model and then applies these to the question of existence of equilibrium. It goes on to consider the question of existence of equilibrium. It goes on to consider how these methods can be applied to the analysis of a variety of situations: equilibrium when there are fixed prices and quantity rationing, equilibrium over time, stochastic equilibria and so on. The emphasis is on the structure of these models and on the nature and existence of equilibrium.

Basic Reference: G. Debreu, *Theory of Value* (Wiley, 1959).

Topics in Advanced Mathematical Economics: Debreu-Scarf theorem; markets with a continuum of traders; monopolistic competition and product differentiation.

Basic Reference: W. Hildenbrand & A. Kirman, *Introduction to Equilibrium Analysis: Variation on Themes of Walras and Edgeworth*, (North Holland).

Imperfect Competition: The focus of the ten lectures on this topic is the problem of incorporating imperfect or monopolistic competition in a general equilibrium framework. The framework is for the most part one of perfect information and homogenous products. The last part of the course covers the recent literature on the relationship between Cournot-Nash equilibria and competitive equilibria in large economies. **Basic Reference:** K. Arrow & F. Hahn, *General Competitive Analysis* (Holden-Day, 1971); T. Negishi, "Monopolistic Competition and General Equilibrium" (*Review of Economic Studies*, 28, 1960); "Symposium of Noncooperative Approaches to the Theory of Perfect Competition" (*Journal of Economic Theory*, April 1980).

Equilibrium and Information: This course of lectures discusses various models of equilibrium in economies in which agents have different information about some aspects of the environment. Starting with the early literature on signalling, we then look at models in which market equilibrium is characterized by a price distribution rather than a single price, and models in which prices transmit information, to conclude with a discussion of the more recent literature which has developed within the framework of incomplete information games.

Basic References: J. Hirshleifer & J. G. Riley, "The Analytics of Uncertainty and Information - An Expository Survey" (*Journal of Economic Literature*, 17, 1979); J. G. Riley, "Information Equilibrium" (*Econometrica*, 47, 1979); A. Braverman, "Consumer Search and Alternative Market Equilibria" (*Review of Economic Studies*, 47, 1980); S. J. Grossman & J. E. Stiglitz, "Information and Competitive Price Systems" (*American Economic Review*, 66, 1976); S. J. Grossman, "An Introduction to the Theory of Rational Expectations Under Asymmetric Information" (*Review of Economic Studies*, 48, 1981); M. Harris & R. M. Townsend, "Resource Allocation Under Asymmetric Information" (*Econometrica*, 49, 1981).

Organization and Information: A theory of organization will be developed with special attention to differential information possessed by agents. Organizational coordination will be discussed in the context of the theory of teams, to be followed by the problem of incentives arising due to moral hazard and adverse selection.

Basic References: K. J. Arrow, *The Limits of Organization*; C. B. McGuire & R. Radner (Eds.), *Decision and Organization*.

Public Economics: The programming approach to optimality and equilibrium. The Diamond-Mirrlees Theorems, productive efficiency and optimal taxation. Externalities and public goods. Revelation of preferences and incentive compatibility. Accounting prices and Social Benefit-Cost analysis.

Intertemporal Economics: Exhaustible resources, optimum population growth and intergenerational equality.

Duality, Programming and Economic Theory: Optimisation in infinite dimensional spaces. Measure and integration. Applications to quality equilibrium and economics of uncertainty.

References: The course relies on unpublished work which will be distributed by the lecturer.

Examination Arrangements: In each of the papers AME I and AME II the entire assessment is based on the candidate's performance in a three-hour examination held in the Summer Term. Each paper is divided into four sections. Each section corresponds to one of the lecture courses offered for that paper and contains three questions relating to that course. Candidates must answer four questions chosen from at least three sections. No credit is given for attempting more than four questions or for attempting more than the permitted number of questions from each section. Candidates are expected to answer all questions fully and will be penalized for not answering any part of a question.

NON-EXAMINABLE COURSES

Ec234

Transport and Urban Economics (Seminar)

Teachers Responsible: Professor Foster, Room S178, Dr. S. Glaister, Room S587, Mr. R. Jackman, Room S376 and Dr. C. Whitehead, Room S174 (Administrative Secretary, S86)

Course Intended for graduate students.

Scope: Presentation and discussion of papers by research students, staff members and visitors.

Note: Students should also attend course Ec150 *Transport Economics Treated Mathematically*.

Teaching Arrangements: Seminars (Ec234) held in the Lent Term.

Ec411

Seminar in Research Strategy

Teachers Responsible: Mr. M. D. Steuer, Room S183 (Secretary, Mrs. E. M. O'Brien, S187) and Professor M. J. Desai, Room S87 (Secretary, Christine Wills, S375)

Course Intended for M.Phil. and Ph.D. students in Economics.

Scope: The seminar will emphasize the selection of research topics and the design of feasible research programmes.

Teaching Arrangements: Seminars (Ec411). Twenty hours, Michaelmas and Lent Terms.

Ec412

Seminar for Research Students in Economics

Teacher Responsible: Mr. M. D. Steuer, Room S183 (Secretary, Mrs. E. M. O'Brien, S187)

Course for all students registered for M.Phil. or Ph.D. degrees in Economics.

Scope: The basic purpose of the seminar is to present and discuss work which bears on the problems of selecting and defining research topics, and work which bears on the successful execution of economic research.

The approach is informal and an emphasis is placed on allowing adequate time, more than one week on a single paper if necessary, so that questions raised by the speaker or the participants may be satisfactorily resolved. Members of the seminar may suggest and agree on inviting outside speakers. The majority of the papers consist of students' research work at various stages of progress.

Teaching Arrangements: The seminar meets weekly throughout the academic year.

Ec450

Money and Macro Economics Workshop

I: Theory and Testing

Teachers Responsible: Mr. R. Alford, Room S378 and Professor W. H. Buiter, Room S186 (Secretary, Mrs. E. Gowing, S187)

Workshop for academic staff, research students, academic visitors and others invited to attend.

Scope: It will cover theory and empirical testing in the fields of monetary and macro-economics.

Meeting Arrangements: The workshop is held weekly, on Wednesdays at 5-6.30 p.m. and is Sessional.

II: Banking and Finance

Teachers Responsible: Mr. R. Alford, Room S378 and Professor W. H. Buiter, Room S186 (Secretary, Mrs. E. Gowing, S187)

Workshop for academic staff, research students, academic visitors and others invited to attend.

Scope: It will cover current problems and policy in the field of monetary and macro-economics, and in banking and other capital market institutions, both British and international.

Meeting Arrangements: The workshop is held weekly on alternate Tuesdays at 5-6.30 p.m. commencing on 8 February.

ECONOMIC HISTORY

EH1600

Economic History of Great Britain and the USA 1850-1939

Teacher Responsible: Mr. D. E. Baines, Room C414 (Secretaries, Miss P. G. Ewles and Mrs. T. Truman, C321, Ext. 368)

Course Intended Primarily for B.Sc. (Econ.) Part I.

Scope: The course compares the economic development of Britain and the USA and the changes in the relationship between them. The course also examines the growth of the international economy and its breakdown after the First World War.

Syllabus: The British and American economies in 1850. The effects of differences in their economic and social environment. The Southern slave economy. The long and short run effects of the American Civil War in the USA. Change in the economic relationship between the two countries. The causes of westward expansion in the USA. The growth of an international market in agricultural products and its effects on the British and American economies. The finance of industry in Britain and America. Reasons for the dominance of British trade before the First World War. The relative efficiency of British and American industry and the growth of mass production. The causes and consequences of immigration into the USA. The long and short run effects of the First World War. Changes in the role of government. The British and American economies in the 1920's. The causes of the American slump of 1929 and of the international crisis. British and American recovery from the 1930's depression. A comparison of the growth of trade unions.

Pre-Requisites: There are no formal pre-requisites for the course and no previous knowledge is assumed. It is assumed that most students will also concurrently be following a course in economics.

Teaching Arrangements: Lectures: There is one lecture course (EH100) with 24 lectures in the Michaelmas, Lent and Summer Terms. The lectures are shared by **Mr. Baines** and **Mr. Potter**. **Mr. Baines** lectures on Britain and the international economy and **Mr. Potter** on the USA — usually in alternate weeks. A lecture programme will be circulated at the first meeting.

Classes: The lectures are accompanied by

weekly classes (EH100a) sessional. These do not necessarily deal with the same topics each week but they all cover the same ground.

Written Work: Students are expected to present five essays or class papers during the year.

Reading List: The following are particularly useful.

B. W. Poulson, *Economic History of the United States*; R. M. Robertson & G. M. Walton, *History of the American Economy* (4th edn.); P. Mathias, *The First Industrial Nation*; B. W. E. Alford, *Depression and Recovery. British Economic Growth 1918-39*.

Other useful books are:

A. G. Kenwood & A. L. Lockheed, *The Growth of the International Economy 1820-1960*; J. Potter, *The American Economy between the World Wars*; M. Jones, *American Immigration*; E. Hobsbawm, *Industry and Empire 1750-1950*; A. W. Coats and R. M. Robertson (Eds.), *Essays in American Economic History*; L. J. Williams, *Britain and the World Economy 1919-70*; A. Milward, *The Economic Effects of the World Wars on Britain* (Pamphlet); P. Fearon, *The Origins of the Great Slump 1929-33*, (Pamphlet); R. Floud & D. McClusky (Eds.), *The Economic History of Britain Since 1700 Volume 2 1860 to the 1970's*.

(There is a fuller reading list available and list of class topics in the Library).

Examination Arrangements: There is a 3 hour examination containing 10 questions of which 4 have to be answered. About a half of the questions are comparative.

Both Part I and Part II students take the same examination but Part II candidates are marked to a higher standard.

Past examination papers are available in the Library.

EH1601

Modern British Society in Historical Perspective

Teacher Responsible: Professor T. C. Barker, Room C422 (Secretary, Administrative Secretary, C419)

Course Intended Primarily for B.Sc. (Econ.) Part I students.

Scope: The course examines in outline the historical background to the institutions and problems of present-day British society.

Syllabus: The course is in two parts. The first part provides an outline of British economic and social history since c. 1700, concentrating particularly on the past hundred years; the second part examines various modern institutions and problems in their historical

context. Social, economic and demographic background to the Industrial Revolution; social and economic effects of the Industrial Revolution; the demographic transition after 1870; changes and problems in British society and economy, 1870-1914; effects of World Wars on British society; the interwar years; social and economic change and problems since the Second World War; the changing nature of poverty; rise of big business; imperialism; trade unions; unemployment; the growth of leisure and the media; changing role of women; class; the State and society.

Pre-Requisites: None.

Teaching Arrangements: Lectures: Weekly lectures (EH101) will be given by a variety of lecturers, each of whom is a specialist in his subject.

Classes: Each lecture is followed by a class (EH101a) in which students will have the opportunity to discuss the lecture, having read further about its subject-matter in the interval. Each class will have the same teacher throughout the session. Students are expected to prepare essays to be handed in at class and marked by class teachers. Each student should write four or five essays in the session.

Reading List: There is no single textbook which covers the whole course satisfactorily and the lectures themselves are intended to serve this purpose. The following is a list of general books which can be used to provide background to the detailed readings which are provided for each week's class topic. Theo Barker & Michael Drake (Eds.), *Population and Society in Britain, 1850-1980*; François Bedarida, *A Social History of England 1851-1975*; Harold Perkin, *Origins of Modern English Society, 1780-1880*; Eric Hobsbawm, *Industry and Empire: an Economic History of Britain since 1750*; S. Pollard, *Development of the British Economy, 1914-67*; A. S. Milward, *Economic Effects of the World Wars on Britain*; A. Marwick, *Britain in the Century of Total War: war, peace and social change, 1900-67*; J. F. Wright, *Britain in the Age of Economic Management*; Eric J. Thompson (Ed.), *Social Trends, No. 10* (Central Statistical Office 1980); A. H. Halsey, *Change in British Society*; J. Ryder & H. Silver, *Modern English Society: history and structure, 1850-1970*.

Supplementary Reading List: A detailed handout will be issued at the beginning of the course. This lists lectures and class topics and the readings for each class. Xeroxed copies of the specified readings will be available on request at the Reserve Counter in the Main Library.

Examination Arrangements: There is a three-hour formal examination after the end of the

course in which four questions have to be answered out of a choice of twelve. Previous years' examination papers are available in the Library.

EH1620

Economic History of England 1216-1603

Teacher Responsible: Dr. A. R. Bridbury, Room C315 (Secretaries, Miss Penny Ewles and Mrs. Tess Truman, C321)

Course Intended Primarily to be taken as an original paper by B.Sc. (Econ.) students in their second or third year and by B.A. students in Social Anthropology and Medieval History in their second year.

Scope: This paper surveys the interaction of market forces with a feudal social structure and shows what developments took place in town and countryside when violent demographic changes dissolved many feudal ties and industrialisation created new opportunities in society. It then shows how society responded to a renewal of demographic pressure in the sixteenth century.

Syllabus: Manorial structures and estate management; peasant life and village communities; the function and influence of towns; internal and foreign trade; industrial organisation; pestilence and famine; the dissolution of the manorial demesne and the rise of the copyholder; the expansion of clothmaking; the impact of Reformation and enclosure movements on the land; social and economic consequences of inflation and demographic recovery.

Pre-Requisites: No previous knowledge of the subject is necessary.

Teaching Arrangements: The course consists of weekly lectures (EH108) and classes (EH108a) throughout the Michaelmas and Lent Terms. Students are encouraged to hand in short papers on topics prepared for discussion in class as often as they can find time to prepare them. None of these papers is read out in class.

Written Work: At least one thoroughly prepared essay per term.

Reading List: An annotated reading list will be provided at the start of the course.

There are two good introductory studies: J. Bolton, *The Medieval English Economy*; E. Miller & J. Hatcher, *Medieval England*. For important work on particular problems, see:

E. M. Carus-Wilson, *Essays in Economic History*, Vol. II; Eileen Power, *The Medieval Wool Trade*; Z. Razi, *Life, Marriage and Death*

in a Medieval Parish; R. A. L. Smith, *Canterbury Cathedral Priory*; P. D. A. Harvey, *A Medieval Oxfordshire Village*.

EH1625

Economic History of England 1603-1830

Teacher Responsible: Dr. Peter Earle, Room C413 (Secretary, Administrative Secretary, C419)

Course Intended Primarily for B.Sc. (Econ.) students specializing in Economic History 2nd year; other B.Sc. (Econ.) students as optional course 2nd or 3rd year. The second half of the course, "England during the Industrial Revolution, 1715-1830" is taught in the Lent Term and is offered to students on the Beaver College single term programme.

Scope: The course examines in outline the economic history of England between 1603 and 1830.

Syllabus: Demography, social structure and mobility, standard of living, agriculture and the structure of agrarian society, urbanization, inland and foreign trade, internal communications, industry, finance, imperial expansion, government policy and the effect of warfare on the economy. Particular attention is paid to the Industrial Revolution and its pre-conditions and why it should have occurred first in England. Comparisons are made with economic conditions in other countries in Western Europe.

Pre-Requisites: None.

Teaching Arrangements: Lectures: There are weekly lectures (EH102) in the Michaelmas and Lent Terms given by Dr. Earle.

Classes: There are also weekly classes given by Dr. Earle. Some of the classes are broadly linked to the lectures, some of them are designed to cover topics not discussed in the lectures. Each week, two or more students are required to prepare a paper on a specific topic and to lead a discussion on that topic. The papers will be collected at the end of the class and graded. Each student is expected to do some background reading for each class and to prepare four or five papers in the course of the session. A list of the class topics covered in the course and the recommended reading for each topic will be given out at the first class of the course. At the same time students will be asked to decide which topics they wish to present papers on.

Reading List: There is no satisfactory textbook covering the whole course. Textbooks tend to cover either the period up to about 1750 or the period of the Industrial Revolution (roughly 1700-1850). Students are recommended to buy

at least two textbooks to cover the whole period but make their choice after they have sampled the recommended books in the Library.

Keith Wrightson, *English Society, 1580-1680*; L. Clarkson, *The Pre-Industrial Economy in England, 1500-1700*; Ralph Davis, *The Rise of the Atlantic Economies*; B. A. Holderness, *Pre-Industrial England: Economy and Society, 1500-1700*; D. C. Coleman, *The Economy of England, 1450-1750*; T. S. Ashton, *An Economic History of England: the Eighteenth Century*; Clive Emsley, *British Society and the French Wars, 1793-1815*; E. J. Hobsbawm, *The Age of Revolutions, 1789-1848*; D. S. Landes, *The Unbound Prometheus*; Peter Mathias, *The First Industrial Nation*; Harold Perkin, *The Origins of Modern English Society, 1780-1880*; Phyllis Deane, *The First Industrial Revolution*.

Supplementary Reading List: It is important for students to note that the books recommended above are all textbooks or books of a general nature that provide a general introduction to the course. In preparing class papers and essays, students will be expected to be familiar with the more specialized literature — often recent articles in journals — on specific topics. A six-page detailed reading list will be handed out together with the list of topics and reading recommended for each topic at the beginning of the course. Students are not of course required to read every work on the detailed reading list but they should read much more than the short list above. Success in economic history courses is above all a matter of reading widely and students should be prepared to spend several hours a week in private study in the Library.

Examination Arrangements: There is a three-hour formal examination in the Summer Term. The paper contains 12 questions of which four are to be answered. Questions are based on the topics covered in lectures and classes. Copies of previous years' papers are available.

EH1630

Economic and Social History of Britain from 1815

Teacher Responsible: Dr. E. H. Hunt, Room C415 (Secretary, Administrative Secretary, C419)

Course Intended Primarily for B.Sc. (Econ.) Part II; B.Sc. c.u.

Syllabus: The course surveys the main aspects of British economic and social history since 1815. For further details see the list of lecture and class topics available from Dr. Hunt or

the Administrative Secretary.

Pre-Requisites: This is a non-specialist survey course taken by second and third-year undergraduates, some of whom are not taking any other courses in economic history. Most of those who take the course have some prior knowledge of Britain's recent history and some acquaintance with economics, but the course has been taken successfully by students with neither.

Teaching Arrangements: Classes (EH103a) and lectures (EH103) are held weekly and students should attend both. Class topics are generally complementary to the lecture syllabus and some classes supplement particular lectures. It is important that students try to read on class topics before the class and that they contribute to class discussion. Some classes are introduced by a short paper. Classes also provide an opportunity to discuss questions arising from the lectures, reading, and written work. The course teachers will be pleased to see students, individually to discuss their work whenever necessary. Times when they are available are indicated outside their rooms. 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. Written work will be marked by class teachers and the marks recorded.

Reading List: The course reading list is deposited in the Library and copies are available from Dr. Hunt or the Administrative Secretary. 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* (1969); R. S. Sayers, *A History of Economic Change in England, 1880-1939* (1960); E. H. Hunt, *British Labour History 1815-1914*, (1981); L. J. Williams, *Britain and the World Economy 1919-70* (1971).

The booklets by Alford, Milward, Musson and Saul in the Macmillan *Studies in Economic and Social History* series.

Examination Arrangements: A three hour formal examination in the Summer Term.

Four questions to be selected from a wide choice of questions. Past examination papers can be consulted in the Library.

EH1640

The Economic History of Western Europe from 1815

Teacher Responsible: Dr. W. P. Kennedy, Room C319 (Secretaries, Miss P. G. Ewles and Mrs. T. Truman, C321)

Course Intended Primarily for B.Sc. (Econ.) Part II; B.Sc. c.u.

Scope: The purpose of the course is to introduce students to the broad outlines of Western European economic development and performance in the period 1815-1973, with particular emphasis on the experiences of France, Germany, the Netherlands, Belgium, Sweden, and Italy.

Syllabus: The first half of the course will deal with the process and consequences of industrialization before 1914. Particular attention will be given to the circumstances of the onset of industrialization in each country and to the factors that might best account for the differences in overall performance. The second half will extend the treatment of economic development into the twentieth century, with particular consideration given to the sequence of economic disintegration and integration that has characterized Western Europe as a whole since 1914, concluding with an examination of the emergence of the European Economic Community.

Pre-Requisites: A knowledge of economic analysis at the level of an introductory university course.

Teaching Arrangements: The course is taught in a sequence of twenty-two one-hour lectures (EH105), each accompanied by a one-hour class (EH105a), with ten lectures and related classes in each of the Michaelmas and Lent Terms and two lectures and four classes in the Summer Term. Meeting times and places will be announced at the beginning of the course. The lectures will concentrate on broad trends while each class will be devoted to the examination of a particular aspect of economic development relevant to the period.

Written Work: Each student is expected to prepare four essays during the course. Two of the essays, each of between the equivalent of 10 and 20 typewritten pages, may treat any relevant aspect of European economic development that may be of interest to the student. A further two essays, each devoted to a specific topic to be discussed during the class meetings and each the equivalent of 5 to

15 typewritten pages long, will also be assigned. The specific topics will be allocated at the beginning of each term. These essays will form the basis of the class discussion on the particular topic and, as an aid to class discussion, the student responsible for the topic will make available to the other class members before the scheduled class meeting a 1-2 page synopsis of his or her paper. All class members will be expected to participate in each class meeting.

Reading List: No one book covers the entire syllabus. A detailed reading list and course outline will be distributed at the beginning of the course. Books used during the course available in paperback editions that students may wish to consider for purchase include: Carlo Cipolla (Ed.), *The Fontana Economic History of Europe*, Vols. 3-6, William Collins & Sons, Glasgow, 1973, 1976; Alan S. Milward & S. B. Saul, *The Economic Development of Continental Europe, 1780-1870*, George Allen & Unwin, London, 1974; *The Development of the Economies of Continental Europe, 1850-1914*, George Allen & Unwin, London, 1977; Simon Kuznets, *Modern Economic Growth: Rate, Structure, and Spread*, Yale University Press, London, 1966; H. J. Habakkuk, *Population Growth and Economic Development Since 1750*, Leicester University Press, Loughborough, 1971; Sidney Pollard, *Peaceful Conquest*, Oxford University Press, Oxford, 1981; David S. Landes, *The Unbound Prometheus*, Cambridge University Press, Cambridge, 1969; Charles P. Kindleberger, *The World in Depression, 1929-1939*, Allen Lane, The Penguin Press, London, 1973; Jonathan R. T. Hughes, *Industrialization and Economic History: Theses and Conjectures*, McGraw-Hill, London, 1970; Dennis Swann, *The Economics of the Common Market*, (4th edn.); Penguin Books, Harmondsworth, 1978; Andrew Shonfield, *Modern Capitalism*, Oxford University Press, London, 1965.

Examination Arrangements: There is a three-hour formal examination in the Summer Term. The paper contains 12 questions, any four of which are to be attempted. One quarter of the marks are awarded to each of the four answers. Copies of previous years' papers are available. Except in exceptional circumstances the total assessment of the course is based on the examination paper.

EH1641

Economic History of the USA from 1783

Teacher Responsible: Mr. J. Potter, Room C420 (Secretary, Ms. P. G. Ewles, C321)

Course Intended Primarily for B.Sc. (Econ.) VIII Economic History (Option 3b); B.Sc. (Econ.) Other Part II students; B.Sc. c.u.

Scope: Following a brief introduction to the American economy during the Colonial Period, the course examines American economic experience as a case study in economic development and studies the main themes of American economic history from the achievement of nationhood to the present.

Syllabus: Economic problems and policies in the first decades of the American republic. Consideration of factors influencing American economic development before and during the Civil War; the frontier and access to natural resources; supply of capital and the evolution of financial institutions; supply and recruitment of labour; invention and innovation.

Developments in transport, agriculture and industry; the financing and construction of canals and railroads; the disposal of public lands and the westward movement; the first phase of growth in manufacturing.

Governments and economic life; federal and state finance; role of governments in the growth of the economy. The USA and the outside world; Atlantic economy; trade and shipping; migration and capital importation; economic fluctuations.

The aftermath of the Civil War. The completion of railroad building and territorial settlement. Agricultural expansion: foreign and domestic markets.

Population: immigration; geographic dispersion and occupational structure; labour and trade unions.

Regional variations: economic problems of the agrarian West and South; growth of industries in new areas; distribution and marketing. The capital market. Urbanisation. The rise of modern industry in the U.S.A.; changes in industrial structure; mass production and mass marketing. New means of transport and new forms of industrial energy.

Role of governments in economic life. Protest movements; populism and progressivism and the response of government. The First World War and its consequences. The U.S. economy in the 1920's: achievements and problems. Economic and other aspects of the New Deal. The American economy since 1945.

Pre-Requisites: An outline knowledge of American history is desirable, but not

essential. Similarly, familiarity with simple economic concepts is desirable, but not essential. B.Sc. (Econ.) Part II students who have taken the course (EH100) at Part I (*The Economic History of Great Britain and the USA 1850-1939*) are not debarred from taking this course at Part II, but EH100 is not an essential pre-requisite. General Course students may take both (EH100) and (EH106).

Teaching Arrangements: The course is divided into three parts and students taking the final examination must take all three parts. Part i and Part ii of the course are available to Single-Term students during the Michaelmas and Lent Terms respectively.

Part (i) 1790-1865; Michaelmas Term: one lecture and one class per week.

Part (ii) 1865-1930; Lent Term: one lecture and one class per week.

Part (iii) since 1930; Summer Term: Eight or more meetings of 1½ hours consisting of talks on selected topics by different speakers followed by discussion; meetings held thrice weekly during the first three weeks of the Summer Term. Classes will also continue for the first four weeks of the Summer Term.

Lectures (EH106) and classes (EH106a) for Part (i) and Part (ii) of the course are given by **Mr. Potter**. In Part (iii) of the course the lectures will be supplemented by outside speakers.

Written Work: All students joining the classes for the course will be required to give class papers and submit written essays to their class teacher.

Reading List: (Textbooks)

W. Brownlee, *Dynamics of Ascent, History of the American Economy* (2nd edn.), 1979; L. W. Davis, J. R. T. Hughes & D. M. McDougall, *American Economic History*, 1961; L. E. Davis & others, *American Economic Growth*, 1972; E. C. Kirkland, *A History of American Economic Life* (4th edn.) 1969; S. P. Lee & P. Passell, *A New Economic View of American History*, 1979; A. W. Niemi, *U.S. Economic History* (2nd edn.) 1980; B. W. Poulson, *Economic History of the United States*, 1981; R. M. Robertson & G.M. Walton, *History of the American Economy*, 1979; H. N. Schieber, H. G. Vatter & H. U. Faulkner, *American Economic History*, 1976; S. Ratner, J. H. Soltow & R. Sylla, *The Evolution of the American Economy*, 1979.

Examination Arrangements: One three-hour examination held in June. The examination paper consists of twelve questions out of which any four must be answered.

EH1642

Economic History of Latin America from Independence to the Present Day

Teacher Responsible: Dr. Colin M. Lewis, Room C320 (Secretaries, Miss Penny Ewles and Mrs. Tess Truman, C321, Ext. 368)

Course Intended Primarily for B.Sc. (Econ.), B.Sc. (c.u.)

B.Sc. (Econ.) IV: Industry and Trade, V: International Trade and Development,

VIII: Economic History,

XVI: Geography,

XIX: Economics and Economic History,

XXI: Economic History and Sociology;

B.Sc. (c.u.) 340/0050.

Scope: The course will provide a broad survey — with special reference to the Argentine, Brazil and Mexico — of Latin American development since the early nineteenth century, locating contemporary economic and social issues within their historical context.

Syllabus: Impact of independence and incorporation with international economy — national structures; migration and slavery; foreign investment and trade; export-led growth and economic imperialism.

Social change and economic expansion since c. 1900 — industrialization and the role of the state; economic policy and performance; urbanization and evolving socio-economic structures.

Contemporary issues — regional co-operation and new development strategies; ECLA and external economic relations; agrarian problems; the economics of authoritarianism.

Pre-Requisites: None.

Teaching Arrangements: Parallel program of lectures (EH110) and class (EH110a) (one hour each per week) Sessional.

Lectures: weekly data handouts.

Classes: weekly pre-circulated synopses of discussion topics.

Written Work: Four items of written work (class papers/vacation essays) to be produced during the session.

Reading List: *B. Albert, *South America and the World Economy from Independence to 1930*; J. C. Brown, *A Socioeconomic History of Argentina, 1776-1860*; *F. H. Cardoso & E. Faletto, *Dependency and Development in Latin America*; C. F. Diaz Alejandro, *Essays on the Economic History of the Argentine Republic*; K. Duncan & I. Rutledge (Eds.), *Land and Labour in Latin America*; A. Ferrer, *The Argentine Economy*; *C. Furtado, *Economic Development of Latin America*; *Economic Growth of Brazil*; W. P. Glade, *The Latin*

American Economies; W. P. Glade & C. W. Anderson, *The Political Economy of Mexico*; R. Graham, *Britain and the Onset of Modernization in Brazil, 1850-1914*; C. W. Reynolds, *The Mexican Economy*.

*Available in paperback.

Supplementary Reading: Detailed bibliographies will be distributed in connection with the lecture programme, and a guide to journal articles provided for classes.

Examination Arrangements: One three-hour examination to be taken in June; un-divided question paper; four questions to be answered from choice of between 16 and 18.

EH1643

A Comparative Study of Modern Economic Development in Russia, Japan and India

Teachers Responsible: Mr. M. E. Falkus, Room C314 and Dr.

Geoffrey Jones, Room C313

(Secretaries, Miss P. G. Ewles and Mrs. T. Truman, C321, Ext. 368)

Course Intended Primarily for B.Sc. (Econ.), 2nd or 3rd Year.

Scope: The paper surveys the economic development of Russia, India and Japan over the last two hundred years.

Syllabus: The course will cover the broad trends in the economic development of Russia, Japan and India during the 19th and 20th centuries. The emphasis will be comparative, and the course will concentrate on the particular problems of economic growth. Particular attention will be paid to the impact of the international economy, and to the political environment in which development has taken place.

Pre-Requisites: None.

Teaching Arrangements: Lectures: There are weekly lectures (EH109) in the Michaelmas and Lent Terms. These lectures are designed to provide a course outline, and attendance is strongly advised.

Classes: There are also weekly classes (EH109a), which are broadly linked to the lectures but which are designed to discuss topics in more detail than the lectures. The general format is that in each class a student presents a paper on a specific topic, which is followed by a general discussion. Attendance at every weekly class is expected, and students are also expected to have done some background reading before the class. A list of the class topics covered in the course, and the recommended reading for each topic, will be given out at the first class of the course. All

lectures and classes are taken either by Dr. G. G. Jones (C313) or Mr. Falkus (C314). Dr. Jones and Mr. Falkus may cover different topics in their classes, a procedure which helps to reduce pressure on specific reading material in any one week. Dr. Jones and Mr. Falkus are available to see students during their office hours (see notices on their doors), or at other times by appointment.

Written Work: Students will be expected to present one essay to their class each term, which will be handed in for marking after the class. In addition, students are encouraged to write at least two other essays during the course.

Reading List: There is no general textbook covering the whole course. However, there are a number of books providing good general surveys of the economic development of the three countries (those marked with an asterisk* are in cheap paperback editions and the student may find it convenient, although not absolutely necessary to purchase their own copies).

*G. C. Allen, *A Short Economic History of Modern Japan*; *N. Charlesworth, *British Rule and the Indian Economy, 1800-1914*; P. Chaudhuri, *The Indian Economy: Poverty and Development*; *M. Falkus, *The Industrialisation of Russia 1700-1914*; J. Hirschmeier & T. Yui, *The Development of Japanese Business* (2nd edn., 1981); W. W. Lockwood, *The Economic Development of Japan*; T. Nakamura, *The Postwar Japanese Economy*; *A. Nove, *An Economic History of the USSR*; R. K. Ray, *Industrialisation in India 1914-1947*; B. R. Tomlinson, *The Political Economy of the Raj 1914-1947*.

Supplementary Reading List: It is important for students to note that the books on the recommended reading list are only designed to provide a general introduction to the course. In preparing class papers and essays, students will be expected to be familiar with the more specialised literature — often recent articles in journals — on specific topics. The class reading lists circulated at the beginning of the year will provide the references to this literature.

Examination Arrangements: There is a three-hour formal examination in the Summer Term. The paper contains 17 questions, of which four are to be answered. About one quarter of the questions are comparative, and the rest of the questions are on one of the three countries. The questions are closely related to the topics covered in the classes. Copies of previous years' papers are available.

EH1660 Modern British Business in Historical Perspective

Teacher Responsible: Dr. Geoffrey Jones, Room C313 (Secretary, C320)
Course Intended Primarily for B.Sc. (Econ.) Part II; B.Sc. c.u.; Dip. Acct.; Dip. Bus. Studies; others welcome.

Syllabus: This course attempts to integrate the writings of economists, sociologists, historians and others on the rise of "managerial capitalism" in the context of the twentieth century history of British business.

Comparisons are made with the experience of other countries, particularly with Germany and America. Topics include the historical background to the rise of the corporate economy; advantages and disadvantages of large scale enterprise; rising industrial concentration; the divorce of ownership and control; multinationals; technology and science in business; the role of the state; the professionalisation of management and the recruitment of business leaders; developments in labour management; and the social responsibility of business. The course includes case studies of major British firms as well as a thematic treatment of major issues in interpreting the modern corporation.

Pre-Requisites: None.

Teaching Arrangements: EH107 weekly lectures from the 1st week of the Michaelmas Term to the 5th week of the Summer Term. The first term focuses on Britain's economic decline and the background to British business history; subsequently more specific themes are investigated. As no textbook for this new topic is available, lectures are essential.

EH107a classes related to the above, starting in the second week of the Michaelmas Term.

Written Work: Two orally-delivered papers and two separate written essays are required from each student in connection with the seminars.

Reading List: A full list will be distributed at the opening lectures and classes. It is also available from the Economic History Department (C320 where there is also a selection of the reading available) and the Business History Unit (R427).

The following are among the major recommendations:

A. D. Chandler & H. Daems (Eds.), *Managerial-Hierarchies*; J. Child, *The Business Enterprise in Modern Industrial Society*; C. Erickson, *British Industrialists: Steel and Hosiery 1850-1950*; L. Hannah, *The Rise of the Corporate Economy*; S. J. Prais, *The Evolution of Giant Firms in Britain*; R. S. Sayers, *A*

History of Economic Change in England 1880-1939; B. Supple (Ed.), *Essays in British Business History*; J. F. Wright, *Britain in the Age of Economic Management: An Economic History Since 1939*.

Examination Arrangements: There is a three-hour final examination in the Summer Term for the B.Sc. (Econ.). 4 out of 17 questions must be answered, and the assessment for the course is based upon the examination.

EH1720
EH2640

Economic and Social History of England 1377-1485

Teacher Responsible: Dr. A. R. Bridbury, Room C315 (Secretaries, Miss Penny Ewles and Mrs. Tess Truman, C321)

Course Intended Primarily for B.Sc. (Econ.) Part II students and for M.Sc. students.

Scope: This course examines the adaptation forced upon the feudal structure by the violent demographic upheavals caused by the Black Death. It studies the effects of these upheavals upon each of the classes of society as well as upon the towns and upon government interests. And it surveys the economy that emerged from this fourteenth-century crisis, its demography, its village life, its commercial and industrial developments, its conflicts, and its regulation by central and local government.

Syllabus: Wage and price history; labour legislation; popular disturbances; the disappearance of the manorial demesne; changes in farming patterns; industrial development; urban protest and renewal; the life-style of the aristocratic, middle and peasant classes in the fifteenth century; the Black Death as a demographic regulator; foreign policy and government finance; economic and social implications of foreign and civil war; the regulation of economic and social life; the role of aliens.

Pre-Requisites: It would be an advantage to have taken the paper *Economic History of England 1216-1603* before tackling this special subject.

Teaching Arrangements: There are classes (EH113) only. They begin at the end of the Summer Term of the second year and continue weekly in term-time until the following Summer Term.

Written Work: At least two thoroughly prepared essays per term.

Reading List: A full reading list will be provided at the start of the course.

Examination Arrangements: The examination

consists of two papers, or of one paper and a long essay of not more than 10,000 words. The choice of essay subjects is limited only by feasibility and the essay is supervised throughout its period of preparation. It is up to the student to decide whether to be examined by essay or second paper.

EH1725
EH2645

Economic and Social History of England, 1660-1714

Teacher Responsible: Dr. Peter Earle, Room C413 (Secretary, Administrative Secretary, C419)

Course Intended Primarily for B.Sc. (Econ.) students specializing in Economic History 3rd Year for whom it counts as two examination papers; M.Sc. students specializing in Economic History as a companion course to "The Sources and Historiography of the Economic History of England in the Seventeenth Century".

Scope: The course examines in detail the economic and social history of England between 1660-1714. This is a specialized course which requires wide reading in contemporary printed sources.

Syllabus: The syllabus is as wide as possible and covers what used to be called political economy, economic history, social history and the history of social and economic ideas. Students are encouraged to specialize within the broad field. Topics include studies of contemporary writers such as Pepys, Defoe, Davenant, King; agriculture and agrarian structure, population and family history, trade, industry, popular culture and education, business and business methods, religion, urbanization and a wide range of subjects in which politics impinges on economic affairs such as debates on proposed parliamentary legislation, the finance of warfare, commercial treaties and the state of the coinage.

Pre-Requisites: Undergraduates are expected to have taken the course "Economic History of England, 1603-1830" in their Second Year.

Teaching Arrangements: All teaching is done in weekly two-hour seminars (EH114) during the Michaelmas and Lent Terms. Each week one student will read a detailed paper on a pre-arranged topic and the other members of the class will then discuss it. Numbers are usually fairly small and students are expected to read about four or five papers in the course of the session. The time and place of the seminar depends on the number of students and will be arranged at the beginning of the session.

Reading List: Very wide reading in both modern historical literature and in contemporary printed sources is necessary for success in this course. The list below is designed to provide a general background only. Students should use their own judgement in buying books but will probably find it useful to purchase a copy of the collection of printed documents edited by Thirsk and Cooper.

J. Thirsk & J. Cooper, *Seventeenth-Century Economic Documents*; J. R. Jones, *Country and Court: England 1658-1714*; J. H. Plumb, *The Growth of Political Stability in England, 1675-1725*; P. Earle, *The World of Defoe*; D. C. Coleman, *The Economy of England, 1450-1750*; Keith Thomas, *Religion and the Decline of Magic*; Paul Hazard, *The European Mind, 1680-1715*; Samuel Pepys, *Diary*, (Ed. Matthews and Latham); Daniel Defoe, *A Tour Through the Whole Island of Great Britain*, (2 vols. Everyman edition); Keith Wrightson, *English Society, 1580-1680*; Michael Anderson, *Approaches to the History of the Western Family, 1500-1914*.

Supplementary Reading List: A detailed (13 page) reading list with a general list and specific reading for each of 34 possible class topics will be given to students at the beginning of the course.

Examination Arrangements: Undergraduates: Can be examined either by two three-hour formal examinations in the Summer Term in each of which candidates are required to answer three questions out of ten or by one three-hour examination and a 10,000 word essay written in the student's own time on a subject to be agreed with Dr. Earle. Most candidates do in fact opt for the latter choice. M.Sc. students: There is a three-hour formal examination in September in which three questions have to be answered out of seven. Copies of previous examination papers are available.

EH1735

Britain and the International Economy 1929-36

Teacher Responsible: Mr. D. E.

Baines, Room C414 (Secretary, Miss P. G. Ewles, C321, Ext. 368)

Course Intended Primarily for B.Sc. (Econ.)

Part II Papers 4 and 5 Special Subject Economic History 3rd year.

Other students (including graduates) may attend with permission.

Scope: The course examines the causes and consequences of the international depression which started in 1929 and the reasons for the recovery. About one half of the course centres on Britain and one half on international developments. Students are expected to read contemporary official reports etc.

Syllabus: Topics on Britain include: The problems of the British economy in the 1920's. The long run course of economic growth. The 1931 Financial Crisis. Economic advice and the problems of implementing it. The effects of protection on industry and agriculture. Monetary policy. Regional income differentials and the location of industry. Long run trends in industry and business. Social policy and the redistribution of income. The cause and effects of demographic change. The position of organized labour.

Topics on international economy include: The long run consequences of the First World War. The international financial crisis. Problems of the primary producing countries. The spread of the U.S. depression to Europe. The London Conference. The cause and consequences of the relative decline of international trade in the 1930's. The course of the depression and recovery and the role of government policy in the U.S.A., Germany, Japan, Sweden, Australia and France.

Pre-Requisites: There are no formal requirements but the course is aimed at third year graduates specializing in Economic History. All specialist students taking this course will have already taken at least one course in economics and at least two in economic history.

Teaching Arrangements: The course is taught in 25 two-hour classes (EH116) in the Michaelmas, Lent and Summer Terms. There will be 1 or 2 preliminary meetings in the Summer Term of the previous year. Papers for discussion in class are circulated in advance. Students will find other lecture courses helpful, notably the later parts of 'Economic and Social History of Britain Since 1815' and 'The USA in the 1930's and beyond'.

Written Work: Students are expected to

present at least 4 papers during the course. In addition, Mr. Baines will set and mark individual essays if required.

Reading List: It is obviously impossible to give the whole of the course reading list. The main list contains about 40 books and 20 articles that are regarded as the most important and a supplementary reading list of about 90 books and 90 articles. The reading list can be consulted in the Library.

There are no required textbooks but students will find the following particularly useful. Kindleberger would be the best single purchase.

C. P. Kindleberger, *The World in Depression 1929-39*, 1973; League of Nations (B. Ohlin), *The Cause and Phases of the World Economic Depression*, 1931; I. Svennilson, *Growth and Stagnation in the European Economy*, 1945; League of Nations (R. Nurkse), *International Currency Experience*, 1944; H. W. Arndt (R.I.I.A.), *Economic Lessons of the 1930's*, 1944; L. V. Chandler, *America's Greatest Depression 1929-41*, 1970; D. H. Aldcroft, *The Inter-War Economy*, 1970; S. Howson, *Domestic Monetary Management in Britain 1919-38*, 1975; V. K. Hicks, *The Finances of British Government 1920-36*, (2nd edn.), 1969; R. Skidelsky, *Politicians and the Slump. The Labour Government of 1929-31*, 1967; G. W. Guillibrand, *The Economic Recovery of Germany*, 1939; M. Bowley, *Housing and the State*, 1945; E. H. Cole & M. Cole, *The Condition of Britain*, 1937; M. Wolfe, *The French Franc between the Wars*; Royal Institute of International Affairs, *The Problem of International Investment*, 1939; E. Burns, *British Unemployment Programmes 1920-38*, 1941; D. V. Glass, *Population Policies and Movements in W. Europe*, 1940. Report of the Royal Commission on Population CMD 7695 1949.

Articles: M. E. Falkus, 'US Economic Policy and the dollar gap of the 1920's' *Economic History Review*, 1971; J. Dowie, 'Growth in the Inter-War years: some more arithmetic' *EHR*, 1968; M. E. Falkus, 'The German business cycle in the 1920's' *EHR*, 1975; D. Williams, 'London and the 1931 Financial Crisis' *EHR*, 1963; D. S. Champerkowne, 'The uneven distribution of employment in the UK' *Review of Economics and Statistics*, 1937 and 1938; S. Rowson, 'Statistical Survey of the cinema industry in Britain in 1934' *Journal of the Royal Statistical Society*, 1936.

Examination Arrangements: There are two 3 hour formal examinations taken in June. The papers usually contain 11 questions of which 4 are to be answered. Paper I concentrates on Britain and Paper II on the international economy. Past examination papers may be consulted in the Library or are available from

Mr. Baines.

Students may substitute a project of not more than 10,000 words for one of the papers. The subject of the project must be agreed with Mr. Baines in advance. The typed and loose bound manuscript must be handed into the Examinations Office by 1 May.

EH1740

EH2655

Britain and the International Economy 1919-64

Teacher Responsible: Mr. D. E.

Baines, Room C414 (Secretary, Ms.

P. G. Ewles and Mrs. T. Truman)

Course Intended Primarily for B.Sc. (Econ.)

Part II Special Subject Economics and Economic History, 3rd year.

Other B.Sc. (Econ.) options.

M.Sc. Economic History.

Other students may attend with permission.

Scope: The course examines the development of the British economy since the First World War; the main changes in the international economy and their effect on Britain.

Syllabus: The long run effects of the First World War on Britain. The Gold Standard. Long run trends in British economic performance. The World Financial Crisis and the decline of international trade in the 1930's. British recovery in the 1930's and the significance of government policy. Changes in economic thought and its implementation. The nature of the war economy 1939-45. Bretton Woods and the post-war financial settlement. The United States in the World Economy. Economic management under the post-war Labour and Conservative governments. International trade and the Third World. The comparative economic performance of European countries. Housebuilding and housing policy. Regional income differentials. Trends in the structure of industry and business. Changes in social policy and the distribution of income.

Pre-Requisites: There are no formal requirements but students should have some background in economics and/or economic history. This course is a compulsory element in the special subject *Economics and Economic History*. Students taking this option will already have taken at least 2 Economics and 2 Economic History courses. Students will find it helpful to attend the lectures in *Economic and Social History of Britain since 1815*.

Teaching Arrangements: A minimum of 20 2-hour seminars (EH118) in the Michaelmas and Lent Terms. Papers to be discussed are xeroxed and circulated in advance. The M.Sc. and B.Sc. (Econ.) students attend the same

class but if numbers are too great there will be separate classes.

Written Work: Students are expected to present at least 3 papers during the course. In addition, Mr. Baines will set and mark individual essays if required.

Reading List: The reading list is too long to give here but it can be consulted in the Library. There is a main reading list of about 25 books and 15 articles and a supplementary list of a further 60 books and 50 articles. *Some of the most useful books:* (* = probably the best to purchase).

*J. F. Wright, *Britain in the Age of Economic Management*, 1979; *S. Pollard (League of Nations), *The Development of the British Economy 1914-64*, 1967; R. Nurkse, *International Currency Experience*, 1944; *W. M. Scammel, *The International Economy 1945*, 1980; *C. P. Kindleberger, *The World in Depression 1929-39*, 1973; B. W. E. Alford, *Prosperity and Depression*, 1972; S. Howson, *Domestic Monetary Management in Britain 1919-38*, 1975; D. Winch, *Economics and Policy*, 1969; L. Hannah, *The Rise of the Corporate Economy*, 1976; A. S. Milward, *The War Economy 1939-45*, 1977; G. D. N.

Worswick & P. M. Adey, *The British Economy 1945-50*, 1952; *The British Economy in the 1950's*, 1962; A. K. Cairncross, *Factors In Economic Development*, 1962; J. C. R. Dow, *The Management of the British Economy 1945-1960*; R. M. Titmuss, *Problems of Social Policy*; H. G. Johnson, *The World Economy at the Crossroads*, 1965; L. J. Williams, *Britain and the World Economy 1919-1970*, 1971; A. Boltho (Ed.), *The European Economy*, 1982.

Articles: M. E. Falkus, 'US Economic Policy and the Dollar Gap of the 1920's' *Economic History Review*, 1971; J. Dowie, 'Growth in the inter-war period: some more arithmetic' *Economic History Review*, 1968; D. Williams, 'London and the 1931 Financial Crisis' *Economic History Review*, 1963; R. Nurkse, 'International investment today in the light of nineteenth century experience' *Economic Journal*, 1954; R. C. O. Matthews, 'Why growth rates differ' *Economic Journal*, 1969.

Examination Arrangements: There is one 3 hour examination. The paper for B.Sc. (Econ.) students is taken in June. It contains about 16 questions of which 4 are to be answered. The paper for the M.Sc. students is taken in September. It contains about 12 questions of which 4 are to be answered. Past examination papers are available in the Library or from Mr. Baines.

EH1750

Problems in Quantitative Economic History

Teacher Responsible: Dr. W. P. Kennedy, Room C319 (Secretaries Ms. P. C. Ewles and Mrs. T. Truman, C321)

Course Intended Primarily for B.Sc. (Econ.) Part II — Special Subject, Economics and Economic History.

Scope: The purpose of the course is to aid students in the preparation of an essay of approximately 10,000 words on a topic of their choice within the broad field of quantitative economic history.

Syllabus: A general consideration of the analytical formalization of problems in economic history followed by detailed examination of the research work of individual students.

Pre-Requisites: Intermediate level economic and statistical analysis.

Teaching Arrangements: The course is taught over a two-year period in 17 fortnightly seminars (EH117), each of 1½ to 2 hours long. In the five seminars held in the Michaelmas Term, second-year students attempt to express formally various arguments that have been advanced to account for Britain's Industrial Revolution and to assess the quantitative significance of the various arguments and their supporting assumptions. Beginning in the Lent Term, the fortnightly seminars are attended by both second and third-year students and are devoted to consideration of the research projects of the third-year students. During the Michaelmas Term, third-year students will have been preparing preliminary drafts of their project, discussing their work individually with the course supervisors. The remaining seminars in each Session will be devoted to consideration of possible research topics by second-year students, enabling them to begin fruitful work sometime during the long vacation before their final year.

Written Work: In the Lent Term, second year students will be expected to complete several exercises, most of which will require the use of computer packages. For the final seminars of each Session, second-year students must present brief outlines (3-5 pages in length) of their proposed project, although they are not bound subsequently to adhere to that outline. Third-year students are expected to provide members of the Seminar with preliminary drafts of their projects.

Reading List: Each student is expected to prepare for himself or herself, in consultation with the course supervisor and other members

of staff, the bibliography for his or her project. The readings used by second-year students during the Michaelmas Term are as follows:

Phyllis Deane & W. A. Cole, *British Economic Growth, 1688-1959*, (2nd edn.), Chapter II, Cambridge University Press, Cambridge; J. F. Wright, "Review of *British Economic Growth, 1688-1959*", *Economic History Review*, Vol. 18, August, 1965, 397-412; N. F. R. Crafts, "English Economic Growth in the Eighteenth Century: A Re-Examination of Deane and Cole's Estimates" *Economic History Review*, Vol. 29, May, 1976, 226-235; Joel Mokyr, "Demand vs. Supply in the Industrial Revolution" *Journal of Economic History*, Vol. 37, December 1977, 981-1008; "Growing-Up and the Industrial Revolution in Europe" *Explorations in Economic History*, Vol. 13, October 1976, 371-396.

Examination Arrangements: The assessment for the course is based entirely on an essay of not more than 10,000 words in length submitted to the Examinations Office on the first working day of May in the student's final year.

EH1770

The Economy of England 1350-1500

Teacher Responsible: Dr. A. R. Bridbury, Room C315 (Secretaries, Miss Penny Ewles and Mrs. Tess Truman, C321)

Course Intended Primarily for B.A. History students in their second and third years taking this as their special subject.

Scope: This course and the syllabus for it are very much the same as for the B.Sc. (Econ.) special subject: **Economic History of England 1377-1483**. There is this difference that the course is taught, as far as possible, from printed documents, and, as far as possible, from translated documents or documents originally written in English.

Pre-Requisites: No previous knowledge of the subject is required or presumed.

Teaching Arrangements: There are weekly classes (EH119) starting at the beginning of the Summer Term of the second year and continuing in term-time until the end of the following Lent Term.

Written Work: At least two essays per term.

Reading List: A full reading list is provided at the start of the course.

Examination Arrangements: The examination consists of one paper and a long essay of not more than 5,000 words. The choice of essay is only limited by feasibility and the essay is supervised throughout its period of preparation.

EH2605

The Sources and Historiography of the Economic History of England in the Seventeenth Century

Teacher Responsible: Dr. Peter Earle, Room C413 (Secretary, Administrative Secretary, C419)

Course Intended Primarily for M.Sc. students specializing in Economic History.

Scope: The course examines the sources and methods used by historians in writing the economic history of seventeenth-century England.

Syllabus: Reading seventeenth-century handwriting; location and nature of records in national and local archives; problems of using state papers, parliamentary papers, legal records, printed books and pamphlets; specialized study of particular records such as wills and inventories, port books, quarter session records, parish registers, hearth tax returns; specialized study of the sources used in writing on particular areas of economic history such as inland and foreign trade, demography, apprenticeship, industry; discussion of contemporary writers on economic affairs such as Mun, Petty, North, Barbon, Davenant; examination of the historical method of selected historians from Adam Smith to the present day. About two-thirds of the time available is spent on sources.

Pre-Requisites: Students with no prior knowledge of English seventeenth-century economic history are encouraged to take "Economic and Social History of England, 1660-1714" as a companion course.

Teaching Arrangements: There will be a weekly two-hour seminar (EH133) throughout the session in Dr. Earle's room (C413) at a time to be arranged. Dr. Earle will lecture to the group for some of the earlier meetings but the normal form of seminar will be for one of the students to read a paper on a pre-arranged topic and for the other students to discuss it. Students are expected to take full advantage of the School's location in Central London by visiting and working on original documents in archives such as the Public Record Office, Corporation of London Record Office and the British Library.

Reading List: There is no detailed reading list for this course. Students are expected to prepare their own as part of their training. They should not confine themselves to the L.S.E. library and should make full use of the other Central London libraries, particularly the British Library, Guildhall Library and the

University Library (especially the Goldsmiths Collection). The list below is confined to a few useful books with general information on sources. Students should use their own judgement in purchasing books.

J. Thirsk & J. P. Cooper, *Seventeenth-century Economic Documents*; Giles E. Dawson & Laetitia Kennedy-Skipton, *Elizabethan Handwriting*; Godfrey Davies, *Bibliography of British History: the Stuart Period, 1603-1714*, 1982 edn.; A. Browning, *English Historical Documents*, vol. viii 1660-1714; W. B. Stephens, *Sources for English Local History*, (revised edn. 1982); W. E. Tate, *The Parish Chest*; M. S. Giuseppi, *Guide to the MSS Preserved in the Public Record Office*, (1963 edn.); Maurice F. Bond, *Guide to the Records of Parliament*; P. E. Jones & R. Smith, *A Guide to the records in the Corporation of London Records Office and the Guildhall Library Muniments Room*; B. R. Crick & M. Alman, *A Guide to MSS Relating to America in Great Britain and Ireland*; E. L. C. Mullins, *A Guide to the Historical and Archeological Publications of Societies in England and Wales*; Alan Macfarlane, *Reconstructing Historical Communities*.

Examination Arrangements: There is a three-hour formal examination in September in which three questions have to be answered out of seven.

EH2610

The Sources and Historiography of British Economic History from the Later Eighteenth Century

Teacher Responsible: Professor T. C. Barker, Room C422 (Secretary, Administrative Secretary, C419)

Course Intended Primarily for M.Sc. in Economic History.

Scope: The object of the course is to introduce students to the source materials available in London for the writing of British economic history and to consider the development of the historiography of the British economy relating to the period 1750-1850.

Syllabus: The course treats, in a roughly chronological sequence starting with Adam Smith and running via Porter and Engels to Clapham and Ashton, the work of authors concerned with some aspect of British economic experience in the period 1750-1850. The purpose is not primarily to provide a thorough study of the events of the period but to examine changing historical perceptions and to relate these wherever possible to the growing availability of historical records and evidence over time.

Pre-Requisites: A knowledge of British economic history at the level of an introductory university course.

Teaching Arrangements: The course is taught in a sequence of twenty-four two-hour seminars (EH134), meeting once a week. Ten seminars are scheduled for each of the Michaelmas and Lent Terms, and the final four seminars are held in the Summer Term. During the sequence each student will be responsible for at least one seminar presentation, to last approximately an hour, during which the arguments and evidence of a selected author or authors will be critically examined. A very important part of the course consists of visits to the Public Record Office, The House of Lords Record Office, The Midland Bank Archives, The Science Museum and the British Library.

Reading List: A detailed reading list will be distributed at the beginning of the course. The reading list includes:

Adam Smith, *An Inquiry into the Wealth of Nations*; T. R. Malthus, *First Essay on Population*; G. R. Porter, *Progress of the Nation*; Friedrich Engels, *The Condition of the Working Class in England*; Arnold Toynbee, *The Industrial Revolution in England*; George Unwin, *Samuel Oldknow and the Arkwrights*; J. H. Clapham, *The Economic History of Modern Britain*; T. S. Ashton, *The Industrial Revolution*; E. A. Wrigley & R. S. Schofield, *The Population History of England, 1541-1871: A Reconstruction*; Michael J. Cullen, *The Statistical Movement in Early Victorian Britain: The Foundations of Empirical Social Research*; Roderick Floud & Donald McCloskey (Eds.), *The Economic History of Britain Since 1700*.

Examination Arrangements: There is a three-hour formal examination at the beginning of September. The Paper contains 10 questions divided into two parts (sources and historiography) of which three are to be attempted, at least one from each part. One third of the possible marks are awarded to each of three the questions. Copies of previous years' papers are available in the Library.

EH2615

The Sources and Historiography of the Economic History of the USA 1890-1929

Teacher Responsible: Mr. J. Potter, Room C420 (Secretary, Miss P. Ewles, C321)

Course Intended Primarily for M.Sc. (Economic History); M.A. Area Studies

(USA). Other interested graduate students.

Scope: The development of the study of American economic history in the USA between 1890 and 1930. The main authors will be examined in the context of the development of the disciplines of economics and history, and of the social sciences generally, in the USA. The course includes a survey of the main source materials available for research in American economic history.

Syllabus: The authors studied are: F. J. Turner, C. A. Beard, G. S. Callender, J. F. Jameson, U. B. Phillips, L. C. Gray, F. W. Taussig, J. R. Commons, W. C. Mitchell, H. Jerome, Henrietta M. Larson.

Pre-Requisites: A first degree with significant study in U.S. history and economics.

Teaching Arrangements: The graduate seminar (EH136) for this course will meet for 1½ hours each week for three terms, a total of 30 seminars. The Seminars are conducted by Mr. J. Potter. Students are also recommended to attend lecture course (EH106) **Economic History of the USA**.

Written Work: Every student taking the course is expected to write at least two papers for presentation to the Seminar. The second of these papers must be written on one of the authors studied.

Reading List: Ralph Andreano (Ed.), *The New Economic History, Recent Papers on Methodology*, 1970; Carl Becker, *Every Man his Own Historian*, 1935, pp. 114-256; H. H. Bellot, *American History and American Historians*, 1952, especially Chapter I; Lee Benson, *Turner and Beard*, 1960; Ray A. Billington, *Frederick Jackson Turner*, 1974; Thomas C. Cochran, *The Inner Revolution, Essays on the Social Sciences in History*, 1964; H. S. Commager, *The American Mind*, 1950; M. Cunliffe & R. W. Winks (Eds.), *Past Masters: Some Essays on American Historians*, 1969; J. D. Dorfman, *The Economic Mind in American Civilization*, Vol. 3, 1949; J. D. Dorfman & others, *Institutional Economics: Veblen, Commons and Mitchell Reconsidered*, 1963; G. R. Elton, *The Practice of History*, 1967; Jerome Finster (Ed.), *The National Archives and Urban Research*, 1974; Meyer Fishbein (Ed.), *The National Archives and Statistical Research*, 1973; J. Grossman, *The Department of Labor*, 1973; R. Hofstadter, *The Progressive Historians*, 1969; David S. Landes & Charles Tilly, *History as Social Science*, 1971; James Leiby, *Carroll D. Wright and Labor Reform: the Origins of Labor Statistics*, 1960; David Noble, *Historians against History the Frontier Thesis and the National Covenant in American Historical Writing since 1830*, 1965; James Harvey Robinson, *The New History*, 1912 (ed. with introduction by Harvey Wish, 1965); L. F. Schmeckebier, *The*

Statistical Work of the National Government, 1925; Joseph Schumpeter, *Ten Great Economists*, 1956; E. R. A. Seligman, *The Economic Interpretation of History*, 1902; Cushing Strout, *The Pragmatic Revolt in American History: Carl Becker and Charles Beard*, 1958.

Examination Arrangements: One three-hour examination held in September. In Section One of the paper, students are required to comment on three out of five extracts from the writings of the authors studied. In Section Two of the paper, they have to answer two questions out of five on the general subject matter of the course.

EH2640

Economic and Social History of England 1377-1485

See EH1720

EH2645

Economic and Social History of England, 1660-1714

See EH1725

EH2655

Britain and the International Economy 1919-64

See EH1740

EH2660

Economic History of the U.S.A. Since 1873

Teacher Responsible: Mr. J. Potter, Room C222 (Secretary, Miss P. Ewles, C321)

Course Intended Primarily for M.Sc. Economic History and M.A. Area Studies (U.S.A.). Students taking other taught master's programmes may take the paper when appropriate.

Scope: The economic history of the U.S.A. since 1873. Emphasis is placed on the period 1873-1939, but opportunity is given to follow topics into the more recent past.

Syllabus: Sources of growth in per capital incomes; cycles and fluctuations in economic activity.

The sectors of the economy: agriculture, mining, manufacturing, transport and distribution, banking, foreign trade, government.

The factors of production: Labour, including immigrants and other minorities; sources and uses of capital and capital markets; the frontier; entrepreneurs and technological change.

There will be opportunities to examine particular industries, two or three cities, regional problems, economic aspects of reform movements of the period, as well as international economic relations.

Pre-Requisites: There are no specific pre-requisites for the course. Some knowledge of U.S. history, economics or economic history is desirable and students without background in one of these subjects may be discouraged from attempting the course.

Teaching Arrangements: EH141. Most of the teaching is carried out in weekly seminars of 1½ hours extending from the first week of Michaelmas Term until the third week of the Summer Term. Papers, or expositions of topics by students, will form the basis for discussion in these seminars.

EH106. All students are advised to attend this lecture course which consists of weekly one-hour lectures throughout the Michaelmas and Lent Terms. For students with a weak background in the subject these lectures are essential.

EH106(a). During Summer Term a series of 8 lecture/discussion classes of 1½ hours each on the U.S. economy since 1929 concludes the teaching for the paper.

Written Work: Students are required to submit four essays of approximately 2500 words each in connection with the seminars.

Reading List: There is no single work which deals exactly with the syllabus for this paper. Students will need a textbook for reference and are strongly advised to purchase one of the following either new or second-hand: Ross Robertson & Gary Walton, *History of the American Economy*, (4th edn.), 1979, (available in paperback); Harry Scheiber, Harold Vatter & Harold Faulkner, *American Economic History*, 1976; Sydney Ratner, Lee Soltow & Richard Sylla, *The Evolution of the American Economy*, 1979; Lance Davis et al., *American Economic Growth: An Economist's History of the United States*, 1972.

Emphasis will be placed on the journal literature. Some of the important articles in the field, though not the most recent, are available in the Bobbs-Merrill Reprint Series in American History.

Other useful collections are:

Harry Scheiber (Ed.), *United States Economic History*, 1964; A. W. Coats & Ross Robertson (Eds.), *Essays in American Economic History*, 1969; Stanley Coben & Forrest Hill (Eds.), *American Economic History, Essays in Interpretation*, 1966.

Other books covering a large part of the syllabus include:

Edward C. Kirkland, *Industry Comes of Age, 1860-1897*; Alfred D. Chandler, *The Visible*

Hand; Walter Adams, *The Structure of American Industry*; Thomas Cochran, *American Business in the Twentieth Century*; Jim Potter, *The American Economy Between the World Wars*.

National Bureau of Economic Research, *Trends in the American Economy in the Nineteenth Century; Output, Employment and Productivity in the U.S. after 1800*, volumes 24 and 30 in the series *Studies in Income and Wealth*.

Supplementary Reading List: Readings for each seminar will be given out at the beginning of the course. All of the items should be available in the Library, though inevitably some will be lost or stolen and not yet replaced, or out-of-print, at any point in time. There will, however, be ample choice. Some of the most important works to be recommended on particular topics are: Paul McAvoy, *The Economic Effects of Regulation*; Gavin Wright, *The Political Economy of the Cotton South*; Harvey S. Perloff & others, *Regions, Resources and Economic Growth*; Allan Bogue, *From Prairie to Corn Belt*; Peter Temin, *Iron and Steel in 19th Century America*; S. H. Schurr, *Energy in the American Economy*; Albro Martin, *Enterprise Denied*; Brinley Thomas, *Migration and Economic Growth*; Milton Friedman & Anna Schwarz, *Monetary History of the United States, 1867-1960*; William Woodruff, *America's Impact on the World*; Mira Wilkins, *The Emergence of Multinational Enterprise, American Business Abroad from the Colonial Era to 1914*; and *The Maturing of Multinational Enterprise, 1914-70*; Lester V. Chandler, *America's Greatest Depression, 1929-41*; Glen Porter & Harold Livesey, *Merchants and Manufacturers*.

Examination Arrangements: There is a three-hour formal examination in the Summer Term for the M.A. and in early September for the M.Sc. candidates. M.A. candidates are asked to write on 3 or 4 questions out of 12; M.Sc. students, 3 questions out of 10. The assessment for the course is based upon the examination.

**EH2700
Id4222**

British Labour History Labour History

Teacher Responsible: Dr. E. H. Hunt, Room C415 (Secretary, Administrative Secretary, C419)

Course Intended Primarily for M.Sc. Economic History; M.Sc. Industrial Relations. Other graduate students may attend by permission.
Scope and Syllabus: The course covers the

main aspects of British labour history between 1815 and 1939. Students taking the M.Sc. in Industrial Relations follow a syllabus that concentrates upon trade unionism, the role of employers, the workplace, and industrial relations. Students taking the M.Sc. in Economic History follow a broader syllabus that embraces most aspects of labour history.
Pre-Requisites: Most students enrolled for this course will have taken at least one paper in British 19th and 20th century history in their first degree and will have studied economics at some stage.

Teaching Arrangements: All students taking the course attend the seminar **British Labour History, 1815-1939** (EH130). The seminar meets weekly for one and a half hours, in the Michaelmas, Lent and Summer Terms. The usual procedure is a paper by a student or teacher followed by general discussion. Meetings on the period 1815-1914 are arranged by Dr. Hunt, those on the period 1914-39 are arranged by Mr. Baines. Seminar programmes are available from Dr. Hunt or the Administrative Secretary. Students taking the M.Sc. in Industrial Relations attend, in addition, a seminar in **Labour History** (Id118) given by Professor Roberts.

For times and location of seminars and lectures see the posted time-tables.

Written Work: A minimum of 3 papers. Students taking the M.Sc. in Industrial Relations may be required, in addition, to present papers at Professor Roberts' seminar. Written work will be assessed and the marks recorded. Papers may be incorporated in work submitted for course assessment towards the M.Sc. in Industrial Relations. Teachers will be pleased to see students individually to discuss their work. Times when they are available are indicated outside their rooms.

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 or the Administrative Secretary. 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. Students taking the M.Sc. in Industrial Relations, when planning their reading, should keep in mind that their's is a less wide syllabus than that followed by students taking the M.Sc. in Economic History. For these reasons it is not possible to provide a "minimal reading list" for this course, 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. These 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; 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*, 1976; B. C. Roberts, *The Trade Union Congress, 1868-1921*, 1958; E. P. Thompson, *The Making of the English Working Class*, 1963.

Examination Arrangements: Students taking this course for the M.Sc. in Industrial Relations are examined quite separately from those taking the M.Sc. in Economic History (see syllabus above). Both groups sit a formal, 3 hour, written paper in which three questions are answered from a wide choice of questions. Both are classified as pass, fail, or distinction. Industrial Relations students sit their examination towards the end of the Summer Term, Economic History students sit in September. The Industrial Relations examination includes an element of course assessment (see above). Past examination papers can be consulted in the Library.

EH2701

History of Transport from the Turnpike to the Motorway

Teacher Responsible: Professor T. C. Barker, Room C422 (Secretary, Administrative Secretary, C419)
Course Intended Primarily for M.Sc.

(Economic History Option). Graduate students taking courses in Transport Economics and all others interested in transport may attend with Professor Barker's permission.

Scope: The course concentrates on transport's contribution to economic and social change and focusses particularly upon developments in the twentieth century. It deals with traffic rather than with transport modes as such and, while it is concerned mainly with the British experience, attention is paid to international aspects (air and sea) and to transport changes in other countries, especially the U.S.A.

Syllabus: The significance of transport developments since 1950, both national and international, in relation to the earlier growth

of water transport, the coming of railways and the ascendancy of the steamship.

The growingly important role of road transport and the complementary development of water transport (river and coastal as well as canal) before the coming of railways and their continued importance during the Railway Age.

Railways: the timing of their arrival and spread; their contribution to economic growth and social change; Fogel, Fishlow and Hawke.

The role of horse-drawn transport in urbanisation and suburbanisation.

Developments in world shipping in the nineteenth and twentieth centuries and of air transport since 1918.

The mechanisation of road transport: the (neglected) bicycle; electric tramways; motor cars, motor buses, motor lorries and motor cycles.

Competition between road and rail and the reasons for the present plight of railways.

Twentieth-century transport problems: accidents, pollution; energy conservation and congestion.

Pre-Requisites: No prior historical knowledge is required but some interest in present-day transport problems will be of help, for it is with the background to these that the course is primarily concerned.

Teaching Arrangements: Weekly classes (EH131), each of two-hour duration, during the Michaelmas, Lent and part of the Summer Term. At each of these discussions on particular topics are introduced either by Professor Barker (who is currently writing a book on the international impact of motor vehicles) or by students, each of whom will be expected to prepare in detail for a particular class each term as well as to participate in the discussion at other classes. A list of class topics and the recommended reading for each class is handed out at the beginning of the course. (See below). Each student will be expected to write at least one essay per term based upon his/her class paper.

This will be marked and subsequently discussed privately with the student concerned.

Reading List: T. C. Barker & C. I. Savage, *An Economic History of Transport in Britain*, Hutchinson University Library paperback; Theo Barker, *The Transport Contractors of Rye*, Athlone Press; H. J. Dyos & D. H. Aldcroft, *British Transport*, Penguin; Philip S. Bagwell, *The Transportation Revolution from 1970*, Batsford paperback; T. C. Barker & Michael Robbins, *A History of London Transport*, Allen and Unwin paperback; J. M. Laux & others, *The Automobile Revolution*, University of North Carolina Press.

A further reading list, with recommendations for each class, will be handed out at the beginning of the course. Students who wish to receive this, or who may wish to learn more about the course in order to decide whether to attend it, should come to the first meeting in Room C422 on Thursday, 6 October at 10 a.m.

Examination Arrangements: A three-hour examination will be held in September 1984. The paper will consist of 12 questions, all dealing with topics covered in the classes, from which candidates will be required to answer three. Copies of previous papers may be consulted in the Library.

EH2710

The Population of the United States of America from Colonial Times to the Present

Teacher Responsible: Mr. J. Potter, Room C420 (Secretary, Ms. P. G. Ewles, C321)

Course Intended Primarily for M.A. Area Studies (U.S.A.); M.Sc. (Economic History).

Scope: This course examines the significance of demographic factors in American history, studying the mainland American colonies from first settlement and the U.S.A. since nationhood. Topics studied include: population growth rates and their determinants; natural growth; age and sex structure; the family, slavery; internal mobility; immigration; ethnic groups; urbanisation.

Syllabus: An introduction to the study of American population history. Chronological survey from 1607 to the present; regional differences; the processes of frontier settlement; source materials for the colonial period; the national censuses; problems of evaluation of quantitative data.

Pre-Requisites: The course assumes prior knowledge of the main outlines of American history. Prior knowledge of demographic theories or statistical methods is not required, but students are expected to handle quantitative data and to undertake a project for seminar presentation derived from direct use of census material.

Teaching Arrangements: This is a graduate course and teaching consists of one Seminar (EH140) (of 1½ hours) per week. Roughly half the Seminars, especially in the early part of the course, consist of talks by the Course Teacher, the remainder being dependent on the presentation of papers of members of the Seminar. There will be 25 seminar meetings, 10 each in the Michaelmas and Lent Terms, and 5 in the Summer Term. Students are also

recommended to attend lecture courses (EH106) **Economic History of the USA.**

Written Work: Every student taking the course is expected to present to the seminar:

One minor paper, usually the review of one book (or group of articles) chosen from the main course reading list, and

One major paper on a project to be arranged in consultation with the Course Teacher, normally based on the published materials of the U.S. Census. (Copies of all papers presented to the Seminar are retained in the Secretary's office and are available for consultation).

One essay to be written during the Christmas Vacation.

One specimen examination paper to be written during the Easter vacation.

Reading List: No textbooks are available for this course, but the following books are recommended:

D. J. Bogue, *The Population of the United States*, 1959; James H. Cassedy, *Demography in Early America: beginnings of the Statistical Mind*, Harvard, 1969; Howard P. Chudacoff, *Mobile Americans: Residential and Social Mobility in Omaha 1880-1920*, 1972; Kathleen Conzen, *Immigrant Milwaukee, 1836-80*, 1976; William Currie, *A Historical Account of the Diseases of the United States of America*, Philadelphia, 1792; John Demos, *A Little Commonwealth: Family Life in Plymouth Colony*, New York, 1970; R. J. Dickson, *Ulster Emigration to Colonial America 1718-1775*; J. Duffy, *Epidemics in Colonial America*, 1953; Richard A. Easterlin, 'Population Issues in American Economic History: A Survey and Critique', in R. E. Gallman (Ed.), *Recent Developments in the Study of Business and Economic History*, 1971; Richard A. Easterlin, *Population, Labor Force and Long Swings*, NBER, 1968; C. J. Erickson, *Invisible Immigrants: The Adaptation of English and Scottish Immigrants in 19th Century America*; R. W. Fogel & S. L. Engerman, *Time on the Cross*, 1974; B. Franklin, *Observations Concerning the Increase of Mankind and the Peopling of Countries*, (1751, 1755 edn.); C. N. Glaab & Brown, *A History of Urban America*, 1976; D. V. Glass & D. E. C. Eversley, *Population in History*, 1965, especially J. Potter, 'Growth of Population in America, 1700-1860'; E. V. Green & V. D. Harrington, *American Population before the Federal Census of 1790*, New York, 1932; Philip J. Greven, *Four Generations: Population, Land and Family in Colonial Andover, Mass.*, Cornell, 1970; H. G. Gutman, *Slavery and the Number Game*, 1975; T. Hershberg, *Philadelphia: Work, Space, Family and Group Experience in the 19th Century*, 1981; K. Hvidt, *Flight to America: the Social Background of 300,000*

Danish Emigrants, 1975; Patricia James, *Population Malthus: His Life and Times*, 1979; M. A. Jones, *American Immigration*, (4th edn.), 1965; Peter R. Knights, *The Plain People of Boston, 1830-1860: a study in City Growth*, 1971; K. A. Lockridge, *A New England Town: the First Hundred Years Dedham, Mass., 1636-1736*, 1970; T. R. Malthus, *An Essay on the Principle of Population*, 1st Essay 1798, Penguin Books ed. 1970, edited by Antony Flew; B. McKelvey, *The Urbanisation of America 1860-1915*, 1963; Edmund S. Morgan, *American Slavery, American Freedom; the Ordeal of Colonial Virginia*; H. S. Nelli, *The Italians in Chicago 1880-1930*; G. Osofsky, *Harlem: The Making of a Ghetto*, 1967; Robert Dale Owen, *Moral Physiology*, 1830; W. Peterson, *Malthus*, 1979; J. Potter, *The American Economy between the World Wars*, 1975, (section on population); H. Runblom & H. Norman, *From Sweden to America: A History of the Migration*, 1976; R. M. Shryock, *Medicine and Society in America 1660-1860*, 1960; P. A. M. Taylor, *The Distant Magnet: European Emigration to the USA*, 1971; S. Thernstrom, *Poverty and Progress: Social Mobility in a 19th Century City*, 1969; Brinley Thomas, *Migration and Economic Growth: A Study of Great Britain and the Atlantic Economy*, (2nd edn.), 1973; Brinley Thomas, *Migration and Urban Development*, 1972; M. A. Vinovskis, *Family and Population in 19th Century America*, 1978; M. A. Vinovskis, *Studies in American Historical Demography*, 1979; V. Robert Wells, *The Population of the British Colonies in America before 1776*, 1975.

Examination Arrangements: One three-hour examination held in June. The examination paper is divided into three sections, students being required to answer three or four questions, at least one from each section. Section One: general and methodological questions enabling candidates to introduce material in their answers from any part of the course.

Section Two: Colonial period from first settlement, and national period to the mid-nineteenth century.

Section Three: From mid-nineteenth century to the present.

At least one question will consist of a Table of statistics on which the candidate is invited to comment.

EH2715

Aspects of Latin American Economic History Since Independence

Teacher Responsible: Dr. Colin Lewis, Room C320 (Secretaries, Miss Penny Ewles and Mrs. Tess Truman, C321, Ext. 368)

Course Intended for M.A., M.Sc., M.A. Area Studies (Latin America), M.Sc. (Economic History).

Scope: The course will address the principal debates in Latin American economic historiography, focussing upon the major socio-economic 'revolutions' in Latin American history, from the struggle for independence to late twentieth-century social upheavals, and — by reference to specific case-studies — will explore various theories elaborated from, or applied to, the Latin American experience.

Syllabus: Colonial heritage, national consolidation, patterns and determinants of growth during the nineteenth century, social change and the limits to economic modernization, theories and issues of industrialization, external crisis and endogenous response, the state and development, continuity and change during the post-Second World War period.

Pre-Requisites: A reading knowledge of Spanish and/or Portuguese is desirable.

Teaching Arrangements: Weekly two-hour seminars (EH142) Sessional; pre-circulated working papers.

Written Work: Three to four papers during the session; presented to seminar; graded; discussed in private tutorials.

Reading List: A. J. Bauer, *Chilean Rural Society*; J. C. Brown, *A Socioeconomic History of Argentina, 1776-1860*; M. Burgin, *Economic Aspects of Argentine Federalism, 1820-1852*; C. Cardoso (Ed.), *Mexico en el Siglo XIX*; F. H. Cardoso & F. Faletto, *Dependency and Development in Latin America*; E. V. da Costa, *Da Monarquia a Republica*; R. Cortes Conde & S. J. Stein (Eds.), *Latin America: a Guide to Economic History, 1830-1930*; W. Dean, *Industrialization in Sao Paulo*; K. Duncan & I. Rutledge (Eds.), *Land and Labour in Latin America*; P. Evans, *Dependent Development*; P. Casanova Gonzalez, *America Latina en los*

Anos Treinta; T. Donghi Halperin, *El Ocaso del Orden Colonial en Hispanoamerica*; A. O. Hirschman, *A Bias for Hope*; O. Ianni, *Industrializacao e Desenvolvimento Social no Brasil*; J. Levin, *The Export Economies*; M. Mamalakis, *The Growth and Structure of the Chilean Economy*; C. Mesa-Lago, *Cuba in the 1970's*; M. C. Meyer & W. C. Sherman, *The Course of Mexican History*; N. Sanchez Albornoz, *The Population of Latin America*; J. R. Scobie, *Revolution on the Pampas*; S. J. Stein, B. A. Stein, G. di Tella & M. Zymelman, *Las Etapas del Desarrollo Economico Argentino*; R. Thorp & G. Bertram, *Peru, 1890-1977*; A. Villela Villanova & W. Suzigan, *Government Policy and the Economic Growth of Brazil, 1889-1945*.

Examination Arrangements: One three-hour examination taken in June; un-divided question paper; three questions to be answered from choice of 12.

EH2780

The Latin American Experience of Economic Imperialism

Teacher Responsible: Dr. Colin M. Lewis, Room C320 (Secretaries, Miss Penny Ewles and Mrs. Tess Truman, C321)

Course Intended Primarily for M.A., M.Sc., M.A. Area Studies (Latin America), M.Sc. (Economic History); Option B (from 1984-85).

Scope: The course will focus upon the continuing debate about the relationship of Latin America and the world economy in the period since c. 1850. It will discuss the three principal bodies of literature which facilitate an understanding of 'imperial' connections: the British historiography on 'informal empire' and 'business imperialism'; the US literature on expansionism in the region; Latin American writings on dependence.

Syllabus: The programme opens with an introductory review of basic concepts and theories — of imperialism and dependency, of growth and development, of the nature of the state.

Specific issues will subsequently be addressed by reference to concrete case-studies:

1. 'Informal empire' — external indebtedness, implications of export-led growth, patterns of railway investment.

2. US expansionism — multinational corporations, plantation agriculture, exploitation of oil.

3. Dependency debate — Prebisch thesis, associated capitalist development, limits of ISI.

Pre-Requisites: None.

Teaching Arrangements: Weekly two-hour seminars, Michaelmas and Lent Terms; pre-circulated working papers.

Written Work: Three papers during session; presented to seminar; graded; discussed in private tutorials.

Reading List: F. Cardoso & E. Faletto, *Development and Dependency*; R. H. Chilcote & J. C. Edelstein (Eds.), *Latin America*; J. Cotler & R. R. Fagen (Eds.), *Latin America and the United States*; W. R. Louis (Ed.), *Imperialism: The Robinson and Gallagher Thesis*; R. Prebisch, *The Economic Development of Latin America*; D. C. M. Platt (Ed.), *Business Imperialism, 1840-1830*; R. Owen & B. Sutcliffe (Eds.), *Studies in the Theory of Imperialism*; H. Radice (Ed.), *International Firms and Modern Imperialism*; I. Roxborough, *Theories of Dependence*; S. J. Stern & B. A. Stern, *The Colonial Heritage of Latin America*.

Supplementary Reading List: Detailed biographies will be provided for case-studies.

Examination Arrangements: One three-hour examination taken in June; divided question paper (3 sections); three questions to be answered from choice of twelve.

EH2790

Growth, Poverty and Policy in the Third World Since 1850

Teacher Responsible: Dr. Colin M. Lewis, Room C320 (Secretaries, Miss Penny Ewles and Mrs. Tess Truman, C321)

Course Intended Primarily for M.Sc. Economic History — Option B. (1984-85).

Scope: By reference to specific comparative case-studies (located in the Middle East, the Indian subcontinent, South-East Asia, the circum-Caribbean and South America), the course will explore the principal socio-economic changes that have occurred in the Third World since 1850, concentrating upon national and international developments.

Syllabus: (a) Brief discussion of concepts.

(b) Chronological review of principal developments.

(c) Issues — economies of peasant societies, population and demographic change, labour, capital accumulation and appropriation, economic philosophies and the role of the state, modernization, industrialization and urbanization, the Third World and the international economy.

Pre-Requisites: None.

Teaching Arrangements: Weekly seminars Sessional, taught jointly by Mr. M. E. Falkus, Dr. G. G. Jones and Dr. C. M. Lewis.

Written Work: Four papers to be presented during the session.

Preliminary Reading List: I. Adebian & C. T. Morris, *Economic Growth and Social Equity in*

Developing Countries; P. Bairoch, *The Economic Development of the Third World Since 1900*; J. Bhariar, *Economic Development of Iran*; N. Charlesworth, *British Rule in India, 1800-1914*; C. Furtado, *The Economic Development of Latin America*; A. Gerschenkron, *Economic Backwardness in Historical Perspective*; J. D. Gould, *Economic Growth in History*; C. Issawi, *An Economic History of the Middle East*; W. A. Lewis, *Growth and Fluctuations in the International Economy*; J. F. Munro, *Africa and the International Economy*; H. Myint, *Economic Theory and the Under-Developed Economies*; R. Owen, *The Middle East in the World Economy*; R. Owen & B. Sutcliffe (Eds.), *Studies in the Theory of Imperialism*; W. W. Rostow, *The World Economy*; J. C. Scott, *The Moral Economy of the Peasant*; M. P. Todaro, *Economics for a Developing World*; I. Wallerstein, *The Modern World-System*; B. Williams, *From Columbus to Castro*.

Supplementary Reading List: Detailed bibliographies will be provided for specific themes.

Examination Arrangements: Unseen paper, taken in June; three questions out of fifteen to be answered in three hours.

Note: The 10,000 word M.Sc. 'report' to be written on a topic relating to this course (see M.Sc. regulations), and approved by the candidate's teachers, need not necessarily relate to those parts of the Third World studied in detail as part of this syllabus.

NON-EXAMINABLE COURSES

EH111

Introduction to Quantitative Methods in Economic History

Teachers Responsible: Mr. J. Potter, Room C420 and Dr. W. P. Kennedy, Room C319 (Secretaries: Miss P. G. Ewles and Mrs. T. Truman, C321)

Course Intended Primarily for B.Sc. (Econ.) Part II; graduate students in Economic History and others interested.

Syllabus: Will be given during the course.

Teaching Arrangements: 22 lectures (EH111), Sessional.

Recommended Reading: Will be given during the course.

Examination Arrangements: Non-examinable.

EH132

The Sources and Historiography of the Economic History of England 1350-1500

Teacher Responsible: Dr. A. R. Bridbury, Room C315 (Secretaries, Miss P. G. Ewles and Mrs. T. Truman, C321)

Course Intended Primarily for M.Sc. and all interested graduate students.

Scope: This course examines the main economic and social features and developments of the period from the point of view of the documentary sources with the object of finding out what we can hope to discover from them and what we can expect them to tell us. It then turns to modern writers in order to show how variously these sources have been interpreted in the last hundred years.

Syllabus: Demographic trends; the farming scene; village life; industrial change; urban developments; internal and foreign trade; the regulation of economic activity; warfare; public finance; the role of the middle and upper classes in social and economic life.

Pre-Requisites: Some previous knowledge of the period is desirable; but a keen student, however ignorant to start with, should be able to cope with the demands of the course.

Teaching Arrangements: Weekly classes (EH132) in term-time throughout the academic year, continuing through the summer by arrangement, if required.

Written Work: Students must expect to write papers frequently if they are to get full benefit from close analysis of the source material.

Reading List: A full reading list will be provided at the start of the course.

Examination Arrangements: Non-examinable.

EH135

Workshop in Economic History

Teachers Responsible: Professor T. C. Barker, Room C422, Dr. W. P. Kennedy, Room C319 and others

(Secretaries, Administrative Secretary, C419, Miss P. G. Ewles and Mrs. T. Truman, C321)

Course Intended Primarily for Research students and M.Sc.

Teaching Arrangements:

(i) **For Research students:**

Fortnightly, Michaelmas and Lent Terms.

(ii) **For M.Sc.:**

Fortnightly, Lent and Summer Terms.

Examination Arrangements: Non-examinable.

EH138

Economic History of the Sixteenth and Seventeenth Centuries (Seminar)

Teachers Responsible: Dr. Peter Earle, Room C413 (Secretary,

Administrative Secretary, C419)

Course Intended Primarily for Research students.

Teaching Arrangements: Fortnightly seminars (EH138), Michaelmas and Lent Terms, at the Institute of Historical Research.

Examination Arrangements: Non-examinable.

EH139

Seminar on Modern Economic History

Teachers Responsible: Professor T. C. Barker, Room C422 and Mr. M. E. Falkus, Room C314 (Secretaries,

Administrative Secretary, C419, Miss P. G. Ewles and Mrs. T. Truman, C321)

Course Intended Primarily for Research students.

Teaching Arrangements: Fortnightly seminars (EH139), Michaelmas and Lent Terms, at the Institute of Historical Research.

Examination Arrangements: Non-examinable.

GEOGRAPHY

Gy1800

Gy1801

Geographical Perspectives on Modern Society

Teacher Responsible: Dr. N. A. Spence, Room S565 (Secretary, Mrs. P. Farnsworth, S409)

Course Intended Primarily for B.A./B.Sc. course unit main field Geography, B.Sc. (Econ.) Part I, B.Sc. (Econ.) Part II. Other B.A./B.Sc. course unit main field subjects, General Course.

Scope: The aim of the course is to introduce students to contemporary environmental concerns examined in human geography.

Syllabus: An introduction to human geography. Concepts of "environment". The regional concept and its application to social, economic and political problems. An introduction to location problems. The location and form of urban settlements. Problems of urban growth and change. The changing distribution and structure of population. Recent developments in human geography.

Pre-Requisites: None.

Teaching Arrangements: There is one lecture course accompanied by a class.

Lectures: Gy100 **Human Geography** Sessional Classes: Gy100(a) **Human Geography** weekly Sessional (B.Sc. (Econ.) and others) (Gy1801) Gy100(b) **Human Geography** weekly Sessional (B.A./B.Sc. course unit main field Geography) (Gy1800)

Gy100: Some seven specific themes will be examined.

1. Urban growth and decline – a consideration of international patterns of urbanisation.
2. Regional economic development – a consideration of industrial, employment and unemployment trends.
3. Cities and society – a consideration of class and ethnic relations in cities.
4. Urban, suburban, and rural built environments – a consideration of land utilisation.
5. Resource scarcity – a consideration of the physical, economic, political and environmental constraints on availability.
6. Resource despoilation – a consideration of environmental pollution and conservation.
7. Environmental concerns and public policy – a consideration of policies for rural, urban, regional and global development.

Gy100(a) and Gy100(b): Classes will be used to monitor the lecture material and examine some specific themes in depth.

Reading List: No one book covers the entire syllabus. Students may wish to review the following: P. Dicken & P. E. Lloyd, *Modern Western Society*; P. G. Hall, *Urban and Regional Planning*; P. G. Hall, *The World Cities*; D. Herbert & D. M. Smith, *Social Problems and the City*; D. Herbert, *Urban Geography: A Social Perspective*; D. M. Smith, *Where the Grass is Greener: Living in an Unequal World*; E. Ashby, *Reconciling Man with the Environment*; T. O'Riordan, *Environmentalism*; B. Ward & R. Dubois, *Only One Earth*; N. W. Holdgate, *A Perspective of Environmental Pollution*.

Detailed reading lists will be issued during the course appropriate to each of the main themes considered.

Examination Arrangements: There is a three hour formal examination in the Summer Term based on the syllabus. A wide choice of questions will be provided of which three are to be answered all carrying equal marks. Some 75% of the total marks will be allocated to this written unseen examination. The remaining 25% of the marks will be allocated to course work prepared for class teachers in the form of two extended essays each of not more than 3,000 words. Topics for these essays will be assigned in the Michaelmas and Lent Terms and are to be submitted to Mrs. P. Farnsworth (Department of Geography Administrative Secretary, Room S409) on the first day of the Lent Term (9 January 1984) and the first day of the Summer Term (25 April 1984) respectively.

Gy1808

Man And His Physical Environment

Teacher Responsible: Mr. D. K. C. Jones (Secretary, Miss Nesta Herbert, S508)

Course Intended Primarily for 2nd year B.A./B.Sc. course unit main field Geography and B.Sc. (Econ.) Part II.

Scope: An analysis of the nature, causes, and effects of and the alternative solutions to the key resource and environmental problems faced by mankind.

Syllabus:

1. The role of population growth, technological change, consumerism and market defects in the creation of resource scarcity, food scarcity and pollution problems.
2. Consideration of the main techniques for assessing the environmental damage caused by development and the benefits of control and conservation (e.g. environmental impact

assessment, benefit-cost analysis, landscape evaluation).

3. An analysis of the varied two-way interactions between human societies and the physical environmental systems, as exemplified by the study of natural hazard impacts (e.g. earthquakes, hurricanes, floods) desertification, accelerated soil erosion, pesticides and other forms of pollution. The range of available adjustments to such events will be examined.

4. A theoretical treatment of the range of alternative resource and environmental management strategies. (e.g. polluter-pay principle, standard setting, bans, communal action).

5. A study of the economic, social, institutional, legal and political problems encountered in environmental management in practice. A range of problem issues will be examined using material from a variety of countries.

Pre-Requisites: None.

Teaching Arrangements: Lectures (Gy206): Two lectures per week in the Michaelmas and Lent Terms.

Classes (Gy206a): Ten classes at fortnightly intervals.

The lecturing and class teaching responsibilities are shared by **Mr. D. K. C. Jones** and **Dr. J. A. Rees** (Room S506A).

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: R. Barnet, *The Lean Years: Politics in the Age of Scarcity*, 1980; I. Burton, R. W. Yates & G. F. White, *The Environment as Hazard*, 1978; R. Carson, *Silent Spring*, 1962; P. R. Ehrlich & A. H. Ehrlich, *Population, Resources and Environment*, 1970; A. S. Goudie, *The Human Impact*, 1981; M. W. Holdgate, *A Perspective of Environmental Pollution*, 1979; G. Mitchell, *Geography and Resource Analysis*, 1979; T. O'Riordan, *Environmentalism* (2nd edn.), 1981; A. U. Kneese & E. L. Schultze, *Pollution, Prices and Public Policy*, 1975; F. Sandbach, *Environment, Ideology and Policy*, 1980; F. Sandbach, *Principles of Pollution Control*, 1982; B. Ward, *Progress for a Small Planet*, 1979; J. Whitlow, *Disasters*, 1980.

Examination Arrangements: There is a three-hour formal examination in the Summer Term based on the full syllabus. The examination paper will normally contain 8 or 9 questions from which any 3 must be answered.

Gy1812

Physical Geography

Teacher Responsible: Dr. D. Brunsdon, KCL, Room 455 Norfolk Building; Miss H. Scoging, LSE, Room S414.

Course Intended Primarily for Course compulsory for B.A./B.Sc. Geography 1st year.

Scope: Students are introduced to the systems approach in physical geography, with emphasis placed on global systems, the ecosystem and the hydrological system. Some human and environmental interactions will be introduced in the latter half of the course.

Syllabus:

A. Systems in Physical Geography (6 lectures). Nature, structure and processes of systems, concepts of equilibrium and dynamic behaviour, palaeosystems and environmental change.

B. Processes and Patterns in Global Systems (12 lectures). First order controls in environmental systems, earth structure, tectonics, sea level change, climate.

C. The Ecosystem (6 lectures). Structure of ecosystem, function and behaviour, abiotic, biotic factors, succession, evolution, migration.

D. Man and the Hydrological System (13 lectures). Regional and local systems, inputs, throughputs, outputs of hydrological systems, weather systems and human modification, hillslope and channel processes, flooding, pollution, groundwater.

Teaching Arrangements: Lectures (Gy101): 40 hours Michaelmas and Lent Terms.

Classes (Gy101a): 20 hours Michaelmas and Lent Terms (for LSE students).

Reading List: Comprehensive reading lists will be supplied by course teachers, but the following are basic texts: R. J. Chorley & B. A. Kennedy, *Physical Geography: A Systems Approach*; C. D. Ollier, *Tectonics and Landforms*; K. Simmonds, *Biogeography*; J. Moran, M. Morgan & J. Wiersma, *Introduction to Environmental Science*; R. J. Chorley, *Introduction to Geographical Hydrology*.

Examination Arrangements: A three hour formal examination will be held in the Summer Term.

Gy1815

Theory and Techniques of Spatial Analysis

Teacher Responsible: Miss H. Scoging, Room S414 (Secretary, Nesta Herbert, S508)

Course Intended Primarily for B.A./B.Sc. Geography (Compulsory 1st year), Course Unit, Diploma in Geography.

Scope: Students are introduced to a variety of methods of analysis and interpretation appropriate for both physical and human geography.

Syllabus:

Philosophy and Methodology in Geography: an introduction to the general principles of geographical inquiry, the development of the Scientific Method, a brief look at other philosophies in the Social Sciences (behaviouralism, phenomenology). Impact of and general principles of computing in Geography.

Data Description: Collection of data, measurement scales, numerical relationships. Graphical description, cartographical description. Measures of statistical description - central tendency, dispersion, skewness, Kurtosis. Introduction to systems, structure and analysis. Introduction to MINITAB, data analysis package.

Statistical Probability: Notions of probability, discrete probability distributions (uniform, binomial, poisson), continuous probability distributions (Gaussian).

Models in Geography: Model building principles, types of models, application of computer to system modelling. Static and dynamic models. System equilibrium, feedback, time series, stochastic processes and simulation. Introduction to computer graphics.

Geographical decision-making: Sampling theory, estimation theory, hypothesis testing. Large and small samples. Non-parametric methods of association. Introduction to SPSS, statistical computing package. Correlation analysis, regression analysis, analysis of variance. Introduction to multivariate statistical methods. Control systems.

Pre-Requisites: 'O' level mathematics or statistics is preferred but not essential. It is not necessary to have any previous experience of computers, and no computer programming will be called for. Students will be taught how to use MINITAB, graphics and SPSS packages.

Teaching Arrangements:

Lectures (Gy103): 40 hours, Michaelmas and Lent Terms.

Classes (Gy103a): 40 hours, Michaelmas and Lent Terms.

Lectures are held normally in the week preceding classes to enable students to do preparatory work to gain the full benefit of practical classes. The latter may take the form of map work, statistical analysis or computing in large or small groups, or individually. Class teachers include **Dr. C. Board** (S413), **Miss H. Scoging** (S414), **Mr. D. C. Whitehead** (Computing) and a graduate demonstrator.

Practicals: Thirty practical exercises have been designed to cover a variety of skills and techniques, including statistical and cartographical exercises, and computer-based simulation models. Students are expected to complete these practicals during and after classes, and they will be required to submit work at Christmas and for final assessment on the day of the Examination.

Reading List: A complete reading list is provided at the beginning of the course. Each lecture will be accompanied by handouts including lecture summary, practical exercise, statistical formulae or other appropriate information and a lecture-specific bibliography which includes the method and its application in geography. The following are recommended essential reading: R. W. Thomas & R. J. Huggett, *Modelling in Geography*; R. J. Chorley & P. Haggett, *Models in Geography*; R. J. Chorley & B. A. Kennedy, *Physical Geography: A Systems Approach*; G. P. Chapman, *Human and Environmental Systems*; D. Gregory, *Ideology, Science and Human Geography*; A. Holt-Jensen, *Geography, its History and Concepts*; D. Ebdon, *Statistics in Geography: A Practical Approach*; J. Silk, *Statistical Concepts in Geography*; G. B. Norcliffe, *Inferential Statistics for Geographers*; J. A. Matthews, *Quantitative and Statistical Approaches to Geography*; A. Robinson, R. Sale & J. Morrison, *Elements of Cartography*; M. S. Monmonier, *Maps, Distortion and Meaning*; R. Baxter, *Statistical and Computing Techniques for Planners*.

Examination Arrangements: There is a three hour formal examination in the Summer Term. Students are required to answer three questions out of a choice of 8 or 9. Typical questions are of the discussion type and purely statistical analysis will not usually be required. Copies of previous years' papers are available.

70% of the total assessment of the course is based on the exam paper, equal weight given to each question - the remaining 30% is awarded on the assessment of 30 practical exercises, assigned throughout the year, and

submitted on the day of the examination. These are marked on the basis of accuracy, comprehension, evaluation and presentation.

Gy1820

The Location of Economic Activity

Teacher Responsible: Dr. J. E. Martin, Room S510 (Secretary, Miss Nesta Herbert, S510)

Course Intended Primarily for B.A./B.Sc. c.u. Geography, 2nd year. B.Sc. (Econ.) Part II. General Course and Beaver College students.

Syllabus: The aim is to make a thorough examination of the more important factors that influence decision-makers in the allocation of investment capital over space. Attention will be paid to theoretical and empirical explanations of the location patterns of economic activity. The assumptions of classical location theory will be reviewed and reassessed in the light of modern developments and experience. In addition to the examination of the classical influences on spatial patterns of production, attention will be given to such elements as the role of technological change and innovation, the organisational structure of firms and their decision making behaviour, the effects of market structure, environmental protection and government intervention. Illustrative material will be taken, as appropriate, from the agricultural, mining, manufacturing and service sectors.

Pre-Requisites: Some background in economics will be assumed.

Teaching Arrangements:

Lectures (Gy208): 40, twice weekly in the Autumn and Spring Terms given by Dr. R. C. Estall (Room S509) and Dr. J. E. Martin (Room S510).

Classes (Gy208a): 10 fortnightly (Dr. Martin). Students will normally be expected to write 3 essays and to prepare a paper for these classes.

Reading List: Several books will be referred to repeatedly and can be regarded as "basic texts". These are: *P. E. Lloyd & P. Dicken, *Location in Space*, (2nd edn.), 1977; *R. C. Estall & R. O. Buchanan, *Industrial Activity and Economic Geography*, (4th edn.), 1980; M. Chisholm, *Geography and Economics*, (2nd edn.), 1970; D. M. Smith, *Industrial Location*, (2nd edn.), 1981; G. T. Karaska & D. F. Bramhall (Eds.), *Locational Analysis for Manufacturing*, 1969; F. E. I. Hamilton (Ed.), *Spatial Perspectives on Industrial Organisation and Decision Making*, 1974.

*Books which students need to buy are asterisked.

Supplementary Reading List: Additional reading lists will be provided as appropriate. **Examination Arrangements:** Three hour formal examination in the Summer Term; three questions to be attempted from about ten set.

Gy1821

Social Geography: Spatial Change and Social Process

Teacher Responsible: Dr. S. S. Duncan, Room S512 (Secretary, Tricia Maccabee, S406)

Course Intended Primarily for B.A./B.Sc. c.u. 2nd year; B.Sc. (Econ.) Geography.

Scope: An introduction to the political economy of spatial change, concentrating on the urban question and the regional question in advanced capitalist societies especially Britain. However, reference is also made to other examples and situations as appropriate.

Syllabus:

- Geography and understanding social change: the critique of quantitative geography and alternatives;
- Spatial patterns and social behaviour;
- Modes of production and regional inequality;
- The labour process and spatial change;
- The reserve army of labour and the urban question;
- Home life, patriarchy and spatial structure;
- Location and culture;
- Ideology, production and consumption in the built environment;
- The capitalist state and the locality.

Teaching Arrangements: One lecture course (Gy209) (20 Michaelmas Term, 20 Lent Term) accompanied by fortnightly classes (Gy209a). Classes require prior preparation and active participation by students. 2 essays each term based on seminar discussion. Other teacher on this course, Professor Emrys Jones, Room S407.

Reading List: No book or books cover the course, and use of research papers etc., will be necessary (most of which are held in the Geography Department, Paper Collections, Room S502). Basic reading would include: J. Irive *et al.*, *Demystifying Social Statistics*, 1979; A. Friend & A. Metcalfe, *Slump City: the Politics of Mass Unemployment*, 1981; D. Massey & A. Meegan, *The Anatomy of Job Loss: the How, Where and When of Unemployment*, 1982; J. Anderson, S. Duncan & R. Hudson, *Redundant Space: Industrial Decline and Social Change in Cities and Regions*, (forthcoming 1983: drafts held in Geography Department Paper Collection); G.

Stedman Jones, *Outcast London*, 1971; K. Bassett & J. Short, *Housing and Residential Structure: Alternative Approaches*, 1980; P. Saunders, *Urban Politics: a Sociological Approach*, 1979; E. Jones & J. Eyles, *Introduction to Social Geography*, 1978. **Examination Arrangements:** One 3-hour sit-down unseen paper (3 questions out of 9), 75% of marks; one extended essay of 3,000 words to be handed in mid-May, 25% marks.

Gy1822

Urban Geography

Teacher Responsible: Dr. A. M. Warnes, KCL, Room 454 Norfolk Building. (LSE Adviser: Professor Emrys Jones, Room S407).

Course Intended Primarily for 2nd Year B.A./B.Sc. Geography and B.Sc. (Econ.) students. 1 c.u.

Scope: Spatial aspects of urbanisation and urban structures with special reference to British and American cities.

Syllabus: Concepts of urbanisation and urbanism; the pre-industrial city; social forms and residential patterns in the mercantilist city; industrialisation, economic change and urbanisation in the nineteenth century; the British housing market; the emergence of town planning and its impact on urban social geography; the dimensions of residential segregation in British and American cities; the bases of these dimensions and their spatial expression; the commercial and industrial structures of contemporary cities, contemporary urban problems.

Pre-Requisites: A knowledge of human geography is desirable.

Teaching Arrangements: There are 40 lectures (Gy210), held twice weekly. Classes (Gy210a) are arranged at LSE and tutorial support is given at KCL.

Written Work: Two course papers (maximum 1,500 words each), accounting for 25% of total marks.

Reading List: D. T. Herbert & C. J. Thomas, *Urban Geography: A First Approach*, 1982; H. Carter, *The Study of Urban Geography*, 1981; P. Knox, *Urban Social Geography*, 1981; B. T. Robson, *Urban Social Areas*, 1975; R. E. Pahl, *Whose City?* 1975; K. Bassett & A. Short, *Housing and Residential Segregation*, 1980.

Examination Arrangements: One three-hour paper, accounting for 75% of total marks, in which three out of 8-9 questions must be answered.

Gy1823

Population Geography

Teacher Responsible: Dr. A. M. Warnes, KCL, Room 454, Norfolk Building. (LSE Adviser: Mr. D. K. C. Jones, Room S506B).

Course Intended Primarily for 2nd Year B.A./B.Sc. students, also B.Sc. (Human Environmental Studies) and B.Sc. (Econ.) students. 1/2 c.u.

Scope: To provide students with an understanding of demographic concepts, techniques and theories particularly as they apply to distributional and geographical aspects of populations.

Syllabus: Appreciation of demographic data: the measurement and understanding of fertility, nuptiality and mortality; the history of natural change in modern times and theories of contemporary fertility fluctuations; migration theories, models and case studies; population policies; demographic change, resources and social and economic responses; the implications of an ageing population.

Pre-Requisites: Some previous knowledge of geography.

Teaching Arrangements: 23 weekly lectures (Gy211).

Written Work: None. **Reading List:** Six lists are issued during the course, together with diverse illustrative hand-outs. The following are the basic texts: H. R. Jones, *Population Geography*, Harper & Row, 1981; R. I. Woods, *Population Analysis in Geography*, Pergamon, 1980; J. I. Clarke, *Population Geography* (2nd edn.), Pergamon, 1972.

Examination Arrangements: One three-hour unseen written examination; three questions to be answered from 9 or 10.

Gy1829

Historical Geography of the British Isles

Teacher Responsible: Mr. D. R. Green, KCL, Room 566, Norfolk Building. (LSE Adviser: Mr. D. K. C. Jones, Room S506B).

Course Intended Primarily for 2nd Year Geography B.A./B.Sc. and B.Sc. (Econ.) students. 1 c.u.

Scope: The course has three principal objectives: to provide an adequate understanding of the evolution of the British landscape from the Iron Age to the late 19th century; to introduce theoretical and methodological approaches in historical

geography and to furnish a working knowledge of the available source materials; to provide a training for the application of this knowledge in the field.

Syllabus: The geography of pre-Medieval English settlement; the nature of feudalism; Medieval agriculture, industry and trade; agrarian capitalism in early-modern England; the transition from domestic production to the factory system; transport and commercial innovations in the 18th and 19th centuries; agrarian change in the 18th and 19th centuries economic, social and political structure of 19th century cities (with special reference to London).

Pre-Requisites: None.

Teaching Arrangements: The course (Gy212) consists of three components: a series of 36 lectures detailing the major aspects of landscape change; a series of 8-10 classes examining important sources of evidence; a field trip of approximately 5 days' duration to demonstrate historical change in a regional setting.

Written Work: Two terms essays of approx. 2,000 words each, accounting for 30% of the total assessment.

Reading List: Students will be expected to read widely. Short specialist reading lists will be provided in the course of the lectures. The following are recommended: J. Chambers & G. Mingay, *The Agricultural Revolution 1750-1880*, 1966; H. C. Darby (Ed.), *A New Historical Geography of England*, 1976; R. Dodgshon & R. Butlin (Eds.), *An Historical Geography of England & Wales*, 1978; E. Pawson, *The Early Industrial Revolution*, 1979; M. Postan, *The Medieval Economy and Society*, 1972; R. Tawney, *The Agrarian Problem in the Sixteenth Century*, 1912.

Examination Arrangements: One three-hour examination consisting of three questions and counting for 70% of the total marks.

Gy1840

Advanced Geomorphology I

Teacher Responsible: Dr. D.

Brunsdon, KCL, Room 455, Norfolk Building. (LSE Adviser: Miss H. Scoring, Room S414)

Course Intended Primarily for B.A./B.Sc. Geography 2nd Year Course Unit, Joint Geol/Geog students, Geology and Civil Engineering students.

Scope: Students are introduced to the main processes of landform sculpture under differing climatic and structural environments,

and to the techniques used in process investigations.

Syllabus:

Weathering and Mass Movements: Basic geomorphological characteristics, stress-strain relationships, climatic and geologic controls on weathering, physical biotic and chemical weathering. Products of weathering. Mass movements, physical principles, soil creep, block fall, land slides, debris flows.

Application to engineering and human impact. (10 lectures)

Glacial and periglacial process: physical principles of ice and glacier formation. Glacial budgets, ice determination. Principles of glacial erosion and deposition, and resulting landforms. Past and present periglacial processes, solifluction, ice wedges, patterned ground. (8 lectures)

Hillslope and fluvial processes: drainage basin characteristics, hydrological cycle, infiltration, interception, throughflow, overland flow. Process form relationships under differing climatic regimes. Soil erosion - sheet, rills, gullies. Fluvial networks, principle of fluid flow, channel hydraulics. Shear stress, roughness, entrainment of sediment, transport and deposition. Meandering and braiding, flood plain and long profile development. (10 lectures)

Karst processes and landform: Limestone distribution, chemistry of solution, controls on processes. Kaustic landforms. (2 lectures)
Aeolian processes: desert distribution, desert surfaces, wind erosion processes, abrasion, deflation, sand movement, bedforms in granular material, dune patterns. (4 lectures)
Coastal processes: wave and tide energy, and distribution, wave forms, erosion, structural controls, beach forms, rip currents, headland erosion, long shore drift. (4 lectures)

Pre-Requisites: Most B.A./B.Sc. students are expected to have taken Gy101 **Physical Geography** in their 1st year, but there are no formal pre-requisites.

Teaching Arrangements:

Lectures (Gy203): 40 hours Michaelmas and Lent Term. Wed. 11-12, Fri. 12-1.
Classes (Gy203): 10 hours for LSE students.
A one-week field class.

Fieldwork: Students are expected to attend a week's field course held in the Easter vacation as a compulsory integral part of the course.

Written Work: Students will be required to submit a written report of 3,000 words on their field course, particularly their group and individual project work undertaken during the field week.

Reading List: A comprehensive reading list is provided with lecture handouts but the following are basic texts: D. Carroll, *Rock*

Weathering; C. Ollier, *Weathering*; M. A. Carson & M. J. Kirkby, *Hillslope Form and Process*; C. Embleton & J. B. Thornes, *Process in Geomorphology*; C. Embleton & C. A. M. King, *Glacial Geomorphology*; C. Embleton & C. A. M. King, *Periglacial Geomorphology*; K. J. Gregory & D. Walling, *Drainage Basin Form and Process*; V. T. Chow, *Open Channel Hydraulics*; R. U. Cooke & A. Warren, *Geomorphology in Deserts*.

Examination Arrangements: There is a three-hour formal examination in the Summer Term. Three questions are to be answered from a choice of 9 or 10 covering aspects from the six main process sections of the course. 80% of the total assessment of the course is based on the exam paper, the other 20% is awarded on written work from the field course.

Gy1841

Soil Science

Teacher Responsible: Dr. J. Pitman, KCL, Room 449, Norfolk Building. (LSE Adviser: Mr. D. K. C. Jones, Room S506B).

Course Intended Primarily for 2nd and 3rd Year B.A./B.Sc. Geography students, also Geology and Plant Sciences. 1/2 c.u.

Scope: The course introduces the principles and practices of elementary soil science, particular emphasis being given to soil profile characteristics on both a local and a global scale. Emphasis is placed on field and laboratory determinations of soil properties, and training is given in elementary soil analysis.

Syllabus: Description and definition of soil properties; soil mineral matter; soil organic matter; soil clays; soil hydrology; soil physics; soil horizons and their development; diagnostic horizons; soil processes; soils of the world; soil classification; soils and agriculture; problem soils of the world; soils, pesticides and herbicides.

Pre-Requisites: "O" level Chemistry is essential.

Teaching Arrangements: Twenty hours of lectures (Gy215) and approx. thirty hours of laboratory practicals, usually arranged as two hours' lecturing one week alternating with three hours' practical the following week. Seminar at end of course. One weekend field course at Rogate in October.

Written Work: 25% of total marks are given for the practical laboratory and field work, which has to be written up and presented in mid-February, when the practical classes finish.

Reading List: Detailed reading lists are given throughout the course. The following books are recommended, White and Duchaufour being the class texts: P. Duchaufour, *Pedology I: Pedogenesis and Classification*, Allen & Unwin, 1977, 1982; P. Duchaufour, *Pedology II: Constituents and Properties*, Academic Press, 1977, 1982; R. E. White, *Principles and Practice of Soil Science*, Blackwell, Oxford, 1979; E. W. Russell, *Soil Conditions and Plant Growth* (10th edn.), Longman, 1971.

Examination Arrangements: One three-hour written paper, accounting for 75% of total marks, in which three questions must be answered; Question 1 is compulsory, carrying 40% of marks for the paper.

Gy1842

Biogeography

Teacher Responsible: Dr. E. M. Yates, KCL, Room M68, Norfolk Building. (LSE Adviser: Mr. D. K. C. Jones, Room S506B).

Course Intended Primarily for either 2nd or 3rd year students but in view of the field work requirement is best taken in the second year. 1 c.u.

Syllabus: An examination of certain of the factors controlling the distribution of plants and animals; aspects of the composition and structure of the major plant formations, and of the vegetation of the British Isles.

Pre-Requisites: Obviously it is advantageous to have some knowledge of botany, but such knowledge is not sine qua non.

Teaching Arrangements: 20-25 lectures (Gy204) - held one lecture a week, plus a field class at the beginning of the Summer Term (or end of the Easter vacation). A report of this class carries 25% of the total marks of the course.

Reading Lists: Are provided during the course but there are three basic texts: R. Good, *The Geography of Flowering Plants*, 1947 (and subsequent editions); H. Walter, *Vegetation of the Earth*, 1975; H. G. Tansley, *The British Isles and their Vegetation*, 1949.

Examination Arrangements: Consists of one formal examination of 3 hours, the paper having eight to nine questions from which three are to be selected.

Gy1843

Meteorology and Climatology**Teacher Responsible:** Dr. M. E.

Jones, KCL, Room 217A, Norfolk Building; Dr. B. W. Atkinson, Queen Mary College; Mr. C. Agnew, University College London. (LSE Adviser: Mr. D. K. C. Jones, Room S506B).

Course Intended Primarily for 2nd or 3rd Year B.A./B.Sc. students. 1 c.u.**Scope:** The course is an advanced study of the physical characteristics and processes of the earth's atmosphere, and examines the principles of physical and dynamic climatology.**Syllabus:** The course begins with radiation and the heat balance, and then the water balance. Regional circulation systems are examined, firstly in extratropical regions, and then in the tropics. Then smaller scale features, the meso-scale circulations are studied. Finally, the general circulation of the atmosphere is elucidated. Practical aspects of data handling and measurement techniques are discussed, together with pertinent current problems of meteorology and climatology.**Pre-Requisites:** First year physical basis in geography.**Teaching Arrangements:** This is an inter-collegiate course (Gy205), involving one lecture per week for 25 weeks, and one tutorial each week, which covers practical exercises, and discussions on techniques and current papers.**Written Work:** Course work, accounting for 20% of the assessment, will consist of at least 5 practical exercises and some 2-3 essays.**Reading List:** Each section of the course has specific reference lists. A general reading list is given below, covering the broad outline of the course.G. Palmer & C. W. Newton, *Atmospheric Circulation Systems*, AP, 1969; W. D. Sellers, *Physical Climatology*, University of Chicago Press, 1965; B. W. Atkinson, *Meso-Scale Atmospheric Circulation*, AP, 1981; B. W. Atkinson (Ed.), *Dynamical Meteorology*, Methuen, 1981; P. G. Wickham, *The Practice of Weather Forecasting*; Jen-Hu Chang, *Atmosphere Circulation, Systems and Climates*, Oriental Pub. Co., Hawaii, 1972; D. H. MacIntosh & A. S. Thom, *Essentials of Meteorology*, Wykeham Publ. Ltd., 1969.**Examination Arrangements:** One three-hour examination, accounting for 80% of the course assessment. Three questions must be selected from 8 or 9 questions.

Gy1844

Elements of Hydrology**Teacher Responsible:** Dr. J. I.

Pitman, KCL, Room 449, Norfolk Building. (LSE Adviser: Mr. D. K. C. Jones, Room S506B).

Course Intended Primarily for 2nd and 3rd year B.A./B.Sc. Geography students, also for Geology students. 1/2 c.u.**Scope:** The course describes and analyses the factors which govern the storage and flow of water above, upon and within the earth's surface. It examines those factors quantitatively, and emphasises the importance of water as a resource. Applied aspects of water resources are also examined.**Syllabus:** This is in three parts:

Part I components of the hydrological cycle and their measurement; precipitation; interception; soil moisture; infiltration; evaporation and transpiration; groundwater; channel flow.

Part II flow; transfer of moisture between surface and atmosphere; soil water flow; groundwater flow; hillslope hydrology; channel-flow.

Part III modelling flows and groundwater unit hydrographs and channel flow; soil-plant-atmosphere models.

Pre-Requisites: None.**Teaching Arrangements:** One hour each of lectures (Gy202) and tutorials per week for 20 weeks; a weekend field class at Rogate.**Written Work:** 25% of total marks are given for the field notebook together with four class practical exercises.**Reading List:** J. C. Rodda, R. A. Downing & F. M. Law, *Systematic Hydrology*, Butterworths, 1976; R. C. Ward, *Introduction to Hydrology*.**Examination Arrangements:** One three-hour written paper, accounting for 75% of total marks, in which three questions must be answered.

Gy1850

Advanced Quantitative Geography**Teacher Responsible:** Dr. M. E. Frost,

KCL, Room 450, Norfolk Building. (LSE Adviser: Mr. D. K. C. Jones, Room S506B).

Course Intended Primarily for B.A./B.Sc. Geography 2nd Year students. 1/2 c.u.**Syllabus:** A revision of fundamental notions of covariance and correlation. The extension of these to partial correlation and its interpretation. The analysis of variance in both one way and two way forms, together with associated inferential tests. Regression analysis in both simple and multiple forms with inferential tests; an introduction to principal component and factor analyses in the context of their interpretation in geographical settings.**Pre-Requisites:** First year quantitative training. **Teaching Arrangements:** The course comprises 10 lectures and practical sessions given in the Michaelmas Term, together with two sessions arranged in the first few weeks of the Summer Term.**Written Work:** A practical book (30% of total marks) based on the practical exercises must be completed.**Reading List:** J. Silk, *Statistical Concepts in Geography*; H. H. Blalock, *Social Statistics*; R. J. Johnston, *Multivariate Statistical Analysis in Geography*; P. J. Taylor, *Quantitative Methods in Geography*; L. J. King, *Statistical Analysis in Geography*.**Examination Arrangements:** One three-hour written paper, counting for 70% of total marks.

Gy1856

Applied Spatial Analysis**Teacher Responsible:** Dr. M. E. Frost,

KCL, Room 450 Norfolk Building. (LSE Adviser: Mr. D. K. C. Jones, Room S506B).

Course Intended Primarily for B.A./B.Sc. Geography 2nd Year students and B.Sc. (Econ.) Degree (Special Subject Geography). 1 c.u.**Syllabus:** As for **Advanced Quantitative Geography (0202)** plus a further examination of regression and factor analytic techniques, together with an introduction to numerical taxonomy. In addition to this further multivariate methods will be examined in the context of geographical interpretations, together with training in computer use in practical work.**Pre-Requisites:** First year quantitative training. **Teaching Arrangements:** The first ten lectures and practical sessions are held in common with **Advanced Quantitative Geography (Gy200)** during the Michaelmas Term. A further ten lectures and practicals will then be held during the Lent Term for **Applied Spatial Analysis (Gy201)** candidates only. These deal with the additional topics outlined in the syllabus.**Written Work:** A practical book (30% of total marks) based on all practical work taken in both Terms must be completed.**Reading List:** J. Silk, *Statistical Concepts in Geography*; R. J. Johnston, *Multivariate Statistical Analysis in Geography*; P. J. Taylor, *Quantitative Methods in Geography*; J. Johnston, *Econometric Methods*; R. J. Rummel, *Applied Factor Analysis*.**Examination Arrangements:** One three-hour written paper, counting for 70% of the total marks.

Gy1876

Economic and Regional Geography of the British Isles**Teacher Responsible:** Professor M. J.

Wise, Room S405 and Mr. D. J.

Sinclair, Room S410. (Secretary,

Mrs. P. Farnsworth, S409)

Course Intended Primarily for B.A./B.Sc. Geography c.u. 2nd or 3rd year, B.Sc. (Econ.) part II (iv) (k).**Scope:** The course analyses principal changes in the social and economic geography of Britain since 1945 and the causes of the changes are discussed. An introduction to source materials is provided.**Syllabus:** An appreciation of the physical, social, economic and political conditions that have influenced modern patterns of settlement, population, industry and land use. Special studies of selected industrial and agricultural areas. The course is divided into two sections. In the Michaelmas Term topics are treated systematically e.g. population change, resource development, agriculture, industry, transport, urban development. In the Lent Term treatment is mainly by regions. It is necessary to attend both sections.**Pre-Requisites:** Some previous knowledge of geography is desirable but not essential. The main pre-requisite is an interest in what is currently happening to the environment in Britain.**Teaching Arrangements:** In addition to the 40-45 lectures (Gy220) (twice weekly), 10 classes are arranged in blocks at the end of the Michaelmas and Lent Terms and in the

early part of the Summer Term. Students are required to prepare short papers on agreed topics for discussion. Essay topics are set from time to time during the course. Students may approach either of the teachers involved for individual advice.

Reading List: A full study guide and list of references is issued to students early in the course. This reading list contains many of the principal books recommended but students are advised to read widely in relevant journals.

J. W. House (Ed.), *The UK Space; Resources Environment and the Future*, Weidenfeld and Nicholson (very useful for the Michaelmas Term); G. Manners, D. Keeble, B. Rodgers & K. Warren, *Regional Development in Britain* (2nd edn.), Very useful for the Lent Term. R. Dennis & H. Clout, *A Social Geography of England and Wales*, Pergamon, 1980; N. Spence et al., *British Cities, an Analysis of Urban Change*, Pergamon, 1982; J. Fernie, *A Geography of Energy in the UK*, Longman, 1980; J. Blunden, *The Mineral Resources of Britain*, Hutchinson, 1975; J. T. Coppock, *An Agricultural Atlas of Great Britain*, Faber, 1976; R. H. Best, *Land Use and Living Space*, Methuen, 1981; P. Hall, *The Containment of Urban England*, Allen & Unwin, 1974; P. Hall (Ed.), *The Inner City in Context*, Heinemann, 1981; G. McCrone, *Regional Policy in Britain*, Allen & Unwin; M. Blacksell & A. Gilg, *The Countryside, Planning and Change*, Allen & Unwin, 1981; R. J. Johnston & J. C. Doornkamp, *The Changing Geography of the United Kingdom*, Methuen, 1983. *The Ordnance Survey Atlas of Great Britain*, Country Life Books, 1982, especially the textual matter.

Examination Arrangements: There is a three hour formal examination in the Summer Term on which the assessment is based. Students are required to answer 3 questions from a paper of 9 or 10 questions.

Europe

Teacher Responsible: Mr. D. J. Sinclair, Room S410 (Secretary, Mrs. P. Farnsworth, S409) with **Dr. J. E. Martin**, **Dr. F. E. I. Hamilton** and **Dr. E. M. Yates** (King's College). **Course Intended Primarily for B.A./B.Sc. Geography** (Optional 2nd or 3rd year) Degree, 1 c.u.; B.Sc. (Econ.) Part II, Diploma in Geography.

Scope: A survey of contemporary themes in the geography of Europe, examining its

spatial attributes in the context of political and economic integration.

Syllabus: Western and Eastern Europe in context. Moves towards economic integration since 1945. The evolution of the EEC and COMECON.

The size, structure and spatial distribution of population. The labour market; patterns and trends of employment. Sectoral and regional changes in agriculture and industry. The onset of de-industrialisation? The tertiarisation of society.

The European resource base. Fuel and energy resources. Energy policies and regional development.

Comparative analyses of national and regional planning for economic development and social progress.

Studies of selected areas in Western and Eastern Europe to exemplify themes in the relationship between society and environment.

Pre-Requisites: None.

Teaching Arrangements: Lectures (Gy221): 40 hours, Michaelmas and Lent Terms.

Classes: 10 hours, Sessional.

The lecture sessions will offer some opportunity for discussion. Class arrangements provide for the exploration of central themes and for revision in the Summer Term.

Reading List: A consolidated reading list is provided at the beginning of the course, to be supplemented during the course by references to periodical literature on specific topics and areas. While the ability to read in French or German would be an advantage, the available literature in English is more than adequate for the needs of the course. The following texts are recommended as important sources:

H. D. Clout (Ed.), *Regional Development in Western Europe*; K. Allen & MacLennan, *Regional Problems and Policies*; J. R. Boudeville, *Problems of Regional Economic Planning*; J. T. Connor and W. L. Batt, *Area Redevelopment Policies in Britain and the Countries of the Common Market*; A. Emmanuel (Ed.), *The Regional Factor in Economic Development*; R. A. French and F. E. I. Hamilton, *The Socialist City*; P. Hall & D. Hay, *Growth Centres in European Urban Systems*; F. E. I. Hamilton, *Planned Economies*; G. W. Hoffman (Ed.), *A Geography of Europe: Problems and Prospects*; G. W. Hoffman (Ed.), *Eastern Europe, Essays in Geographical Problems*; J. W. House, *France: An Applied Geography*; R. Lee & P. E. Ogden, *Economy and Society in the E.E.C.*; R. E. H. Mellor and E. A. Smith, *Europe: A Geographical Survey*; R. E. H. Mellor, *Eastern Europe*.

Gy1877

Examination Arrangements: There is a three hour formal written examination in the Summer Term in which students are required to answer 3 questions from a choice of 8 or 9.

Gy1878

The Soviet Union

Teacher Responsible: Dr. F. E. I. Hamilton, Room S511 (Secretary, Mrs. P. Farnsworth, S409)

Course Intended Primarily for B.Sc. (Econ.) Part II; B.A./B.Sc. c.u. main field Geography 3rd year; Dip. Geography.

Syllabus: This course focusses primarily on the locational and regional impacts of Soviet policies and planning, decisions, and their implementation since 1917. There are two main parts.

The first examines mainly issues that relate to society - physical environment interrelationships: changing state attitudes to the physical environment, its use and conservation; the management of vast area; population changes, patterns and problems; agricultural reorganization and modernization; transport and inter-regional relations.

The second examines the locational and regional objectives, policies, decisions, and management problems, shaping Soviet industrialization, urbanization, and regional economies; city planning, urban form, function and social justice; tourism and recreation.

Pre-Requisites: None.

Teaching Arrangements: 25 lectures (Gy324) Sessional.

Reading List: S. Balzak, F. Vsyutin & Ya Feigin, *Economic Geography of the USSR*; V. Bandera & Z. Lew Melnyk, *The Soviet Economy in Regional Perspective*; J. P. Cole & F. C. German, *A Geography of the USSR*; G. Demko & R. J. Fuchs, *Geographical Perspectives in the Soviet Union*; F. E. I. Hamilton, *The Moscow City Regions*; D. J. M. Hooson, *The Soviet Union: A Regional Geography*; P. Lydolph, *A Geography of the USSR*; R. Mathieson, *The Soviet Union*; R. A. French & F. E. I. Hamilton, *The Socialist City*; F. E. I. Hamilton, *Planned Economies*; Koropecyjk & G. Schroeder, *Regional Economies in the Soviet Union*.

Examination Arrangements: One 3 hour written paper. B.Sc. (Econ.) Part II students will have to submit an extended essay to increase the value of the course to the equivalent of a Part II paper.

Gy1880

North America I Geographical Patterns of Resources and Economic Development in the United States

Teacher Responsible: Dr. R. C. Estall, Room S506 (Secretary, Nesta Herbert, S508)

Course Intended Primarily for B.A./B.Sc. Geography 2nd or 3rd Year (1/2 unit course); B.Sc. (Econ.) 2nd or 3rd year (with North America II).

Scope: The course reviews the spatial patterns and problems of economy and society in the USA and the role of government in relation thereto.

Syllabus: Systematic studies of population, land use, the energy and minerals industries, the farm economy, manufacturing industry, tertiary activities and the urban system.

Emphasis is placed on current national issues, such as patterns of employment, environmental concerns, energy problems and the implications of federal government activities.

Pre-Requisites: Participants should have at least an elementary background in economics and preferably but not necessarily, in human geography.

Teaching Arrangements: Two lectures (Gy223) per week in the Michaelmas Term, followed by five classes (Gy223a) in the Lent Term. (Special class arrangements are made for General Course students).

Written Work: Will be done in association with the classes. A special essay of not more than 3,000 words will be required on a selected theme, and this will account for 25% of the marks in the final examination.

Reading List: No one text adequately covers the themes dealt with here, and much reading is from recent articles recommended as the course progresses. The course closely follows the pattern set out in: R. C. Estall, *A Modern Geography of the United States* (2nd edn.), 1976, which should be purchased. Other basic reading will be found in: J. H. Paterson, *North America* (6th edn.), 1979, especially chapters 2 to 7; S. D. Brunn & J. O. Wheeler, (Eds.), *The American Metropolitan System*, 1980.

See also: *The Oxford Regional Economic Atlas of the United States and Canada* (2nd edn.), 1975.

Examination Arrangements:

B.A./B.Sc. Geography, 1/2 unit course: A three-hour formal examination paper is taken in the Summer Term, with three questions to be answered from about nine set. This

examination accounts for 75 per cent of the marks, with a further 25 per cent allocated to the special essay mentioned above.
B.Sc. (Econ.): This course together with North America II provides the preparation for a single Part II paper. See North America II.
B.Sc. (Econ.) Part II students will have to submit an extended essay to increase the value of this course to the equivalent of a Part II paper.

Gy1881

North America II Regional Studies of Economic Growth and Change

Teacher Responsible: Dr. R. C. Estall, Room S506 (Secretary, Nesta Herbert, S508)

Course Intended Primarily for B.A./B.Sc. Geography, 2nd or 3rd Year (½ unit course); B.Sc. (Econ.) 2nd or 3rd year (with North America I).

Scope: This course evaluates contrasts in economic structure and levels of living in major (chiefly USA) regions of North America. Special studies are made of contrasting regions and the post war regional planning policies of the federal government.
Syllabus: A review of regional disparities in economic structure and performance and some of the theoretical explanations thereof. A detailed analysis of the evolving economic and social geography of selected regions and contrasting regional problems. An appraisal of federal programmes for area development.
Pre-Requisites: Participants should have at least an elementary background in economic and human geography. It is preferable, but not essential, to have taken North America I.
Teaching Arrangements: This course (Gy322) begins in the Lent Term, and consists of two lectures per week. The lecture programme will continue into the Summer Term, when classes will be arranged on an informal basis for those who desire. (Special class arrangements are made for General Course students).
Written Work: Will be done in association with the classes.

Reading List: The course requires reference to a number of books and articles. Participants would find it useful, however, to possess a regional text such as: J. H. Paterson, *North America* (6th edn.), 1979 or C. L. White, Foscue & McKnight, *Regional Geography of Anglo America* (5th edn.), 1979. Other relevant works include: L. Weinstein & R. E. Firestone, *Regional Growth and Decline in the United States*, 1978; G. Sternlieb & J.

W. Hughes (Eds.), *Post Industrial America. Metropolitan Decline and Inter-Regional Job Shifts*, 1975; C. H. Martin & R. A. Leone, *Local Economic Development, the Federal Connection*, 1977.

Examination Arrangements: B.A./B.Sc. Geography ½ unit course. A three hour formal examination paper is taken in the Summer Term, with 3 questions to be answered from about 9 set.
B.Sc. (Econ.): This course, together with North America I, provides the preparation for a single Part II paper. The examination takes the form described above for the B.A./B.Sc. but *one* essay is required on a theme selected from either North America I or North America II, which will account for 25% of the marks.

Gy1882

Latin America I: Pre-Industrial Societies

Teacher Responsible: Dr. L. A. Newson, KCL, Room 222, Norfolk Building. (LSE Adviser: Mr. D. K. C. Jones, Room S506B).

Course Intended Primarily for B.A./B.Sc. Geography and B.Sc. (Econ.) 2nd or 3rd year students. ½ c.u.

Scope: The course examines the origin, nature and evolution of pre-industrial societies in Latin America. Special emphasis is placed on the impact of Spanish and Portuguese colonialism.

Syllabus: The evolution of bands, tribes, chiefdoms and states, with some emphasis on the origins of agriculture, urbanism and the state. The nature of Spanish and Portuguese colonialism and changes brought about in the settlement patterns, economy, social structure and religion of Latin America. Special interest is shown in the nature of cultural and demographic changes experienced by the Indians.

Pre-Requisites: None, just an interest in the subject matter.

Teaching Arrangements: Normally 25 lectures (Gy224), given once a week throughout the year. When the teacher has study leave, the lectures will be given twice a week during the one term only. Students should check the arrangements for lectures each year.

Written Work: The class may opt to write a course essay which would count for 20% of the marks, thus making the examination count for 80%.

Reading List: A full list of references will be given to students at the beginning of the course. The following books will be useful:

H. Blackmore & C. T. Smith, *Latin America: Geographical Perspectives*; C. Wagley, *The Latin American Tradition*; R. C. West & J. P. Augelli, *Middle America: its Lands and its Peoples*; W. T. Sanders & J. Marino, *New World Prehistory*; J. H. Steward & L. C. Faron, *Native Peoples of South America*; C. R. Boxer, *The Portuguese Seaborn Empire*; B. W. Diffie, *Latin American Civilisation: the Colonial Period*; C. Gibson, *Spain in America*; C. H. Haring, *The Spanish Empire in America*.
Examination Arrangements: One three-hour examination paper, counting for 100% of the marks (for alternative arrangement, see under Written Work above). B.Sc. (Econ.) Part II students will have to submit an additional essay to raise the value of this course to the equivalent of a Part II B.Sc. (Econ.) paper.

Gy1883

Latin America II: Industrial Societies

Teacher Responsible: Dr. L. A. Newson, KCL, Room 222, Norfolk Building. (LSE Adviser: Dr. K. R. Sealy, Room S564).

Course Intended Primarily for B.A./B.Sc. Geography and B.Sc. (Econ.) second or third year students. ½ c.u.

Scope: The course examines the origin, nature and evolution of industrial societies in Latin America. Special emphasis is placed on the economic, social and political problems associated with industrialisation.

Syllabus: The nature of industrial society. The geographical impact of political independence in Latin America. The processes and problems of industrialisation. The nature of primary production: agriculture and mining. Land tenure, agrarian reform and colonisation. Transportation and economic integration. Demographic changes and rural-urban migration. Regional inequalities and regional planning. Development strategies and politics.

Pre-Requisites: Ideally Latin America I or Third World courses, but not essential.
Teaching Arrangements: Normally 25 lectures (Gy323), given once a week throughout the year. When the teacher has study leave, the lectures will be given twice a week during one term only. Students should check arrangements for lectures each year.

Written Work: The class may opt to write a course essay which would count for 20% of the marks, thus making the examination count for 80%.

Reading List: A full list of references will be

issued to students at the beginning of the course. The following books will be useful: H. Blackmore & C. T. Smith, *Latin America: Geographical Perspectives*; A. G. Frank, *Capitalism and Underdevelopment in Latin America*; A. Gilbert, *Latin American Development*; K. Griffin, *Underdevelopment in Latin America*; D. Preston & P. Odell, *Societies and Economies in Latin America*.
Examination Arrangements: One three-hour examination paper, counting for 100% of the marks (for alternative agreement, see under 'Written Work' above). B.Sc. (Econ.) Part II students will have to submit an additional essay to raise the value of this course to the equivalent of a Part II B.Sc. (Econ.) paper.

Gy1884

The Third World: Social and Economic Basis

Teacher Responsible: Prof. W. B. Morgan, KCL, Room 104, Norfolk Building, (Secretary, Mrs. C. Baynes, 103, Norfolk Building) (LSE Adviser: Mr. D. K. C. Jones, Room S506B).

Course Intended Primarily for B.A./B.Sc. Geography and B.Sc. (Econ.) special subject Geography students; mainly 2nd year. ½ c.u.

Scope: The aim of the course is to introduce students to the social and economic characteristics of the Third World and the development problems it faces. It will thus examine in general terms most aspects of the geography of the Third World, including agriculture, industry, transport, population, urbanisation and planning, and assess the applicability of models developed in the respective branches of the subject to the Third World. It will also discuss various models of development as applied to the Third World.

Syllabus:
 Development characteristics
 Aspects of agricultural development
 Exploitation of natural resources
 Industrialisation
 Population growth problems
 Urban development
 Income disparities
 National & regional planning
 Models of development
Pre-Requisites: None.
Teaching Arrangements: Twenty-three lectures (Gy225) Sessional.
Reading List: P. Bairoch, *The Economic Development of the Third World since 1900*, 1975; H. Bernstein (Ed.), *Underdevelopment and Development*, Penguin, 1975; Brandt Report,

North-South: a Programme for Survival, 1980; H. C. Brookfield, *Interdependent Development*, 1975; S. Goodenough, *Values, Relevance and Ideology in Third World Geography*, Open University text, 1977; B. W. Hodder, *Economic Development in the Tropics*, 1968; N. Long, *An Introduction to the Sociology of Rural Development*, 1977; A. L. Mabogunje, *The Development Process: A Spatial Perspective*, 1980; A. B. Mountjoy, *Developing the Underdeveloped Countries*, 1971; I. Roxborough, *Theories of Underdevelopment*, 1979; World Bank (IBRD), *World Development Report* (annual).

Examination Arrangements: One three-hour examination. B.Sc. (Econ.) Part II students will have to submit an additional essay to raise the value of this course to the equivalent of a Part II B.Sc. (Econ.) paper.

Gy1919

Urban Politics: A Geographical Perspective

Teacher Responsible: Keith Hoggart, Room 452, Norfolk Building, KCL (Secretary, Helena Gardberg, 107, Norfolk Building). Within LSE Dr. Michael Hebbert, Room S412, will be able to answer questions about the course.

Course Intended Primarily for B.A./B.Sc. Geography, B.Sc. (Econ.) special subject Geography, third year. 1 c.u.

Scope: The course examines how the organisation of power in society affects spatial variation in social well-being. The material considered largely comes from the USA and Britain, but some material from other advanced capitalist countries is included.

Syllabus:

1. Significance of local government: theories of the state, democracy, power.
2. National context: corporate-government interrelations, South Africa, the US sunbelt, Central Government expenditures.
3. Structure of local government: local government resources, central-local relations, differences between USA and English structures, contracting, special districts, the local fiscal crisis.
4. Local-government policy-making: elections, community power structures, councillors and leaders, parties and political machines, bureaucracy, reform government, pressure groups, urban riots, locational conflict.
5. Local government outputs: intra- and inter-authority output distribution, housing, local economic initiatives, urban renewal, civil defence.

Pre-Requisites: None, other than an interest in the subject area.

Teaching Arrangements: Approximately 35 lectures, plus 8 classes. The course is wholly taught by Keith Hoggart (Room 452, Norfolk Bld, KCL).

Reading List: K. R. Cox, *Conflict, Power and Politics in the City: A Geographical View*, New York, McGraw-Hill, 1973; J. Dearlove, *The Reorganisation of British Local Government*, Cambridge University Press, 1979; P. Dunleavy, *Urban Political Analysis*, Macmillan, London, 1980; J. J. Harrigan, *Political Change in the Metropolis*, Little, Brown, Boston, 1976; R. J. Johnston, *Geography and the State*, Macmillan, London, 1982; R. L. Lineberry & I. Sharkansky, *Urban Politics and Public Policy* (3rd edn.) Harper & Row, New York, 1978; A. Kirby & S. Pinch, *Public Provision and Urban Politics*, University of Reading Geographical Paper 80, Reading, 1982; J. La Groye & V. Wright (Eds.), *Local Government in Britain and France*, Allen & Unwin, London, 1979; K. Newton (Ed.), *Urban Political Economy*, Frances Pinter, London, 1981; P. Saunders, *Urban Politics*, Hutchinson, London, 1979.

Examination Arrangements: Course essay and class report (40%), plus a three hour unseen examination (60%).

Gy1920

Spatial Aspects of Economic Development

Teacher Responsible: Dr. F. E. I. Hamilton, Room S466 (Secretary, Mrs. P. Farnsworth, S409)

Course Intended Primarily for B.Sc. (Econ.) Part II; B.A./B.Sc. c.u. main field Geography 3rd year; but also available, with permission, for General Course students.

Scope: The paper examines the spatial objectives, processes and impacts mainly of industrial change at the regional, national and international levels in developed and developing countries.

Syllabus: Emphasis in the paper will be placed on selected topics, primarily: forces shaping the spatial patterns of labour market operations and occupational structures; the roles of contact patterns and information flows in industry and business in regional development and regional policies; North-South and East-West development problems; direct and indirect effects of foreign investment (including multinational-corporate investment) and of government policies on international, national and regional development patterns; the assessment of

models of uneven industrialization and of growth. Examples will be drawn from various market and non-market economies.

Pre-Requisites: An Economics paper and/or Economic Geography in the case of B.Sc. (Econ.) and B.A./B.Sc. Geography students; suitable economics or development background in all other cases.

Teaching Arrangements: The course comprises 40 lectures (Gy304) with 5 seminars to facilitate broad discussion of the major issues. **Written Work:** Assessment of this course is by a 3 hour written examination only.

Reading List: *F. E. I. Hamilton & G. J. R. Linge, *Spatial Analysis, Industry and the Industrial Environment*, Vol. 1 *Industrial Systems*, Vol. 2 *International Industrial Systems*; W. W. Rostow, *The World Economy*; N. Ginsburg, *Essays on Geography and Economic Development*; N. Ginsburg, *Atlas of Economic Development*; A. O. Hirschman, *Strategy of Economic Development*; Donella & H. Meadows, *The Limits of Growth - The Club of Rome's Views*; A. B. Mountjoy, *Industrialization & Underdeveloped Countries*; *G. Myrdal, *Economic Theory & Underdeveloped Regions*; *F. E. I. Hamilton, *Contemporary Industrialization*; *F. E. I. Hamilton, *Industrial Change*; *R. Vernon, *Sovereignty at Bay: The Spread of US Multinational Enterprise*; A. R. Kuklinski, *Growth Poles and Growth Centres in Regional Planning*; A. R. Kuklinski, & R. Petrella, *Growth Poles & Regional Policies*; F. E. I. Hamilton, *Spatial Perspectives on Industrial Organisation and Decision-Making*; H. Myint, *Economic Theory and the Underdeveloped Countries: Southeast Asia's Development Policies in the 1970s*.

* Essential reading.

Examination Arrangements: 1 three-hour examination.

Gy1921

Advanced Economic Geography: Agriculture

Teacher Responsible: Mr. D. J. Sinclair, Room S410 (Secretary, Mrs. P. Farnsworth, S409)

Course Intended Primarily for B.A./B.Sc. Geography 3rd year. ½ c.u. B.Sc. (Econ.) Part II, Diploma in Geography.

Scope: A study of farming structures and the location and distribution of agricultural activity.

Syllabus: Concepts and methods in the study of agricultural geography. Some agricultural models.

The nature of agricultural resources: land, labour, capital and management. Farm data and analysis. Farm enterprises and systems. Enterprise combinations and classification. Time in agriculture. Innovation and diffusion. The diffusion of agricultural techniques. Farm types. The evolution, location and structure of farming systems. Size of farm business.

Agriculture and the market. Agriculture and the state. Agribusiness and factory farming. Agriculture in the Third World. The Green Revolution. Plantations and peasant farming. The role and status of agriculture in economic development.

Pre-Requisites: There are no compulsory pre-requisites but students will find it to their advantage to have taken as an option **The Location of Economic Activity** (Study Guide No. Gy1820).

Teaching Arrangements:

Lectures (Gy306): 20 hours Michaelmas and Lent Terms.

Classes (Gy306a): 10 hours, Sessional.

Reading List: An up-to-date reading list is provided at the beginning of the course and supplemented during the course as appropriate. The following texts are recommended: W. B. Morgan & R. C. Munton, *Agricultural Geography*; M. Haines, *An Introduction to Farming Systems*; A. Edwards & A. Rogers, *Agricultural Resources*; J. T. Coppock, *An Agricultural Geography of Great Britain*; J. Ashton & S. J. Rogers, *Economic Change in Agriculture*; W. C. Found, *A Theoretical Approach to Rural Land-Use Patterns*; W. B. Morgan, *Agriculture in the Third World*; I. Bowler, *Government and Agriculture*; M. J. Stabler, *Agricultural Economics and Rural Land Use*; C. Clark & M. Haswell, *The Economics of Subsistence Agriculture*; S. H. Franklin, *The European Peasantry*; T. W. Schultz, *Transforming Traditional Agriculture*.

Examination Arrangements: There is a three hour formal examination in the Summer Term. Students are required to answer 3 questions out of a total of 8 or 9. Questions are typically of the discussion type and copies of examination papers from previous years are available from the Secretary to the Department of Geography.

Gy1922

Geography of Rural Development

Teacher Responsible: Mr. K. Hoggart, KCL, Room 454, Norfolk Building. (LSE Adviser: Mr. D. J. Sinclair, Room S410).

Course Intended Primarily for B.A./B.Sc. Geography 2nd Year students, also B.Sc. (Econ.) students. 1 c.u.

Scope: Concentrating on advanced capitalist societies since 1945, this course is problem-oriented. It is concerned with the nature of 'development' in rural areas, examining particular issues and patterns of change to identify both determinants of change and their consequences for particular social groups.

Syllabus: Conceptions of development, settlement growth and decline, housing, service provision, transport, industry, landscape issues, national parks and conservation, government policy, pressure groups, land use planning, CAP, social change and structure.

Pre-Requisites: None.

Teaching Arrangements: Approximately 40 lectures (Gy305), two per week. The course is taught by K. Hoggart, Professor W. B. Morgan and Mr. D. Sinclair.

Written Work: One course essay (maximum 2,500 words), counting for 25% of the total marks.

Reading List: M. Blacksell & A. W. Gilg, *The Countryside*, Allen & Unwin, London, 1981; M. C. Whitby & K. G. Willis, *Rural Resource Development*, Methuen, London, 1978; G. E. Cherry (Ed.), *Rural Planning Problems*, Leonard Hill, London, 1976; F. H. Buttel & H. Newby (Eds.), *The Rural Sociology of Advanced Societies*, Croom Helm, London, 1980; J. M. Shaw (Ed.), *Rural Deprivation and Planning*, Geo Abstracts, Norwich, 1979; L. G. Tweeten & G. L. Brinkman, *Micropolitan Development*, Iowa State University Press, Ames, 1976; I. Hodge & M. C. Whitby, *Rural Employment*, Methuen, London, 1981; H. Newby, *Green and Pleasant Land?*, Penguin, Harmondsworth, 1979.

Examination Arrangements: One three-hour written paper, counting for 75% of the total marks, in which three questions must be answered.

Gy1924

Advanced Social Geography I: Planning, Housing and Urban Change

Teacher Responsible: Dr. S. S. Duncan, Room S512.

Course Intended Primarily for: 3rd Year B.A./B.Sc. Geography, 1/2 c.u. B.Sc. (Econ.) Geography and related disciplines. Diploma in Social & Urban Geography.

Scope: In depth analysis of the political economy of housing provision and urban development in advanced capitalist societies.

Syllabus:

1. The political economy of housing provision, looking at construction, land, tenure, state policy, mostly with reference to Britain but with European comparisons.
2. The processes of urban development: land conversion, planning and protest, mostly with reference to Britain.

Pre-Requisites: General knowledge of theoretical developments and empirical work in social geography and/or urban sociology.

Social Geography: Social Process and Spatial Change (2nd year course) recommended but not essential.

Teaching Arrangements: One lecture/seminar (Gy307) 10 Michaelmas Term, 10 Lent Term. Sessions for 1 1/2 hours are usually treated as seminars which require prior preparation and active participation by students. Other teacher on this course Mr. J. R. Drewett, Room S408.

Reading List: No book covers the course, and extensive use will be made of research papers, interest group publications, etc., most of which are held in the Geography Department Collection in Room S502. Basic reading material would include:

Direct Labour Cooperative (Political Economy of Housing Workshop), 1978; Building with direct labour: local authority building and the crisis in the construction industry. M. Ball, *Economic Power and Housing Policy*, 1983; D. Massey & A. Catelano, *Capital and Land*, 1978; S. Merrett, *State Housing in Britain*, 1979; P. Hall et al., *The Containment of Urban England*, 1973; P. Ambrose & B. Colenutt, *The Property Machine*, 1975.

Examination Arrangements: One 3-hour sit-down unseen paper (3 questions out of 9) accounts for 60% of marks; One extended essay of 4,000 words with student choice of title to be handed in mid-May accounts for 40% of marks. B.Sc. (Econ.) Part II students will have to submit an additional essay to raise the value of this course to the equivalent of a Part II B.Sc. (Econ.) paper.

Gy1925

Advanced Social Geography II Spatial Inequalities

Teacher Responsible: Professor Emrys Jones, Room S409 (Secretary, Mrs. P. Farnsworth, S409)

Course Intended Primarily for B.A./B.Sc. Main Field Geography, 1/2 c.u.; B.Sc. (Econ.) Part II; Dip. Geog.

Scope: To examine a limited number of socio-spatial topics in depth.

Syllabus:

- (a) National/cultural groups in Britain: problems of inequality, identity and political separatism.
- (b) Urban inequalities with reference to London. The evolution of the social geography of London, and present day problems.
- (c) Ethnic groups in urban America since 1850, their segregation in the light of assimilationist, pluralist and structuralist perspectives.
- (d) The changing distribution of blacks in the U.S: racial segregation, and the implications of access to scarce urban resources.

Pre-Requisites: Social Geography

Teaching Arrangements: One lecture (Gy308) weekly in the Michaelmas and Lent Terms. The second half is taught by Dr. Barrie Morgan of King's College.

Reading List: E. E. Evans, *The Personality of Ulster*, I.B.G. 51, 1970; M. Hechter, *Internal Colonialism*, 1975; D. Donnison & D. Eversely (Eds.), *London: Urban Patterns Problems & Policies*, 1973; C. S. Jones, *Outcast London*, 1971; D. Shepherd et al., *Social Atlas of London*, 1974; S. Lieberman, *Ethnic Patterns in American Cities*, 1963; S. Lieberman, *A Piece of the Pie: Blacks and White Immigrants since 1880*, 1980; A. F. Taeuber & K. E. Taeuber, *Negroes in Cities*, 1965; T. Hershberg (Ed.), *Philadelphia: Work, Space, Family and Group Experience in the 19th Century*, 1980; D. Ward, *Cities and Immigrants*, 1970; H. Gans, *The Urban Villagers*, 1962.

Examination Arrangements: A three hour formal examination paper at the end of the session accounts for 75 per cent of the total assessment. A further 25 per cent of the total is allocated to an essay written during the course. B.Sc. (Econ.) Part II students will have to submit an additional essay to raise the value of this course to the equivalent of a Part II B.Sc. (Econ.) paper.

Gy1926

Planning and its Geographical Impact

Teacher Responsible: Professor D. R. Diamond, Room S420 (Secretary, S406)

Course Intended Primarily for B.A./B.Sc. c.u. main field Geography 3rd year; also B.Sc. (Econ.) Part II.

Scope: The development of urban and regional planning in postwar Britain and an assessment of its impact on the geography of the UK.

Syllabus:

- I. The historical development of law, administration and policy
- II. Geographical impact - methodology and overview
- III. Residential landuse - suburban development and urban renewal
- IV. Urban form
- V. Regional structure
- VI. Rural land use
- VII. The politics of planning

Pre-Requisites: A basic knowledge of the geography of the UK will be useful but not absolutely essential.

Teaching Arrangements: Two lectures (Gy310) a week for 22 weeks. Seven of the lecture periods will be devoted to classes. Weeks 3 and 4 in the Summer Term will be revision classes. A one-day field excursion will be held in the Summer Term. Professor Diamond and Dr. Hebbert share all the teaching. Classes will be devoted to specific topics notified at the start of the course and all students will be expected to prepare presentations for these.

Reading List: No one book covers the entire syllabus and the periodical literature is an important source of material. A separate reading list for each part of the syllabus will be provided. Useful introductions to the course are: L. S. Bourne, *Urban Systems: Strategies for Regulation*, Ch 4.1, 1975; J. B. Cullingworth, *Town and Country Planning in Britain*, 1982; J. M. Hall, *The Geography of Planning Decisions*, 1982; P. Hall, *Urban and Regional Planning*, 1975; J. W. House, *The UK Space* (3rd edn.), Ch 6.iv, 1982; D. H. Mackay & A. W. Cox, *The Politics of Urban Change*, 1979.

Examination Arrangements: There is a three-hour formal examination in the Summer Term based on the full syllabus. The examination paper will contain 8 questions from which any 3 must be chosen. Copies of previous years' papers are available.

Gy1930 Historical Geography: Western and Central Europe

Teacher Responsible: Dr. E. M. Yates, KCL, Room M68, Norfolk Building. (LSE Adviser: Dr. K. R. Sealy, Room S564)

Course Intended Primarily for 3rd year students. ½ c.u.

Syllabus: An examination of examples of the principal changes in the landscape of Europe (primarily western and central Europe) as an expression of political and social change from prehistoric to modern times.

Pre-Requisites: It is sensible to regard this course as developing for the course dealing with the historical geography of the British Isles.

Teaching Arrangements: 20 lectures (one weekly) plus classes. Students are required to prepare short papers for the classes. Two essays are to be submitted – one in the Michaelmas Term, one in the Lent Term – and will be assessed constituting, taken together, 30% of the total marks for the course.

Reading List: Will be provided during the course, but the basic text is C. T. Smith, *An Historical Geography of Western Europe Before 1800*.

Examination Arrangements: Will consist of one paper with eight or nine questions from which three are to be selected.

Gy1933 Urban and Regional Systems

Teacher Responsible: Mr. J. D. Drewett, Room S408 (Secretary, Miss P. Maccabee, S406)

Course Intended Primarily for B.A./B.Sc. c.u. main field Geography; B.Sc. c.u. main fields Mathematics, Statistics, Comp., Act. Sci.; 3rd year; B.Sc. (Econ.) Part II; Dip. Geography; M.Sc. Geography; M.Sc. O.R. Mathematical Methods in Planning; M.Sc. Regional and Urban Planning Studies.

Scope: The general aim of the course is to cover the conceptual and technical aspects of analyzing urban & regional systems in the context of planning national settlement systems. A wide range of ecological and behavioural approaches are evaluated.

Undergraduate students in Geography would normally be expected to have studied Urban Geography and Spatial Analysis as a pre-requisite for this course.

Syllabus: The definition of concepts, historical

growth and evolution of urban systems. City size, location and differentiation. Inter-city linkages, diffusion and conflict. Multiplier forecasting and regional demographic accounts. Urban systems growth and change. Models of intra-urban land use allocation and land conversion processes. Metropolitan inter-dependencies and alternative national settlement strategies.

Teaching Arrangements: The course consists of the lectures (Gy309) of 1½ hours and 6 classes (Gy309a) of 1 hour. The lectures and classes are given by Mr. J. R. Drewett and Dr. N. A. Spence in the Michaelmas and Lent Terms.

Reading List: Reading lists are circulated regularly in association with each of the main themes. The following are considered important: B. J. L. Berry & F. E. Horton, *Geographic Perspectives on Urban Systems*; L. S. Bourne & J. W. Simmons (Eds.), *Systems of Cities*; G. Cameron & L. Wingo (Eds.), *Cities, Regions and Public Policy*; G. Chadwick, *A Systems View of Planning*; M. Chisholm, A. E. Frey & P. Haggett (Eds.), *Regional Forecasting*; J. Friedmann & W. Alonso (Eds.), *Regional Development and Planning*; P. Hall, H. Gracey, R. Drewett & R. Thomas, *The Containment of Urban England*; N. Hansen (Ed.), *Human Settlement Systems*; W. Isard, *Methods of Regional Analysis: An Introduction to Regional Science*; J. B. McLoughlin, *Urban and Regional Planning: A Systems Approach*; H. S. Perloff & L. Wingo (Eds.), *Issues in Urban Economics*; A. Pred, *City Systems in Advanced Economies*; A. G. Wilson, *Urban and Regional Models in Geography and Planning*.

Examination Arrangements: All undergraduate students are examined by one three-hour examination in the Summer Term. Normally candidates would answer three questions from a choice of eight. M.Sc. students are examined in the context of the M.Sc. examination papers which include questions relating to this course.

Gy1940 Environmental Evaluation and Planning in Transport

Teacher Responsible: Dr. K. R. Sealy, Room S564 (Secretary, Miss P. Maccabee, S406)

Course Intended Primarily for 2nd or 3rd year students taking c.u. Degrees, or the B.Sc. (Econ.), and for graduate students taking transport options.

Scope: The course introduces students to the environmental problems created by developments in road and air transport as they affect non-users of the transport facility in question and the implications for planning.

Syllabus: A general survey of environmental effects and their economic and social consequences. This is followed by a more detailed study of one or more elements (e.g. noise, atmospheric pollution). Finally the problems of overall assessment and the construction of impact statements are discussed.

Pre-Requisites: A knowledge of economics and/or geography is advisable, but not essential.

Teaching Arrangements: There are 20 lectures (Gy313) and 5 classes (Gy313a). Usually ten lectures in the Michaelmas Term cover the general survey, while the remaining ten lectures in the Lent Term deal with individual aspects and the overall assessment. One class is devoted to a discussion of topics that students may choose for their essay or survey and the other four are practical classes in which environmental planning problems are set as examples of the application of the material given in the course for solving problems.

Reading List: There is no single set book which covers road and air transport adequately. The following are useful as complimentary basic texts: C. Sharp & T. Jennings, *Transport and the Environment*, 1976; P. Weiner & E. J. Deak, *Environmental Factors in Transportation Planning*, 1972; A. Lassiere, *The Environmental Evaluation of Transport Plans*, Research Report 8 (Transport), Dept. of Environment, 1976. Covers road transport; A. H. Stratford, *Airports and the Environment*, 1974; D. W. Pearce, *The Valuation of Social Cost*, 1978.

Examination Arrangements: The examination consists of a three-hour written paper of eight questions, of which students are asked to answer three. In addition, students submit an essay or survey report on an approved topic or practical exercise. This essay should be handed in to the Secretary of the Geography

Department on the day of the written examination at the very latest. The written paper accounts for 75% of the marks, the essay for the remaining 25% of the marks. B.Sc. (Econ.) Part II students will have to submit an additional essay to raise the value of this course to the equivalent of a Part II. B.Sc. (Econ.) paper.

Gy1941 Environmental Management in Britain

Teacher Responsible: Dr. J. Rees, Room S506A (Secretary, Miss NESTA Herbert, S508)

Course Intended Primarily for 3rd year B.A./B.Sc. main field Geography (½ course unit) and B.Sc. (Econ.) Part II. Also available for B.Sc. Human Env. Sciences, King's College.

Scope: The analysis of the practical problems of formulating, implementing and evaluating environmental control policies and environmental management systems in Britain.

Syllabus:

1. Current administrative and legal arrangements; historic development and present day problems.
2. Policy making and implementation at national and local levels – role of parliament, civil service, local government, courts, media and pressure groups – legal, political, social and economic constraints under which environmental managers operate.
3. Physical assessment of pollution problems and analysis of adequacy of control systems: air pollution, water pollution, land dereliction, solid and hazardous waste disposal.
4. Land Planning for wildlife conservation, landscape protection and recreation, including national park planning, coastal greenbelts, etc.

Pre-Requisites: The second-year course, *Man and his Physical Environment*, is recommended. A knowledge of the urban and regional planning system in Britain is useful but not essential. There are no pre-requisites for King's College B.Sc. (Human Env. Studies).

Teaching Arrangements: One lecture (Gy311) per week in Michaelmas and Lent Terms. Six, 1½ hour, seminars (Gy312) in Lent Term. The lectures are given by Dr. J. A. Rees and Mr. D. K. C. Jones (Room S506B); the seminars are given by outside speakers with practical or research experience in the topics discussed.

Reading List: No single book or even a small group of books cover the material adequately. Reading lists are provided for each distinct

part of the syllabus and students will need to keep up-to-date by following press coverage and government reports. Basic reading material includes: *Royal Commission on Environmental Pollution Reports* - 1 to date; Department of the Environment, *Digest of Environmental Pollution Statistics*, 1980; E. Ashby, *Reconciling Man with the Environment*, 1978; P. Smith, *The Politics of Physical Resources*, 1975; M. Blacksell & A. Gilg, *The Countryside: Planning and Change*, 1981; R. Mabey, *The Common Ground*, 1980; F. Sandbach, *Environment, Ideology and Policy*, 1980; A. Porteous *et al.*, *Pollution, the Professional and the Public*, 1976; R. Levitt, *Implementing Public Policy*, 1980; M. Shoard, *The Theft of the Countryside*, 1980; K. W. Wallwork, *Derelict Land*, 1974.

Examination Arrangements: There is a three-hour formal examination in the Summer Term based on the full syllabus. The examination paper normally contains 8 questions from which any 3 must be answered. B.Sc. (Econ.) Part II students must also submit an extended essay of not more than 4000 (maximum) words, on a topic chosen in consultation with Dr. J. A. Rees, which will count 25% of the total marks.

Gy1950

Map Design and Evaluation

Teacher Responsible: Dr. C. Board, Room S413 (Secretary, Mrs. P. Farnsworth, S409)

Course Intended Primarily for B.A./B.Sc. Geography Third Year. ½ c.u.

Scope: This course shows those who are interested in maps and their use how maps are designed and may be assessed for their effectiveness.

Syllabus: The essential role of maps to store and convey spatially distributed information and for way-finding. The value of theoretical models of cartographic communication. The influence of user requirements on map design. Sources of locational information and data for the content of maps and the problems associated with the form in which they exist. Choosing the graphic elements appropriate to the purpose and constraints imposed. Methods of evaluating maps in the laboratory and field.

Teaching Arrangements: One lecture (Gy315) a week Michaelmas and Lent Terms, supplemented by technical visits to establishments concerned with map production. Guidance will be given on tackling course work projects. Tuesdays 10-11 a.m. in Room S418.

Lectures will be copiously illustrated by maps and relevant material, which students are expected to examine closely. Reference will be made to specific articles, reports and books, and to further examples of maps which can be studied in the Map Room of the Geography Department (Room S502, Mrs. Castle).

It is customary to hold at least one revision class early in the Summer Term to discuss the approach to questions from old examination papers.

Written Work: At the beginning of the Lent Term two course work projects will be announced. One is a justified outline of a design for a map with a specified purpose; the second is a discussion of appropriate ways of evaluating a published map, of which copies will be made available. Each carries 20% of the marks for the half course unit examination. For the former it is not expected that a fully worked-out and complete design be presented, but it will be an advantage to illustrate elements of the design by showing what could be small excerpts as they would appear. Some discussion of alternative designs may be helpful. For the latter students are not required to undertake any actual testing other than that which helps to justify the choice of methods. In both projects students must bear in mind the relevance of their discussion to the problems based.

Reading List: Essential background reading is provided by A. H. Robinson & B. B. Petchenik, *The Nature of Maps: Essays Toward Understanding Maps and Mapping*, Chicago University Press, 1976; and J. S. Keates, *Understanding Maps*, Longman, 1982. The latter should be bought. Two further texts complement one another, A. H. Robinson, R. Sale & J. Morrison, *Elements of Cartography* (4th edn.), John Wiley, New York, 1978; and P. C. Muehrcke, *Map use: Reading Analysis and Interpretation*, J. P. Publications, Madison, 1978. Students should seriously consider buying the 4th or 3rd editions of *Elements of Cartography* if they are at all likely to continue their studies to take any employment connected with map making and use.

Further specialised reading will be provided during the course and will include references to books and journals in the Library as well as offprints in the departmental collection.

Examination Arrangements: A three hour formal examination in the Summer Term with three out of normally eight unseen questions; plus two course-work projects each of not more than 1,500 words. Credit will be given for appropriate graphic illustration in all parts. Examination 60 per cent; projects each 20 per cent to be handed in by a date in May specified by the Board of Examiners.

Gy1951

Advanced Cartography

Teacher Responsible: Mr. G. R. P. Lawrence, KCL, Room 223 Norfolk Building. (LSE Adviser: Dr. C. Board, Room S413)

Course Intended Primarily for 2nd and 3rd year B.A./B.Sc. and B.Sc. (Econ.) students. ½ c.u.

Scope: This course takes students into a deeper study of the problems of map-making, data collection, presentation of information and cartographic techniques than is possible in the introductory first year course.

Syllabus: The problems of scale, in general terms and also in relation to Symbols and Generalisation. Characteristics of topographic and thematic maps. Techniques of Cartographic Representation, isopleths, choropleths, map conventions and the use of colour. Map projections and grid systems, historical aspects of cartography from primitive maps to the present day, with special reference to national mapping organisations in Britain, Western Europe, North America and the Commonwealth. Automation in cartography and computer assisted cartography. Map design and layout, lettering and map specifications. Air photography applied to cartography; the orthophotomap and the pictomap. Interpretation aspects of aerial photographs and their use in map revision. Map reproduction; engraving, letterpress and lithographic processes. Proofing and simple procedures for short runs.

Pre-Requisites: None.

Teaching Arrangements: Weekly one hour lecture throughout Michaelmas and Lent Terms, with practical work sessions by arrangement, normally two hours' duration weekly for up to 15 weeks. Project work also undertaken and visits arranged to cartographic establishments, e.g. Ordnance Survey. A weekend field course is also held during the Lent Term.

Written Work: Course work and project assessments make up 40% of the total marks: these are to be submitted by 1 May each year.

Reading List: The basic list for the course is given below. Additional references will be quoted on specific topics during the course, and students should become familiar with a range of cartographic periodicals and journals: J. B. Harley, *Ordnance Survey Maps*, 1975; E. Imhof, *Cartographic Relief Presentation*, 1982; J. S. Keates, *Cartographic Design and Production*, 1968; J. Loxton, *Practical Map Production*, 1980; D. Maling, *Co-ordinate Systems and Map Projections*,

1973; P. C. Muehrcke, *Map Use*, 1978; D. R. F. Taylor, *The Computer in Contemporary Cartography*, 1980.

Examination Arrangements: One three-hour examination, accounting for 60% of the course assessment.

Gy1960

Advanced Geomorphology II — Paleogeomorphology

Teacher Responsible: Professor C. Embleton, KCL, Room 218, Norfolk Building (LSE Adviser: Mr. D. K. C. Jones, Room S506B)

Course Intended Primarily for 2nd or 3rd year students, but preferably 3rd years. 1 c.u.

Scope: Chronological and regional studies in geomorphology, with particular reference to the British Isles.

Syllabus: The first part of the course deals with techniques of absolute and relative dating in geomorphology, and the problems of correlation of both landforms and deposits. A second section deals with Cenozoic tectonics and sea-level change. The third part of the course considers the geomorphological evolution of selected regions of the British Isles, principally south-east England, Wales and Scotland.

Pre-Requisites: Physical Geography (0111). Preferably Geomorphology I (0260), but not essential. *Fundamentals of Geology* (GL.101), *British Stratigraphy* (GL.21') and other geology courses useful, but not essential. The course is also designed to complement and not overlap with *Environmental Change* (0470).

Teaching Arrangements: Lectures (Gy300) two hours a week for the Michaelmas and first half of Lent Term, making a total of about 30 lectures. Lecturers: Professor Embleton, Mr. D. K. C. Jones.

Reading List: Only a selection of books is given here; numerous articles will also be recommended: H. Baulig, *The Changing Sea-level*, IBG Publ. No 3, reprinted 1968; D. Q. Bowen, *Quaternary Geology*, Pergamon, 1978; R. A. Cullingford *et al.*, *Timescales in Geomorphology*, Wiley, 1980; A. S. Goudie, *Environmental Change*, 1977; W. F. Libby, *Radiocarbon Dating*, 1965; J. Neale & J. Flenley (Eds.), *The Quaternary in Britain*, Pergamon, 1981; K. P. Oakley, *Frameworks for Dating Fossil Man* (3rd edn.), 1969; F. W. Shotton (Ed.), *British Quaternary Studies: Recent Advances*, Oxford University Press, 1977; B. W. Sparks & R. G. West, *The Ice Age in Britain*, Methuen, 1972; C. Vita-Finzi, *Recent Earth History*, Macmillan, 1973; R. G.

West, *Pleistocene Geology and Biology*, Longman, 1972; D. K. C. Jones, *South-east and Southern England*, Methuen, 1981; J. B. Sissons, *Scotland*, Methuen, 1976; J. B. Sissons, *The Evolution of Scotland's Scenery*, Oliver & Boyd, 1967; S. W. Wooldridge & D. L. Linton, *Structure, Surface and Drainage in South-east England*, Geo Philip & Son, 1955; E. H. Brown, *The Relief and Drainage of Wales*, University of Wales Press, 1960; C. A. Lewis, *The Glaciations of Wales*, Longman, 1970.

Examination Arrangements: One 3-hour paper, undivided; three questions to be answered.

Gy1961

Geomorphology III: Concepts & Methods

Teacher Responsible: Dr. D. Brunsdon, KCL, Room 455 Norfolk Building. (Also Professor J. B. Thornes, Bedford College) (LSE Adviser: Mr. D. K. C. Jones, Room S506B)

Course Intended Primarily for 3rd year B.A./B.Sc. Geography, Joint Geog./Geol. and Geology students. ½ c.u.

Scope: An advanced level investigation of concepts and methods in Geomorphology, with a discussion of the history of geomorphological ideas.

Syllabus:

1. The fundamental concepts of landform evolution, uniformitarianism, catastrophism, neo-catastrophism, actualism and the models of Davis, Penck, King, Gilbert, Hack, etc.
2. Qualitative and quantitative analysis and model building, including discussion of equilibrium and unsteady behaviour, deterministic, probabilistic, and stochastic modelling.

Pre-Requisites: Geomorphology I: Processes (0260).

Teaching Arrangements: One lecture (Gy301) in small class form per week, with extended time available beyond the hour if needed for discussion.

Written Work: Two essays of maximum 4,000 words each, counting for 25% of the total marks. One will be set each term.

Reading List: R. J. Chorley *et al.*, *History of the Study of Landforms*, Vols. 1 and 2, Methuen, 1969, 1974; J. B. Thornes & D. Brunsdon, *Geomorphology and Time*, Methuen, 1977.

Examination Arrangements: One three-hour paper, counting for 75% of the total marks, in which 3 questions out of about 9 have to be answered.

Gy1962

Environmental Change

Teacher Responsible: Dr. R. A. M. Gardner, KCL, Room 453, Norfolk Building. (LSE Adviser: Mr. D. K. C. Jones, Room S506B)

Course Intended Primarily for B.A./B.Sc. Geography 2nd or 3rd year students. ½ c.u.
Scope: This course examines the nature and causes of environmental change during the Quaternary, with special reference to the tropics. The evidence used in establishing the nature of change is discussed later in the course.

Syllabus: A wide spectrum of changes in the environment is considered, including climatic fluctuations and their cause, variations in sea level and their cause, soil and vegetation development, Pleistocene extinctions of mammals, the evolution of man and the beginning of agriculture. Detailed discussion of these is preceded by an introduction to the chronology and subdivision of the Quaternary. The second part of the course considers the evidence used in reconstructing the changes, and the problems involved in environmental reconstruction. Most of the subject matter is highly controversial.

Pre-Requisites: Geomorphology I provides a useful background.

Teaching Arrangements: Twenty lectures (Gy316) (one per week during Michaelmas and Lent Terms). Attendance is also required on a 4-day field trip, usually to N. Devon or N. Norfolk, during the Easter vacation. Students may approach the teacher for individual advice and are encouraged to write essays during the course.

Written Work: Students are required to submit a course paper (approx. 2,500 words) on a relevant topic of their choice by the end of the Lent Term. This paper is normally presented as a short seminar during the Lent Term, and counts for 20% of the total marks.

Reading List: Reference lists are issued during the course, for each main topic. Reading *in depth* on selected main areas of the course is advisable.

Important summary texts as follows: A. S. Goudie, *Environmental Change*, Oxford University Press; D. Q. Bowen, *Quaternary Geology*, Pergamon; J. Gribbin, *Climatic Change*, Cambridge University Press; C. Vita-Finzi, *Recent Earth History*.

Examination Arrangements: One three-hour formal examination in the Summer Term, which counts for 80% of the assessment. Students have to answer 3 questions from a choice of 10-11.

Gy1964

Microclimatology

Teacher Responsible: Dr. M. E. Jones, KCL, Room 217A, Norfolk Building. (LSE Adviser: Mr. D. K. C. Jones, Room S506B)

Course Intended Primarily for 3rd Year students (possibly 2nd years). ½ c.u.

Scope: A study of the surface boundary layer based on the energy balance at the surface.
Syllabus: The major components of the energy balance are examined in detail and specific microclimates discussed. These include microclimates associated with bare surfaces, water and snow surfaces, vegetation cover and varied topography. Fieldwork is an essential part of the course; basic equipment and field techniques are studied and group and individual projects undertaken.

Pre-Requisites: First-year Physical Geography and, preferably, Advanced Meteorology and Climatology (0266).

Teaching Arrangements: There is one lecture per week, and there are two field weekends.

Written Work: An individual microclimatological study must be completed either on one weekend or by arrangement during the vacation, at a site selected by the student. This accounts for 25% of the total marks.

Reading List: R. Geiger, *The Climate Near The Ground*, Harvard University Press, 1966; J. L. Monteith, *Principles of Environmental Physics*, Edward Arnold, 1973; J. L. Monteith (Ed.), *Vegetation and the Atmosphere*, Vol. 1 & 2, A.P., 1976; R. E. Munn, *Descriptive Micrometeorology*, A.P., 1966; T. R. Oke, *Boundary Layer Climates*, Methuen, 1978.

Examination Arrangements: One three-hour examination, which accounts for 75% of the course assessment; this involves three questions from a paper of 8-9 questions.

Gy2800

M.Sc. Geography: Concepts & Methods

Teacher Responsible: Mr. J. R. Drewett, Room S408 (Secretary, Miss P. Maccabee, S406)

Course Intended Primarily for A compulsory course for M.Sc. Geography. Students registered for M.Phil. and Ph.D. are normally expected to attend.

Scope: The course is in two parts. The first, is a lecture course providing an overview of concepts and methods in contemporary geographic thought. The second, is a series of

seminars given by members of staff on major research themes and methodological problems in selected areas of the subject.

Syllabus: An introduction to research methodology in Geography. A review of the development of different research paradigms and the influence of different geographical schools of thought. Critical analysis of the growth in the use of scientific method and logical positivism, the development of behavioural phenomenological studies, research into welfare, social and public policies, and the development of materialist, radical and structuralist approaches.

Teaching Arrangements: The course consists of 20 lectures (Gy401) in the Michaelmas Term by six members of staff, and 10 seminars (Gy400) in the Lent Term given by members of staff and chaired by Mr. J. R. Drewett. During the year each student is expected to write two course essays on specified topics.

Reading List: D. Amedeo & R. G. Golledge, *An Introduction to Scientific Reasoning in Geography*; H. M. Blalock, *Causal Inferences in Non-Experimental Research*; F. E. Emery (Ed.), *Systems Thinking*; T. S. Kuhn, *The Structure of Scientific Revolution*; K. R. Popper, *The Logic of Scientific Discovery*; S. Toulmin, *The Philosophy of Science*; R. J. Chorley & P. Haggett (Eds.), *Models in Geography*; R. Hartshorne, *Perspective on the Nature of Geography*; L. J. King, *Statistical Analysis in Geography*; S. Gale & G. Olsson (Eds.), *Philosophy in Geography*; B. J. L. Berry (Ed.), *The Nature of Change in Geographical Ideas*; J. I. Clarke & P. Pinchemel, *Human Geography in France and Britain*; D. W. Harvey, *Explanation in Geography*; R. J. Johnston, *Geography and Geographers: Anglo-American Human Geography since 1945*; D. Gregory, *Ideology, Science and Human Geography*; D. Gregory, *Social Theory and Spatial Structure*; M. E. Harvey & B. P. Holly, *Themes in Geographic Thought*.

Examination Arrangements: The examination has two components. The first, a 3 hour written examination in the Summer Term is worth 75% of the total marks. Normally candidates would answer two questions from a choice of eight. The second, an extended essay of 5,000 words (maximum) on an agreed topic relating to the course worth 25% of the marks. The essay should contain a bibliography laid out in accordance with the guidelines given to all candidates.

Gy2801 Research Techniques and Design

Teacher Responsible: Dr. C. Board, Room S413 (Secretary, Mrs. P. Farnsworth, S409)

Course Intended Primarily for M.Sc. Geography and for M.Phil. students in their first year of registration.

Scope: This course is intended to place research design and techniques used in geography in the context of prevailing methodologies employed in the subject. It introduces graduate students to sources of information, strategies and tools for pursuing geographical research and critically examines examples of research from the published literature.

Syllabus: Concepts, methods and approaches employed in geographical research. Information collection, presentation and communication and computing in geography. Quantitative methods in geography. Evaluation of geographical research illustrated by (a) published articles (b) the research strategies of second and third year graduate students. Research techniques specifically employed in that part of geography in which the candidate has chosen to specialize, e.g. social geography, environmental management, transport geography, cartographic communication.

Pre-Requisites: Good Honours degree in geography, environmental studies or related subjects.

Teaching Arrangements:

Geographical Research Techniques

(a) **Concepts, Methods and Approaches** (Gy402 and Gy408)

5 × 1 hour plus 5 × 1½ hours Michaelmas Term.

Professor Jones (1 + 1) Dr. Sealy (2 + 2), Dr. Warnes (KCL), (2 + 2)

(b) **Information Collection, Presentation and Communication** (Gy405); computing 5 × 1 hour plus 5 × 1½ hours Michaelmas Term.

Dr. Board (4 + 4) Mr. Whitehead (1 + 1)

(c) **Quantitative Techniques** (Gy404)

20 × 1 hour Michaelmas and Lent Terms.

Dr. Spence and Dr. Frost (KCL)

(also for M.Sc. Urban and Regional Planning)

(Where appropriate students will be advised to attend suitable courses in statistics as alternative to this course. For example, SM202 Statistical Methods for Social Research. 33 lectures plus 23 classes)

(d) **Computing: Theory and Practice** (Gy403)

5 × 1 hour lectures plus 5 × 1 hour practical class Lent Term (weeks 1-5)

Mr. Whitehead.

(e) Case studies from published literature
10 × 1 hour classes Lent Term.

Dr. Board

(f) **Outlines of Reports**

Classes as required to enable each candidate to present an outline of the research objectives and methodology adopted for his/her report Lent Term in weeks 6-10

Dr. Board

(g) Research techniques applied to specific papers for which candidates have opted

i) **Resource Management and Environmental Planning**

5 × 1½ hour classes Lent Term

Dr. Rees

ii) **Cartographic Communication**

5 × 1½ hour classes Lent Term

Dr. Board

Others will be arranged to suit the requirements of individual students.

All M.Sc. students in geography are expected to attend the following two seminars which are not examinable.

Geographical Project Seminar (Gy406)

15 × 1½ hours 2nd half Michaelmas Term and Lent Term.

Presentations by research students of aspects of their own research stressing problems of methodology and/or techniques.

Dr. Board with the students' research supervisors.

Geographical Research Seminar (Gy407)

19 × 1½ hours Michaelmas and Lent Terms

Presentations by speakers normally from outside the Department on aspects of their own research.

Professor Diamond and Mr. Drewett

Written Work: 1. A paper of no more than 3,000 words on a general aspect of research approaches in geography. Christmas vacation.
2. Course work - examined.

(a) An essay on quantitative techniques. Lent Term.

(b) A bibliography on an approved topic. Summer Term.

(c) An essay or exercise. Lent Term. - not examined

Candidates will be encouraged to write essays; and expected to write a critique of one published paper along the lines of questions asked about set works in the final examination paper in the Lent Term.

Reading List: J. Madge, *The Tools of Social Science*, Longman, 1953; J. Ziman, *Public Knowledge, an Essay Concerning the Social Dimension of Science*, Cambridge University Press, 1968; R. Huggett, *Systems Analysis in Geography*; C. H. Waddington, *The Scientific Attitude*; C. H. Waddington, *Tools for Thought*; W. Freeman, *The Writing of Geography*; A. D. Hodgkiss, *Maps for Books and Theses*.

Examination Arrangements: One three-hour unseen written paper taken in mid-June. It is divided into parts of equal weight: one essay question from a range of four or five; and questions on one of a choice of set works, notice of which is given at least one month prior to the examination. Clean copies of the set works are made available to candidates in the examination hall. This paper is altogether worth 70% of the total marks, the other 30% being allocated for course work: bibliography 10%; quantitative methods essay 10%; and computer essay or exercise 10%.

Gy2820

Social Change and Urban Growth

Teacher Responsible: Professor Emrys Jones, Room S407 (Secretary, Mrs. P. Farnsworth, S409)

Course Intended Primarily for M.Sc. in Geography

Scope: To examine the implications of social process for urban growth.

Syllabus: The changing balance between urban and rural populations, its effect on structure and urban growth.

The constraints of market on urban growth. The relationship between economic organisation, class, income and mobility and residential location.

Squatting as an element in rapid growth, with special reference to the Third World. Segregation and its relation to the assimilation of ethnic and social groups.

Pre-Requisites: Previous training in geographic, planning, economic or sociological aspects of cities.

Teaching Arrangements: Discussions (Gy410), usually of 1½ hours duration, will take place weekly in the Michaelmas and Lent Terms. Attention will be focussed on a few of the several topics so that they can be dealt with in depth.

Reading List: Details will depend on the topics under discussion, but general texts which are useful are: B. J. L. Berry, *The Human Consequences of Urbanisation*; D. J. Dwyer, *The City in the Third World*; G. McGee, *The Urbanisation Process in the Third World*; J. Friedman & R. Wulff, *The Urban Transition*; P. Hall et al, *The Containment of Urban Britain*.

Examination Arrangements: One three-hour paper at the end of the academic year.

Gy2821

Regional Policy & Planning

Teacher Responsible: Professor D. R. Diamond, Room S420 (Secretary, Miss P. Maccabee, S406)

Course Intended Primarily for M.Sc. Geography: Option Paper

Scope: An examination of the purpose, methods and impacts of regional policies in many countries since 1945.

Syllabus: Within the context of regional growth theory and regional planning theory, the goals, instruments and achievements of regional policy will be assessed in a comparative manner. European experience will be a particular focus and considerable attention will be paid to topical issues and the role of supra-national institutions.

Teaching Arrangements: Fourteen seminars (Gy411) in Michaelmas and Lent Terms. Mr. Drewett, Dr. Estall, Dr. Hebbert and Dr. Hamilton will participate when students select their areas of expertise. Limited competence in a foreign language may be necessary.

Reading List: Specialised lists for each topic and area will be provided. The following are considered important: K. Allen, *Balanced National Growth*; A. J. Brown & E. M. Burrows, *Regional Economic Problems*; J. Friedmann & W. Alonso, *Regional Development & Planning*; J. Friedman & C. Weaver, *Territory & Function*; H. Folmer & J. Oosterhaven, *Spatial Inequalities and Regional Development*; D. Gillingwater & D. Hart, *The Regional Planning Process*; D. MacLennan & J. B. Parr, *Regional Policy*; N. Vanhove & L. H. Klassen, *Regional Policy: a European Approach*.

Examination Arrangements: There will be a three hour formal examination in which three questions from eight will normally be required.

Resource Management and Environmental Planning

Teacher Responsible: Dr. J. A. Rees, Room S506A (Secretary, Miss Nesta Herbert, S508)

Course Intended Primarily for students taking the M.Sc. (Geography) and M.Sc. in Regional and Urban Planning Studies. Other suitably qualified and interested graduate students may take or audit the course with the permission of the teacher responsible.

Scope: The analysis of the key issues involved in the management of natural resources, through study of resource and environmental planning theory and by the assessment of decision-making and policy formulation in practice.

Syllabus: The course has three major components: (a) General concepts in resource management, including such issues as the nature of resources; problems of common property resources; scarcity problems, causes and nature of declining environmental quality, and environmental perception. (b) Management of productive resources in the public and private sectors, including investment appraisal and impact analysis, administrative needs and policy formulation. (c) Management for environmental quality; aims and techniques of decision-making, administration, law, political constraints, public participation and the role of pressure groups. These issues will be considered both for advanced and less developed economies.

Pre-Requisites: None. A knowledge of elementary economic theory would be an advantage but not essential.

Teaching Arrangements: Michaelmas Term: 10 lectures (Gy412) (1½ hour duration). Lent Term: 10 Seminars/Classes (1½ hour duration). Plus 6 1½ hour Seminars (Gy312) with outside speakers, taken with students in Gy311.

Reading List: No single book or even a small group of books cover the material adequately. Reading lists are provided for each distinct part of the syllabus and for each seminar topic. Basic reading material includes: T. O'Riordan, *Environmentalism*; F. Sandbach, *Environment, Ideology and Policy*; O'Riordan et al., *Progress in Resource Management and Environmental Planning*, Vols. 1, 2 and 3; R. H. Haveman & A. V. Kneese, *The Economics of Environmental Policy*; R. Levitt, *Implementing Public Policy*; M. MacEwen & A. MacEwen, *National Parks: Conservation or Cosmetics*; V. K. Smith (Ed.), *Scarcity and Growth Reconsidered*; J. E. Tilton, *The Future of Non-Fuel Minerals*; C. W. Howe, *Natural*

Gy2822

Resource Economics, Issues Analysis and Policy.

Examination Arrangements: There is a three-hour formal examination paper.

Spatial Aspects of Change in Economic Activity

Teacher Responsible: Dr. J. E. Martin, Room S510 (Secretary, Miss N. Herbert, S508)

Course Intended Primarily for M.Sc. in Geography.

Scope: To examine spatial aspects of change in economic activity with special reference to manufacturing industry.

Syllabus: Spatial change at the scale of the enterprise: decision making on plant transfer and investment; research problems in empirical study of location and relocation. Change at the city scale; metropolitan economic advantage; linkage and migration. Forces in evolving regional advantage; processes of locational shift.

Pre-Requisites: Economics and geography at First Degree level.

Teaching Arrangements: Seminars (Gy413) usually of 1½ hours duration, weekly in the Michaelmas and Lent Terms.

Reading List: R. D. Dean, W. H. Leahy & D. L. McKee (Eds.), *Spatial Economic Theory*; F. E. I. Hamilton (Ed.), *Spatial Perspectives on Industrial Organisation & Decision Making*; L. Collins & D. F. Walker (Eds.), *Locational Dynamics of Manufacturing Activity*; H. D. Watts, *The Large Industrial Enterprise*; R. Oakey, *High Technology Industry & Industrial Location*.

Examination Arrangements: One three-hour paper at the end of the academic year.

Gy2823

problems at a depth beyond that reached in the basic courses, and would include, if possible, practical experience on current survey projects.

Syllabus: Basic training – see Ec149, Ec150 and Gy313. Beyond the basic requirements, there is no set syllabus, content depends upon students' interests. Contact is in the form of seminars and written work on specific topics.

Pre-Requisites: Economics and geography at First Degree level. No specialist knowledge in transport is required.

Teaching Arrangements: Basic courses in the form of lectures and classes (EH131; Gy313-a). Weekly seminars (Gy414) individual written work and practical exercises where appropriate.

Reading List: No set reading apart from that associated with the basic courses.

Examination Arrangements: For students taking the M.Sc. this is a written three-hour examination. A student may also take a transport topic for his dissertation in the M.Sc. (Geography).

Gy2825

Cartographic Communication

Teacher Responsible: Dr. C. Board, Room S413 (Secretary Mrs. P. Farnsworth, S409)

Course Intended Primarily for M.Sc. Geography and M.Phil./Ph.D. students. (M.Sc. Geography 3(f) a subject of comparable range)

Scope: The course embraces both the theoretical and abstract aspects of communicating geographical information through the medium of maps.

Syllabus: The process of communicating geographical information by means of maps. The map designer's perception of the real world; map design for particular purposes; how information is obtained from maps. Evaluating the quantity and quality of information derived from maps. Assessing performance in map use.

Pre-Requisites: Candidates whose first degree courses did not include the treatment of analytic map design in relation to map use will be required to attend *Map Design and Evaluation* (1950).

Teaching Arrangements: 15 fortnightly seminars (Gy415) 1½ hours Sessional. Topics for discussion include recently published papers; outlines of research projects; reports on research given by visiting experts; critical reviews of prototypes, proof copies and newly published maps and atlases. Visits to map producing agencies are usually arranged during the course.

Written Work: Each member is expected to write at least one paper a year on a topic covered by the syllabus. Those following 1950 above will naturally complete the course work for that course. M.Sc. candidates opting to follow this course for paper 3 will be given regular essays by the teacher responsible, who will provide further reading.

Reading List: J. S. Keates, *Understanding Maps*, Longman; A. H. Robinson, *The Look of Maps*, Wisconsin; A. H. Robinson & B. Petchenik, *The Nature of Maps*, Chicago; L. Guelke (Ed.), *Maps in Modern Geography*, Toronto; Dr. F. Taylor (Ed.), *Graphic Communication and Design in Contemporary Cartography*, Wiley.

Examination Arrangements: For M.Sc. candidates only, one essay type paper with three from a choice of seven or eight unseen questions. These may include questions on specific maps which will be made available for the examination in question.

Two coursework projects. One a justified outline of a design for a map with a specified purpose; the second, a discussion of appropriate ways of evaluating a published map.

Gy2860

Geographical Aspects of Regional and Urban Planning

Teacher Responsible: Professor D. R. Diamond, Room S420 (Secretary, Miss P. Maccabee, S406)

Course Intended Primarily for M.Sc. Regional & Urban Planning Studies

Scope: The contribution of geographical analysis to issues in urban and regional planning.

Syllabus: The application of locational and spatial concepts to problems of urban and regional planning; urban land use location theory, urban and regional spatial structure, national settlement systems and public policy impact assessment.

Teaching Arrangements: 14 lectures in Michaelmas and Lent Terms by Dr. Spence and Mr. Drewett under title of 'Urban and Regional Systems' (Gy309), together with 14 seminars by Professor Diamond and Dr. Spence under the title of 'Spatial Theory in Regional and Urban Planning' (Gy451).

Students will also be expected to attend the majority of the meetings of the **Geographical Research Seminar** (Gy407), and they may also be directed to relevant portions of selected courses.

Reading List: Extensive reading lists are circulated for each of the main topics. The following are considered an essential basis: B. J. L. Berry, *The Human Consequences of*

Geography of Transport Planning

Teacher Responsible: Dr. K. R. Sealy, Room S564

Course Intended To be an optional course for the M.Sc. in Geography, but other M.Sc. students wishing to take a transport option may be included at the discretion of the student's advisor and Dr. Sealy.

Scope: Students with little or no knowledge of transport take the basic Courses Ec149 and, if appropriate, Gy313 and Ec150. The remaining 15/20 meetings of this course are aimed at covering the specialist requirements of individual students. Thus, e.g. air transport students would study airline and airport

Gy2824

Urbanisation; B. J. L. Berry & F. E. Horton, *Geographic Perspectives on Urban Systems*; L. S. Bourne, *Urban Systems: Strategies for Regulation*; L. S. Bourne, *Internal Structure of the City*; L. S. Bourne & J. W. Symmons, *Systems of Cities*; F. S. Chapin & E. J. Kaiser, *Urban Land Use Planning*; D. V. Donnison & P. Soto, *The Good City*; A. J. Fielding, *Counterurbanisation in W. Europe*; J. Friedmann & W. Alonso, *Regional Development & Planning*; J. Friedmann & C. Weaver, *Territory & Function*; P. Haggett *et al.*, *Location Models*; P. Hall, *Theory & Practice of Urban & Regional Planning*; N. Hansen, *Human Settlement Systems*; J. B. McLoughlin, *Urban & Regional Planning - a Systems Approach*; M. J. Moseley, *Growth Centres in Spatial Planning*; A. Pred, *City Systems in Advanced Economies*; F. J. B. Stillwell, *Economic Crisis, Cities & Regions*.
Examination Arrangements: There is a three hour formal examination in June based on the entire syllabus. Normally candidates will answer three questions from a choice of eight. Copies of previous years' papers are available.

NON-EXAMINABLE COURSES

Gy406

Geographical Project Seminar
Teacher Responsible: Dr. C. Board,
 Room S413 (Secretary, Mrs. P. Farnsworth, S409)
Course Intended Primarily for M.Sc.
 Geography; M. Phil.; Research students.
Scope: Presentations by research students of aspects of their own research, stressing problems of methodology and/or techniques.
Teaching Arrangements: 15 × 1½ hour seminars (Gy406) in the second half of the Michaelmas Term and Lent Term.
Examination Arrangements: This course is non-examinable.

Gy407

Geographical Research Seminar
Teachers Responsible: Professor D. R. Diamond, Room S420 and **Mr. J. D. Drewett,** Room S408 (Secretary, Miss P. Maccabee, S406)
Course Intended Primarily for M.Sc.
 Geography; M.Sc. Regional and Urban Planning Studies.
Scope: Presentations by speakers normally from outside the Department on aspects of their own research.

Teaching Arrangements: 19 × 1½ hour seminars (Gy407) in the Michaelmas and Lent Terms.

Examination Arrangements: This course is non-examinable.

Social Theory and the Urban and Regional Question

Gy417

Teacher Responsible: Dr. S. S. Duncan,
 Room S512 (Secretary, Miss P. Maccabee, S406)

Course Intended Primarily for Graduate Students

Scope: A workshop course on the problems of current research in the urban and regional questions.

Syllabus:

1. Introductory seminars on uneven development, the regional problem, the urban question, dependency.

2. Workshops on particular issues according to the interests of graduate students. In 1982/3 these included: the social process of doing research; realism and explanation in social science; the labour process and spatial change; producing the built environment; sectors, classes and urban theory; monetarism, socialism and spatial policy; the production of people and domestic labour; the local state and local economic policy.

Teaching Arrangements: Gy417 (non-examinable) Informal workshops with active participation by participants.

Reading List: This will usually be made available before the sessions.

Examination Arrangements: The course is non-examinable.

GOVERNMENT

Gv3000

An Introduction to Political Thought: The Greeks

Teacher Responsible: Dr J. B. Morrall, Room K205 (Secretary, Mrs. P. Edwards, K105)

Course Intended Primarily for B.Sc. (Econ.) Part I (May also be taken as a Part II option).

Scope: The objective of the course is to study Greek thought on politics as the first sustained attempt to explain rationally the processes of human government and to examine the degree to which members of the social community can or ought to share in government.

Syllabus: This will concentrate mainly on the topics:

- (a) The nature of the political community and the relation to it of the individual.
- (b) The relationship between political knowledge and political activity.
- (c) The nature of government and law.
- (d) The purpose of political life.
- (e) Conflicting theories on different types of constitution (monarchy, oligarchy, demography, mixed constitutions, tyranny, ideal states).
- (f) The meaning of justice and morality in politics. The principal texts used will be Plato's *Republic* and Aristotle's *Politics*.

Pre-Requisites: None except an intelligent interest in questions of political and social theory. A knowledge of Classical Greek is *not* necessary as all original sources will be studied in translation.

Teaching Arrangements:

(a) Lectures: Gv100 Twenty lectures will be given once a week by **Dr Morrall** in Michaelmas and Lent Terms (time and place to be announced). Students are expected to attend these lectures.

(b) Classes: Gv100(a) Students will be allocated to classes (usually groups of 10-15 students) during the first weeks of Michaelmas Term. These will meet once a week in Michaelmas and Lent Terms. Attendance is compulsory and will be checked at each meeting on the class register. The class teacher is responsible for the class. Usually students present an essay which is read to the class and then discussed. The class teacher directs the programme of work, suggests books, assigns essay topics, and provides a general guidance through the syllabus.

Written Work: The frequency of this for each student depends on the class teacher, who is responsible for marking and grading the essays.

Methods of Work: Important as attendance at lectures and classes is, every serious student will need to supplement it by private reading. For this purpose a comprehensive book list will be issued at the beginning of the course.
Reading List: T. A. Sinclair, *A History of Greek Political Thought*; D. Kagan, *The Greek Dialogue*; E. Barker, *Greek Political Theory: Plato and his Predecessors*; R. Barrow, *Athenian Democracy*; *T. Saunders, *The Politics of Aristotle* (translated and edited), (Penguin Classics); *F. M. Cornford, *The Republic of Plato* (translated and edited), (Oxford University Press, paperback); *R. W. Hall, *Plato*, (Allen and Unwin "Political Thinkers" series); *J. B. Morrall, *Aristotle*, (Allen & Unwin "Political Thinkers" series); *R. G. Mulgan, *Aristotle's Political Theory* (Oxford University Press, paperback).
 *indicates books which should be bought by the student.

Examination Arrangements: The examination takes place in the Summer Term and consists of one paper divided into three sections. Candidates are required to answer a total of four questions, of which one must be taken from each section. The respective content of the sections is as follows:

- I. General questions on Greek political thought, including that of Plato and Aristotle.
 - II. Specific questions on Plato's *Republic*.
 - III. Specific questions on Aristotle's *Politics*.
- The time allowed for the paper is three hours. Students are advised to look at examination papers for previous years (available in the Library) to familiarise themselves with the style of the paper and the type of questions asked.

Gv3001

The Language of Politics: An Introduction to Political Theory

Teacher Responsible: Mr. Kenneth Minogue, Room A387 (Secretary, Mrs. Ann Kennedy, L301, Ext. 547)

Courses Intended Primarily for B.Sc. (Econ.) Part I and II.

Scope: The course introduces philosophical thinking about politics by way of four classic texts which are taken to illustrate different ways of thinking about the world in general and politics in particular.

Syllabus: The nature of political activity, and the rhetorical, or persuasive, devices by which political reality is constructed. Some central ideas of the European political tradition. The idea of despotism and its later versions, such as totalitarianism. The various *types* of relation between language and politics. Practical reasoning and the construction of

events. Metaphor and political understanding. The design of political discourse: technical, rhetorical, philosophical and ideological. It is in relation to these four political languages (in an extended sense of the word "language") that the following texts will be considered.

Pre-Requisites: None.

Teaching Arrangements:

(a) Twenty five lectures (Gv101) weekly starting at the beginning of Michaelmas Term. Further material and suggestions for reading will be distributed as the course progresses.

(b) Classes (Gv101a): Ten classes given fortnightly and starting in the sixth week of Michaelmas Term. The organization of classes will be by the class teacher, but both general questions and the particular texts will be discussed.

Written Work: Essays and papers for class presentation.

Methods of Work: The subject requires both a knowledge of the texts, and a capacity for analyzing general ideas. It is to some extent designed to provide a map of the confusing terrain found in the study of politics, an area which may be investigated historically, philosophically, technically, descriptively, mathematically and in a variety of other ways. The ballast of the course consists in acquiring a familiarity with the four texts by Machiavelli, Burke, Hegel and Marx. But the more the student thinks about general issues, the better.

Reading List: There is of course, a very large literature on each of the four texts, and lists of such material will be given out during the course. Much the most important thing is an intelligent reading and re-reading of these four works: Machiavelli, *The Prince*; Edmund Burke, *Reflection on the Revolution in France*; Hegel, *Reason in History: Introduction to Lectures on the Philosophy of World History* (Translation Nesbit); Karl Marx, *Early Texts* (Edited McClellan).

In addition, the student might consider some of the following:

Herbert Butterfield, *The Statecraft of Machiavelli*; Sydney Anglo, *Machiavelli: A Dissection*; Quentin Skinner, *Machiavelli* (Past Masters series); Charles Parkin, *The Moral Basis of Burke's Political Thought*; Peter J. Stanlis, *Edmund Burke and the Natural Law*; Raymond Plant, *Hegel*; John Plamenatz, *Marx and Society*, Volume II; George Armstrong Kelly, *Idealism. Politics and History*; David McLellan, *The Thought of Karl Marx: An Introduction*; Eugene Kamenka, *The Ethical Foundations of Marxism*; Robert Tucker, *Philosophy and Myth in Karl Marx*.

There are no books which cover the general material on politics in the course, but the

following raise questions of a similar kind: J. D. B. Miller, *The Nature of Politics*; Hannah Arendt, *Between Past and Future*; *The Origins of Totalitarianism*; James Boulton, *The Language of Politics in the Age of Wilkes and Burke*; George Orwell, "Politics and the English Language" and such other essays on language as the appendix to *Nineteen Eighty Four*; Elias Canetti, *Crowds and Power*; Kenneth Hudson, *The Language of Modern Politics*; J. B. Stern, *The Führer and the People*.

Examination Arrangements: 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 twenty four. The paper has been artfully designed so that a candidate must answer questions on at least two of the texts, preferably three, and four if he should so choose. Students should ponder the format of the papers from previous years, which can be found in the library.

Gv3010

Modern Politics and Government with Special Reference to Britain

Teacher Responsible: Professor G. W. Jones, Room L210 (Secretary, Miss Ann Boucher, K108)

Course Intended Primarily for B.Sc. (Econ.) Parts I and II; B.Sc. c.u.; Trade Union Studies.

Scope: The objective of the course is to provide an introduction to the institutions and processes of politics and government, to key concepts of politics and government, and to the study of politics and government, mainly through an examination of politics and government in modern Britain.

Syllabus: This subject offers an introduction to the study of politics and government, with its main emphasis on Britain. It entails a general understanding of political concepts (such as 'legitimacy', 'pluralism', 'consensus', 'representation', 'responsibility' and 'rights') and associated political theories, as well as the institutions and processes of government. General subjects covered are the nature of politics and government; the different forms of government in the modern world such as authoritarianism, totalitarianism, and various kinds of democracy; economic and social influences upon the political system; the relations between politics and administration; the possible meanings of public interest; and the relation of democratic theories to the methods of reaching government decisions. The principal part of the course is an

examination in detail of Britain as a particular form of constitutional and democratic government, including representative institutions, parties and pressure groups, Parliament, the Cabinet, the operations of central and local government, and political culture and traditions. Modern British government is also intended to provide the principal illustrations for the general subjects covered in the course.

Pre-Requisites and Co-Requisites: Nil. The course is designed to be appropriate both for those who are studying politics and government and British politics and government for the first time and for those who have undertaken study of these subjects at 'A' level.

Teaching Arrangements: Lectures: Gv150. Twenty-five lectures will be given weekly throughout the session. Professor Jones will give the first eight, Dr. Patrick Dunleavy the next five, Dr. Rodney Barker the next ten, while the last two will be revision sessions, when the three lecturers will appear as a panel to whom students can put comments and questions. The lecturers will distribute notes and bibliographies relevant for their lectures. Students are expected to attend these lectures. N.B. Dr. P. Dunleavy Room L302 Dr. R. Barker Room K201

Classes: Gv105(a). Students will be allocated to classes during the first weeks of the session. These will meet weekly throughout the session. Attendance is compulsory. The class teacher is responsible for the class. Usually students present an essay which is then discussed by the class. The class teacher devises the programme of work, including a booklist, assigns topics to students, and generally guides the class through the syllabus.

Written Work: The Chapman Report on Teaching Arrangements recommends that "a student should normally produce at least one piece of written work for every five classes, or two pieces each term". There may be variations depending of the class teacher, who is responsible for marking and grading the essays.

Methods of Work: The syllabus is very broad. It covers a range of issues. The lectures will not be able to deal with every topic, nor will the classes. They are intended to introduce, to stimulate, and to guide. Students on this course are expected to spend a great deal of time on private reading, thinking and writing. They cannot succeed simply by attending lectures and classes.

Since so many students take this course and since many class teachers are used, students will find that different classes are investigating different topics in different weeks. Students

should not be alarmed at the lack of uniformity. There would be undue pressure if over a hundred students were seeking the same books in the same week. Different teachers will emphasize different aspects, but all will be working to the common syllabus. The final examination paper will reflect the diversity of the teaching.

Reading: Students receive reading lists from the lecturers and class teachers, who guide them about what are the most introductory, general, essential and relevant books to particular topics or issues. Students should not be worried at the length of such lists. Often many titles are suggested because teachers know that students may be unable to find books on a short list, given the great demand for particular works. So alternatives are listed.

Reading List: R. Rose, *Politics in England Today*; S. H. Beer, *Modern British Politics*; R. Miliband, *Capitalist Democracy in Britain*; H. Drucker et al., *Developments in British Politics*; P. Norton, *The Constitution in Flux*; S. H. Beer, *Britain Against Itself*; I. McLean, *Dealing in Votes*; G. Poggi, *The Development of the Modern State*; S. E. Finer, *Comparative Government*; B. Crick, *In Defence of Politics*; D. Pickles, *Democracy*; R. A. Dahl, *Dilemmas of Pluralist Democracy*; S. Lukes, *Power: A Radical View*.

Lectures in Other Departments: If students can spare the time, they may find it helpful to attend the lecture series in the Law Department, LL100 **Public Law, Elements of Government**, which looks at many of the topics covered by our course, but through the eyes of lawyers. They often have as lecturers outside academics and other experts in the practice of government and politics. Students may also find it useful to attend lectures on related subjects: class teachers and tutors can give advice.

Examination Arrangements: The examination takes place in the Summer Term, and consists of a single formal and unseen examination paper of around sixteen questions, of which students are expected to answer four with brief essays in three hours. Students are advised to look at old examination papers (available in the Library) to familiarise themselves with the style of the examination paper and the nature of the questions.

Gv3020 History of British Politics from the Seventeenth to the Twentieth Century

Teacher Responsible: Anthea Bennett,
Room K101 (Secretary, Mrs. Eileen
Gregory, L208)

Course Intended Primarily for B.Sc. (Econ.)

Part II. Please note this is a two year course.

Scope: The objective of the course is to provide an introduction to, primarily, the political history of the period 1660 (the Restoration of Charles II) to 1922 – the fall of Lloyd George's Liberal Government, following quite closely upon the ending of the First World War (1914-1918). The course is intended to provide a historical study of the political and institutional arrangements prevailing at any given period between 1660 and 1922, of the ideas and events associated with them and of the process by which they change and develop.

Syllabus: The course cannot cover, in depth, all sections of so wide-ranging a period. But, as it is not possible to go into detail over the whole period, this section of 'the Syllabus' will indicate the major themes only. These major themes include the attempt to work the restoration compromise; the working out of the Revolution of 1688; the growth of political stability; the impact of major wars and of foreign revolution on the constitution; the changing roles of Monarchy, Cabinet and Parliament in the period and for the interaction between them. One development of the two-party system; political reform and the emergence of a political structure which welds together strong government and representative democracy; and the stresses affecting this system at the end of the period covered.

Pre-Requisites: Nil. The course is designed to be appropriate both for those who are studying politics and government at Part II level – for the first time and for those who have taken a history option either at 'A' level; or at the level of Part I of the B.Sc. (Econ.)

Teaching Arrangements: Lectures (Gv151): Twenty-five lectures will be given weekly throughout the session. All the lectures will be given by Anthea Bennett. A Bibliography covering the whole period, in detail, will be distributed at the beginning of the session: together with a more detailed syllabus than it is possible to provide here.

Classes (Gv151a): There is normally a class in which all the students studying this course participate. If numbers are such as to suggest that smaller groups are necessary; then the group will be subdivided to bring about smaller numbers. The class(es) will begin work

in the fifth/sixth week of the Michaelmas Term. They will meet every two weeks in the rest of the Michaelmas Term; in the Lent Term; and in the first half of the Summer Term. There will be ten such classes altogether. Attendance at these classes is compulsory. The class teacher (in this case Anthea Bennett) is responsible for the classes. Usually students write, in turn, a paper on one of the topics suggested in a list of Topics. This list will be distributed at the first class. Also, there will be provided a moderately comprehensive Bibliography, covering the whole period in fair detail.

Written Work: The Chapman Report on Teaching Arrangements recommends that "a student should normally produce at least one piece of written work for every five classes, or two pieces each term." Given that the ten two-weekly classes associated with this course do not start immediately, with the lectures, the bulk of written work in the first year of the course will fall on the students during the Lent Term.

Methods of Work: The syllabus is very broad in outline and scope; although detailed and exacting in specific areas, chosen by the student, for detailed study. Given the wide sweep of the Syllabus, the student necessarily finds him/herself specializing where especial interest directs attention. Neither the lectures nor the classes will be able to deal with every topic. The lectures are intended to introduce, to stimulate, and to guide. Students on this course are expected to spend a great deal of time on private reading, thinking and writing. They cannot succeed simply by attending lectures and classes. This studying will be crucial in so far as examination results in this course are concerned; notably, to the amount of private reading, for, there has, over the years, been a close correlation between the amount of reading, writing and thinking done in the second year of this course, and the level achieved in the Part II Examination. Indeed, while all the formal teaching is done in the first year of this two-year (Part II) option, students are expected to continue their studies by writing regular essays, in the second year of the course. All essays will be marked and graded by Anthea Bennett. They will also be discussed, by Anthea Bennett, with individual students in the second year of the course. The final examination paper will reflect the diversity of the teaching and studying.

Reading List: A detailed Reading List is given to students at the beginning of the course. This list will include background reading; text-book reading and will list what are the most general, essential and relevant works. This list is far too long, too detailed and too

specialized to be reproduced here. The following list of books constitutes recommended introductory reading.

Christopher Hill, *The Century of Revolution 1603-1714*; Geoffrey Holmes (Ed.), *Britain After the Glorious Revolution 1689-1714*; J. H. Plumb, *The Growth of Political Stability in England 1675-1725*; M. A. Thomson, *Constitutional History of England 1642-1801*; E. N. Williams, *The Eighteenth Century Constitution*; J. R. Jones, *Country and Court - England 1658-1714*; W. A. Speck, *Stability and Strife, England 1714-1760*; H. J. Hanham, *The Nineteenth Century Constitution*; Alan Beattie, *English Party Politics, Vol. 1660-1906*; A. Briggs, *The Age of Improvement, 1783-1867*; N. Gash, *Politics in the Age of Peel; Aristocracy and People, Britain 1815-1865*; M. Brock, *The Great Reform Act*; D. Jones, *Chartism and the Chartists*; J. B. Mackintosh, *The British Cabinet* (3rd edn.); T. J. Nossiter, *Influence, Opinion and Political Idioms in Reformed England*; Ross McKibbin, *The Evolution of the Labour Party*.
Examination Arrangements: The examination takes place in the Summer Term, at the end of two years study of the subject, and consists of a single formal and unseen examination paper of around sixteen/seventeen questions, of which students are expected to answer 4 questions, with brief essays, in 3 hours. Students are advised to look at old examination papers (available in the Library) to familiarize themselves with the style of the examination paper and the nature and pattern of the questions.

Gv3021 The History of British Politics in the 20th Century

Teacher Responsible: Mr. A. J. Beattie, Room L102 (Secretary, Mrs. P. da G. Pinto, L103)

Course Intended Primarily for B.Sc. (Econ.) Part II; M.Sc.; Dip. Int. & Comparative Politics.

Scope: The aim of the course is to enable students to gain a detailed, historical understanding of British political activity.

Syllabus: A historical study of political events, issues and institutions in the present century, and the ideas associated with them. Detailed coverage of the period as a whole will be accompanied by an emphasis on those issues and events of central concern to students of political activity such as the House of Lords crisis in 1910-11, the fall of the Lloyd George coalition, the 1931 political crisis, the origins of the Munich agreement, the significance of the 1945 General Election,

domestic politics in war time, etc.

Pre-Requisites: None.

Teaching Arrangements: 20 lectures (Gv152), 15 classes (Gv152a). Classes will be taught by Mr. Beattie and Mr. A. J. L. Barnes (Room K309).

Written Work: Students will be expected to present 2 essays each term to their class teacher.

Reading List: A. F. Havighurst, *Britain in Transition*; W. N. Medlicott, *Contemporary England, 1914-64*; R. T. Shannon, *The Crisis of Imperialism*; C. J. Bartlett, *A History of Postwar Britain*; D. E. Butler & A. Sloman, *British Political Facts, 1900-1979*; C. L. Mowat, *Britain Between the Wars*.

Supplementary Reading List: R. Bassett, *The Essentials of Parliamentary Democracy*; K. O. Morgan, *Consensus and Disunity*; R. McKibbin, *The Evolution of the Labour Party*; A. Sykes, *The Tariff Question in British Politics*; M. Cowling, *The Impact of Labour; The Impact of Hitler*; R. Bassett, 1931; K. Middlemas & J. Barnes, *Baldwin*; P. Addison, *The Road to 1945*.

N.B. A comprehensive annotated bibliography will be issued at the beginning of the course.

Examination Arrangements: A three-hour formal examination in the Summer Term. The paper will have approximately 18 questions, students must attempt 4.

Gv3026

1. Political Ideas in the United Kingdom

Teacher Responsible: Dr. R. Barker,
Room K201 (Secretary,
Administrative Secretary, A255)

Course Intended Primarily for B.Sc. (Econ.)

Special Subjects:
IX Government
XV International History
XVIII Government and History
XXIII Social Policy

Scope: The aim of the course is to familiarise students with the principal political arguments that have occurred in the United Kingdom over the last hundred years.

Syllabus: Politics, political ideas, and political argument; argument over the rise of the modern state in the United Kingdom – liberalism, socialism, conservatism. The nature of politics and the character of the political community.

Teaching Arrangements: 25 one hour lectures (Gv172), Sessional. Classes (Gv172a).

Written Work: Students will write two essays in the Michaelmas Term, two in the Lent Term, and one in Summer Term.

Reading List: Rodney Barker, *Political Ideas in Modern Britain*; Raymond Williams, *Culture and Society*; L. T. Hobhouse, *Liberalism*; G. B. Shaw (Ed.), *Fabian Essays in Socialism*; Herbert Spencer, *The Man Versus The State*; Lord Hugh Cecil, *Conservatism*; Peter Kropotkin, *Fields, Factories, and Workshops*; E. P. Thompson, *William Morris: from Romantic to Revolutionary* (2nd edn., 1977); Hilaire Belloc, *The Servile State*; R. H. Tawney, *The Acquisitive Society*; George Orwell, *The Lion and the Unicorn*; Anne Oakley, *Subject Women*; C. A. R. Crosland, *The Future of Socialism*; R. M. Titmuss, *The Gift Relationship*; Michael Oakshott, *Rationalism in Politics*; F. A. Hayek, *The Constitution of Liberty*; E. P. Thompson, *The Poverty of Theory*.
(A full reading list and seminar programme will be issued at the beginning of the course.)
Examination Arrangements: A three-hour unseen written examination.

Gv3027

Political Behaviour With Special Reference to the United Kingdom

(Not available 1983-84)

Teacher Responsible: Dr. T. J. Nossiter, Room K308 (Secretary, Mrs. Phyllis Edwards, K105)

Course Intended Primarily for B.Sc. Econ. (Government). It is also suitable as an outside option for B.Sc. Econ. generally. Some M.Sc. (Political Sociology) students with particular needs may find it useful as background.
Scope: The course aims to provide to the study of British political behaviour and focusses on the citizen's contact with participation in the political process bearing in mind the historical as well as the contemporary context. A critical investigation of the literature leads to an assessment of the contribution of behavioural research on the one hand and neo-marxist writings on the other as an aid to the understanding of mass politics in British democracy.

Syllabus: The dynamics of the British political parties with particular reference to Labour, Conservative and SDP Alliance Parties; politics, trade unions and business; public opinion, surveys, and their methods; elections and electoral behaviour; working class conservatism and middle class radicalism; the mass media and political communications; political culture; political socialisation; political systems theory, the 'behavioural approach' and their critics.

Pre-Requisites and Co-Requisites: It is desirable to have a basic background British political institutions and modern British history but not absolutely essential. Past students have found the Part II Political Sociology course given in the Department of Sociology a valuable complement while some may wish to combine this course with **Cabinet Government** and/or **Ideas in British Politics** so as to provide an overview of the British political system as a whole.

Teaching Arrangements:

Lectures and Seminars: There will be twenty-seven hours of lectures and seminars as follows: 12 lectures (Gv173), in the Michaelmas Term and the first two weeks of Lent Term; 8 seminars (with guest speakers including MPs) for the remainder of the Lent Term; and two revision seminars in the first two weeks of the Summer Term. Students are expected to attend these lectures and seminars.

Classes: Students will be allocated to classes (Gv173a) in groups of some five to seven members and will meet weekly at mutually convenient times from approximately the fourth week of the Michaelmas Term to the end of the Lent Term. In the case of any one-term General Course or Beaver College students special arrangements will ordinarily be made to ensure they can receive ten classes. Classes are based on student read essays prepared from a list of previously circulated topics and the course bibliography.

Written Work: Students are advised to write not less than six essays for this course, normally three in Michaelmas and three in Lent Terms. These will be marked and returned as expeditiously as possible.

Working Methods: While journalism is not a substitute for reading in the Library, students may find it useful to keep a file of press cuttings drawn from one or more quality dailies, the Sunday press and the specialised weekly magazines.

Reading List: The following *select* list is arranged in order of the syllabus above.

General: D. Rose, *Politics in England Today*; R. E. Dowse & J. Hughes, *Political Sociology* (in need of updating); R. M. Punnett, *British Government and Politics*; R. Miliband, *The State in Capitalist Society*.

Parties: R. T. Mackenzie, *British Political Parties*; L. Minkin, *Labour Party Conference*; S. Beer, *Modern British Politics*; O. Kogan & M. Kogan, *The Battle for the Labour Party*; R. Blake, *The Conservative Party*; R. Scruton, *The Meaning of Conservatism*; N. O'Sullivan, *Conservatism*; D. Marsh & W. Grant, *The CBI*; R. Taylor, *The Fifth Estate*; R. M. Martin, *The TUC*; I. Bradley, *Breaking The*

Mould?; J. Calder, *Liberal Party Politics in Britain*; I. Crewe et al., 'Angels in Plastic', *Political Studies*, 1977.

Polls and Surveys: F. Teer & J. Spence, *Political Opinion Polls*; C. A. Moser & G. Kalton, *Survey Methods in Survey Investigation*; A. N. Oppenheim, *Questionnaire Design & Attitude Measurement*.

Elections: G. Alderman, *British Elections*; D. E. Butler & D. Stokes, *Political Change in Britain* (2nd edn.); D. E. Butler, *British General Election of . . .* (especially 1979); H. Himmelweit, *How Voters Decide*.

Deviant Voters: R. T. Mackenzie & Silver, *Angels in Marble*; F. Parkin, *Middle Class Radicals*; Bob Jessop, *Traditionalism, Conservatism & British Political Culture*.

Mass Media: C. Seymour-Ure, *Press, Politics and the Media; Political Impact of the Media*; J. Tunstall, *Journalists at Work*; J. Curran, *The British Press*; J. G. Blumler et al., *Challenge of Election Broadcasting*; T. Burns, *The BBC*; Glasgow University Media Group, *Bad News; More Bad News*; P. Golding & P. Elliott, *Making the News*.

Political Culture: Almond and Verba, *Civic Culture*; *Civic Culture Revisited*; Bob Jessop, *Traditionalism, etc.*

Political Socialisation: B. Stacey, *Political Socialisation in Western Society*.

Overview: H. Eulau, *The Behavioural Persuasion*; E. Ions, *Against Behaviouralism*. A full bibliography will be provided at the beginning of the course.

Examination Arrangements: The examination consists of a three-hour unseen paper covering the syllabus as taught in the two preceding years. Students are required to answer four questions. Relevance is important and credit is given for knowledge and critical evaluation. Past examination papers are available in the Library and indicate the style of questions. The course teacher is always glad to mark and advise on practice papers towards the end of the course.

Gv3028

Cabinet Government and the National Policy Process

Teachers Responsible: Mr. A. J. L. Barnes, Room K309 (Secretary, Miss Ann Boucher, K108); Mrs. Anthea Bennett, Room K101 (Secretary, Mrs. Eileen Gregory, L208)
Course Intended Primarily for B.Sc. (Econ.) Part II.

Scope: The course aims to provide students with an understanding of the way policy is made in Britain.

Syllabus: This course will centre on the British Cabinet and will analyse the process of policy-making from this perspective. The working of the Cabinet, its committees, its administrative machinery and its relationships with the Departments of State, Parliament and the party apparatuses will be covered. Special attention will be devoted to the relationship between permanent officials and politicians and to the role of the Prime Minister's personal staff.

Pre-Requisites: No formal requirements, but some knowledge of British Government is really essential. For those who have none, a reading of R. Rose, *Politics in England. An Interpretation for the 80s* would be a good start.

Teaching Arrangements: There will be 10 lectures (Gv174), 8 classes (Gv174a) and 10 seminars (Gv174). The lectures will be given alternately, and separate classes taught, by Mrs. Bennett and Mr. Barnes. The Lent Term seminars will for the most part have outside speakers, but on occasion a videotape will be shown and discussed.

Written Work: Students may be required to present up to two essays in each of the Michaelmas and Lent Terms. They will certainly be asked to write at least one long essay by the end of the Christmas vacation. They may also be called on to give class papers.

Reading List: Introductory: P. Gordon Walker, *The Cabinet* (Fontana edn.); J. P. Mackintosh, *The British Cabinet* (3rd edn.); A. King (Ed.), *The British Prime Minister*; R. H. S. Crossman, *Inside View*; H. Morrison, *Government and Parliament* (3rd edn.); H. Wilson, *The Governance of Britain*.

Essential: B. Castle, *The Castle Diaries, 1974-76*; R. H. S. Crossman, *Diaries of a Cabinet Minister* (3 vols.); H. Hecllo & A. Wildavsky, *The Private Government of Public Money* (2nd edn.); V. Herman & J. Alt, *Cabinet Studies*. A comprehensive reading list will be issued at the start of the course, and further guidance as to the most useful reading on any topic can be obtained from your allotted class teacher. Students should not be worried at the length of the list since many of the books recommended are alternative titles given because of the great demand for particular works. Some of the titles most in demand have been placed in the Government Department Reading Room.

Examination Arrangements: A three-hour formal examination in the Summer Term. Ten questions are set on this section as part of a forty question paper. Two other sections deal with the **Political Ideas in the United Kingdom** and **Political Behaviour** options, while the last section is general. A Cabinet Government

student may answer questions from all four sections, but clearly will look principally at Section C. Students have to answer 4 questions.

Methods of Work: While the lectures will cover the more central aspects of the subject clearly they cannot cover all the ground nor will they necessarily offer adequate detail. They are intended to introduce, to stimulate and to guide. Similarly classes will be intended to provoke thought and debate. The outside speakers will on occasion deal with the themes already covered by the lectures, but they may also introduce new subjects, always from the standpoint of the practitioner rather than the academic. It is essential to realise that despite the fairly comprehensive coverage of the syllabus in lectures, seminars and classes, no student can be expected to do well simply by attending them. Knowledge of the Cabinet diaries listed above is quite essential, and the student must learn his way about them by use of the index. Time spent on reading will not be wasted, and the good student will benefit from consulting Memoirs, Biographies and certain historical monographs covering the period after 1918, and more particularly since 1945.

Gv3029

British Constitutional Ideas Since the 1880s

Teacher Responsible: Mr. A. J. Beattie, Room L102 (Secretary, Mrs. P. da Gama Pinto, L103)

Course Intended Primarily for B.Sc. (Econ.) Part II; M.Sc. Politics 2.

Scope: The aim of the course is to examine British constitutional thought as a combination of the historical description of institutional practices and political theory. **Syllabus:** A study of the ways in which constitutional debate has responded, since the 1880s, to the development of political democracy and government growth. The course will examine, through a study of a number of prescribed texts and commentaries, two main areas:

(i) The idea of Parliamentary government, and the challenge presented to it by interpretations emphasising the role of political parties, the electorate, organised interests and the bureaucracy.

(ii) Attempts to organise modern British constitutional experience in terms of a number of general themes: representation; responsibility; sovereignty; pluralism; the separation of powers; the rule of law; the mandate, state and society; central and local government.

Pre-Requisites: None.

Teaching Arrangements: 25 lectures (Gv175) and 15 classes (Gv175a). Classes will be taught by Mr. Beattie.

Written Work: Students will be expected to present 2 essays per term to their class teacher.

Reading List: A comprehensive bibliography of prescribed texts and commentaries will be issued at the beginning of the course. Examples of *central texts* are: A. V. Dicey, *An Introduction to the Study of the Law of the Constitution*; R. Bassett, *The Essentials of Parliamentary Democracy*; V. Bogdanor, *The People and the Party System*; B. Crick, *The Reform of Parliament*.

Basic *commentaries* are: M. J. Vile, *Constitutionalism and the Separation of Power*; S. H. Beer, *Modern British Politics*; A. H. Birch, *Representative and Responsible Government*; G. Marshall, *Constitutional Theory*; J. Rees, *Interpreting the Constitutional*.

Examination Arrangements: A three-hour formal examination in the Summer Term. The paper will have approximately 15 questions; students must attempt 4.

Gv3035

Public Administration

Teacher Responsible: Mr. P. F. Dawson, Room A207 (Secretary, Mrs. Ann Kennedy, L300)

Course Intended Primarily for B.Sc. (Econ.)

Scope: The coherence of the subject is derived from its central concern with the manner in which political objectives are translated into practicable policies and conversely the way in which administrative structures and behaviour may restrain and control political processes. While the primary emphasis is on *British* administrative practice, comparisons are also made with France and North America. One of the attractions of the subject is that it can provide a link between several other components of the Government specialization notably **Comparative Political Institutions, Cabinet Government, The History of British Politics in the 20th Century, The Politics and Government of a Foreign Country and Public Policy: Political and Economic Aspects**, as well as with a number of subjects which might be chosen as outside options. It thus helps to establish coherence between certain "packages" of subjects.

Syllabus: Public Administration - This subject will explore the theories and practices underlying the functioning of the executive branch of government in modern states. It will relate public administration to the

political process, and introduce students to the study of administrative reform. Attention will also be paid to the relation between administration and economics and to methods of budgeting and planning. Two main aspects will be covered; (a) Government Organisation - The scope and place of public administration within the political systems of modern states. The causes and consequences of different forms of government organisation. Formal and informal organisation in government. Concepts and methods of co-ordination, budgeting, planning, delegation and control. (b) The Public Service - Patterns of 'generalist' administration and specialisation as well as administrative conflict. Political and judicial roles of officials. Administrative behaviour, motivation and morale.

Students will be expected to be well acquainted with the main features of British administration, particularly central government and to have some comparative knowledge (by way of illustration) of administration in France and North America.

Pre-Requisites and Co-Requisites: There are no pre-requisites. The course is one of the optional subjects available to students specializing in Government (IX) or Government & History (XVIII) but may also be taken, subject to timetabling constraints and tutorial approval by any second or third year student and by general course students.

Teaching Arrangements: There are three lecture courses directly related to this option.

Gv154 **Administrative Organization and Behaviour** 10 lectures - Lent Term

Gv156 **British Government & Bureaucracy** 10 Lectures - Professor Jones Michaelmas Term

Gv216 **Administrative Theories** 10 Lectures - Lent Term

In addition students may attend Gv224 - **The British Civil Service** a seminar held during the Lent Term in which senior officials and others discuss aspects of their work.

The different components are drawn together in a class (Gv155) which meets weekly through the Michaelmas and Lent Terms.

Reading List: M. Albrow, *Bureaucracy*; R. J. S. Baker, *Administrative Theory and Public Administration*; C. Barnard, *The Functions of the Executive*; J. Bourn, *Management in Central and Local Government*; K. Bradshaw & D. Pring, *Parliament and Congress*; R. G. S. Brown & D. R. Steel, *The Administrative Process in Britain*; B. Chapman, *The Profession of Government*; Sir Richard Clarke, *New Trends in Government*; M. Crozier, *The Bureaucratic Phenomenon*; A. Dunsire, *Administration, the Word and the Science*; *The Executive Process, Vol. 2 Control in*

Bureaucracy; J. Garrett, *Managing the Civil Service*; B. Heady, *British Cabinet Ministers*; H. Hecló, *A Government of Strangers*; H. Hecló & A. Wildavsky, *The Private Government of Public Money*; C. Hood, *The Limits of Administration*; D. Keeling, *Management in Government*; R. K. Merton *et al.*, *A Reader in Bureaucracy*; H. Parris, *Constitutional Bureaucracy*; F. F. Ridley (Ed.), *Government and Administration in Western Europe*; R. Rose & E. N. Suleiman, *Presidents and Prime Ministers*; H. Seidman, *Politics, Position and Power*; P. Self, *Administrative Theories and Politics*; *Econocrats and the Policy Process*; H. A. Simon, *Administrative Behaviour*; R. Thomas, *The British Philosophy of Administration*.

Examination Arrangements: The examination in this subject, which may be taken after one year of study is by means of a single, three-hour unseen question paper of about 12 questions from which candidates are normally required to answer 4. Students are advised to look at earlier examination papers (available in the Library and from the Departmental Secretary in the Government Department) to familiarise themselves with the style of the examination paper and the nature of the questions.

Gv3036

Public Policy: Political and Economic Aspects

Teacher Responsible: Professor W. Letwin, Room L203 (Secretary, Mrs. A. Kennedy, L300)

Course Intended Primarily for second or third-year B.Sc. (Econ.) students, Diploma and M.Sc. candidates.

Scope: This course considers the modes of analysis devised by political scientists, economists, and others for evaluating public policies, as well as some principal varieties of public policies in the field of economics and the political procedures involved in formulating them.

Syllabus: Theory of elections, game theory, cost-benefit analysis, systems analysis, general principles of policy-making. Policies for: full employment, price stability, economic growth, equalization of income and wealth, and economic regulation.

Pre-Requisites: An elementary familiarity with economic theory, such as would result from a year's course in principles.

Teaching Arrangements: 25 meetings (Gv171); Sessional. These meetings combine the functions of lectures and classes, in that students are invited and indeed urged to raise questions or to make observations during

lectures; moreover, the last five meetings take the form of discussions.

Written Work: Each student is required to submit four essays during the course, which are returned with written or oral comments, but which do not affect the student's final mark on the examination.

Reading List: J. E. Anderson, *Public Policy Making*; R. A. Dahl & C. E. Lindblom, *Politics, Economics and Welfare*; Y. Dror, *Public Policymaking Re-examined*; T. R. Dye, *Understanding Public Policy*; R. I. Hofferbert, *The Study of Public Policy*; C. O. Jones, *Introduction to the Study of Public Policy*; C. E. Lindblom, *The Policy Making Process*; A. Ranney, *Political Science and Public Policy*; L. L. Wade, *Elements of Public Policy*; S. Brittan, *Steering the Economy*; T. Dye, *Politics, Economics and the Public*; T. W. Hutchison, *Economists and Economic Policy in Britain 1946-1966*; C. Schultze, *The Politics and Economics of Public Spending*; I. Sharkansky, *Politics of Taxing and Spending*; A. B. Wildavsky, *The Politics of the Budgetary Process*; R. Layard (Ed.), *Cost-Benefit Analysis*; B. M. Barry, *Sociologists, Economists and Democracy*; J. M. Buchanan & G. Tullock, *The Calculus of Consent*; A. Downs, *Economic Theory of Democracy*; M. Olson, *The Logic of Collective Action*; G. Tullock, *Private Wants, Public Means; The Vote Motive*; I. Budge and Farlie, *Voting and Party*; R. Farquharson, *Theory of Voting*; M. Bacharach, *Economics and the Theory of Games*; S. J. Brams, *Game Theory and Politics; Paradoxes in Politics*; A. Rappaport, *Strategy and Conscience*; T. C. Schelling, *Strategy of Conflict*; D. Berlinski, *On Systems Analysis*; A. Dunsire, *The Execution Process*; D. Easton, *A Framework for Political Analysis*; F. E. Emery (Ed.), *Systems Thinking*; J. A. Litterer (Ed.), *Organizations*, 2 Vols.; E. J. Miller & A. K. Rice, *Systems of Organization*; J. M. Montias, *The Structure of Economic Systems*; L. W. Porter et al, *Behaviour in Organizations*.

List of Sessions:

Meetings:

- 1, 2 Theory of Elections
- 3, 4 Game theory, applications to policy-making
- 5,6 Cost-benefit analysis
- 7,8 Systems Analysis
- 9,10 General principles of policy-making
- 11,12 Policies for full employment
- 13,14 Policies for price stability
- 15,16 Policies for economic growth
- 17,18 Policies for equalizing income and wealth
- 19,20 Policies concerning economic regulation
- 21 Policies concerning ecology
- 22 Policies concerning fuel and raw materials

23 Policies concerning population
24,25 Policies concerning foreign economic aid

Examination Arrangements: A final examination, about the beginning of June, consists of two parts, the first (containing about six questions) dealing with the theory of elections, game theory, and cost-benefit analysis, the second (containing about nine questions) dealing with questions of economic policy and the general theory of policy-making; students are required to answer four questions, including at least one from each of the two sections.

Gv3045

Comparative Political Institutions

Teacher Responsible: Mr. L. Wolf-Phillips, Room K208 (Secretary, Miss E. Schnadhorst, K206)

Course Intended Primarily for B.Sc. (Econ.) Part II students, Special Subject Government (for which it is a compulsory paper) and B.Sc. (Econ.) Part II students, Specialist Subject Government and History (for which it is an optional paper).

Scope: The Course provides an introduction to the government and politics of foreign countries; four are chosen from the following: France, Federal Republic of Germany, the United States of America, the Soviet Union, India, Mexico, Nigeria, Pakistan, Poland and Sweden. In 1983-84, the selected countries will be the Federal Republic of Germany, the United States of America, Pakistan, and Nigeria. Theoretical and analytical approaches to the study of comparative institutions will also be discussed.

Syllabus: A comparative study of political institutions together with an examination of the aims, methods and limitations of such a study.

The government and politics of selected countries (in 1983-84, Federal Republic of Germany, the United States of America, Pakistan, and Nigeria). The main types of contemporary politics: constitutional, autocratic, totalitarian, military government. Direct and representative democracy; one-party, two-party, and multi-party states. Federal and unitary states. Parliamentary, presidential, and collective executives. Legislatives and bicameralism. The concept of the "Separation of Powers". The judiciary and the judicial review of legislative action. The public services. Political parties and interest groups. Elections and electoral systems. The formation of policy and decision-making. Civil rights and the redress

of grievances. Public enterprises and public control. Political communication and the significance of public opinion.

Pre-Requisites: Though primarily intended for Government specialists it is suitable for General Course students who have a general background in political science; the previous study of Comparative Political Institutions is beneficial but not essential. It is *not* considered to be suitable as an "outside option" for students from other Special Subjects in the B.Sc. (Econ.) Part II course (apart from Government and History students). General Course students should choose *either* Government and Politics of Foreign Countries (Gv160) or Theories in Comparative Politics (Gv161): it is not possible for General Course students to do both courses as they are taught consecutively over two academic sessions and time-tabled concurrently.

Teaching Arrangements (1983-84): Government and Politics of Foreign Countries (Gv160) (Second Year B.Sc. (Econ.) Part II) Michaelmas Term 1983

Week 1 Comparative Methods and Approaches (2 Lectures) Mr. Wolf-Phillips
Weeks 2-3 United States of America (4 Lectures) Professor Letwin

Weeks 4-5 Federal Republic of Germany (4 Lectures) Dr. G. R. Smith

Week 6 Comparative Methods and Approaches (2 Lectures) Dr. G. R. Smith
Weeks 7-8 Islamic Republic of Pakistan (4 Lectures) Mr. Wolf-Phillips

Weeks 9-10 Federal Republic of Nigeria (4 Lectures) Mr. Panter-Brick
Lent Term 1984

Classes: Gv160(a) will be held for *either* United States of America or Federal Republic of Germany during weeks 1 - 5; classes for *either* Pakistan or Nigeria during weeks 6 - 10. Students will choose *either* United States of America or Federal Republic of Germany for classes during the first five weeks, and *either* Pakistan or Nigeria for classes during the second five weeks.

These choices will be made during the second half of the Michaelmas Term 1983.

Class Teachers: Professor Letwin (United States of America); Dr. G. R. Smith (Federal Republic of Germany); Mr. Wolf-Phillips (Islamic Republic of Pakistan); Mr. Panter-Brick (Federal Republic of Nigeria).

Theories in Comparative Politics (Gv161) (Third year B.Sc. (Econ.) Part II) Michaelmas Term 1983

Week 1 Introduction to Theories in Comparative Politics (1 Lecture) Dr. G. Smith
Weeks 2-5 Constitutional Forms (4 Lectures) Mr. Wolf-Phillips

Weeks 6-10 Executive Organisation and Power (5 Lectures) Dr. Machin

Lent Term 1984

Weeks 1-5 Political Representation (5 Lectures) Mr. Madeley

Weeks 6-10 Legitimacy and Dissent (5 Lectures) Dr. G. R. Smith

Classes: Gv161(a): will be held during the Lent Term (Weeks 1-10).

Class Teachers: Dr. D. C. B. Lieven, Dr. H. Machin, Mr. J. T. S. Madeley, and Mr. G. Schöpflin.

Written Work: During the two year course students should expect to be required to submit five essays or class papers; for General Course students and others taking only one paper of the course, special arrangements will be agreed between the class teacher(s) and the individual student.

Reading List:

Gv160 **Government and Politics of Foreign Countries:** L. Wolf-Phillips, *Comparative Political Institutions* (Mimeo); R. V. Denenberg, *Understanding American Politics*; J. D. Lees, *The Political System of the United States*; R. H. Pear, *American Government*; M. J. C. Vile, *Politics in the U.S.A.*; O. Handlin et al, *Harvard Guide to American History* (Bibliography); G. R. Smith, *Democracy in Western Germany*; V. Berghahn, *Modern Germany*; D. Conradt, *The German Polity*; L. Edinger, *Politics in Germany Today*; W. E. Paterson & G. R. Smith, *The West German Model*; Hague & Harrop, *Comparative Government: An Introduction*; J. Blondel, *Comparing Political Systems; The Discipline of Politics*; Lewis and Potter (Eds.), *The Practice of Comparative Politics*; S. M. Lipset, *Political Man*; L. Collins & D. Lapierre, *Freedom at Midnight*; Hamid Yusuf, *Pakistan in Search of Democracy*; S. J. Burki, *Pakistan under Bhutto 1971-1977*; L. Wolf-Phillips, *Constitutional Legitimacy: A Study of the Doctrine of Necessity*; L. Ziring, *Pakistan: The Enigma of Political Development*; K. B. Sayeed, *Politics in Pakistan: The Nature and Direction of Change*; A. H. M. Kirk-Greene & D. Rimmer, *Nigeria since 1970: A Political and Economic Outline*; K. Panter-Brick, 'Nigeria: the 1979 Elections' (*Afrika-Spectrum*, 3, 1979); D. J. Dudley, *An Introduction to Nigerian Government and Politics*; B. O. Nwabueze, *The Presidential Constitution of Nigeria: The Constitutional History of Nigeria*.

Gv161 **Theories in Comparative Politics:** L. Wolf-Phillips, 'Metapolitics . . .' (*Political Studies*, 12(3), 1964); G. Almond & G. B. Powell, *Comparative Politics: A Development Approach*; S. E. Finer, *Comparative Government*; Hague & Harrop, *Comparative Government: An Introduction*; R. A. Dahl &

D. E. Neubauer (Eds.), *Readings in Modern Political Analysis*; J. C. Charlesworth (Ed.), *Contemporary Political Analysis*; G. R. Smith, *Politics in Western Europe*; L. Wolf-Phillips, *Comparative Political Institutions* (Mimeo); *Comparative Constitutions; Constitutions of Modern States* (pp. 182-201 only); *The Craft of Constitution-Making* (Mimeo); L. Wolf-Phillips et al, *Why 'Third World'?*; B. K. Nehru & W. H. Morris-Jones, *Western Democracy and the Third World*; B. O. Nwabueze, *Constitutionalism in the Emergent States*; Sir Alan Burns (Ed.), *Parliament as an Export*; S. A. de Smith, *The New Commonwealth and its Constitutions*; R. Scase (Ed.), *The State in Western Europe*; R. Rose & E. Suleiman (Eds.), *Presidents and Prime Ministers*; J. Cornford (Ed.), *The Failure of the State*; F. F. Ridley (Ed.), *Government and Administration in Western Europe*; M. Dogan (Ed.), *The Mandarins of Western Europe*; R. J. Harrison, *Pluralism and Corporatism*; J. E. S. Hayward & R. N. Berki (Eds.), *State and Society in Contemporary Europe*; J. A. Armstrong, *The European Administrative Elite*; H. W. Ehrmann, 'Interest Groups and Bureaucracy' in M. Dogan & R. Rose (Eds.), *European Politics*; G. R. Smith, 'A Model of the Bureaucratic Culture' (*Political Studies*, 22(1), 1974); R. C. Macridis & B. E. Brown (Eds.), *Comparative Politics: Notes and Readings* (see articles by Almond, Bracher, King, and Lorwin); M. Dogan & R. Rose (Eds.), *European Politics* (see articles by Eckstein, Grosser, and Lipset); J. Blondel (Ed.), *Comparative Government: A Reader*; G. Almond & S. Verba, *The Civic Culture Revisited*; P. Bachrach, *The Theory of Democratic Elitism*; B. Barry, *Sociologists, Economists, and Democracy*; P. Calvert, *Politics, Power and Revolution*; B. Denitch, *The Legitimation of Regimes*; S. E. Finer, *The Man on Horseback*.

N.B. Guidance as to appropriate reading for each part of Courses Gv160 and Gv161 and supplementary readings will be given during the classes and lectures.

Examination Arrangements: The course *Comparative Political Institutions* is examined in two parts:

1. An extended Essay (of about 4000 words) must be submitted by 1st May 1984. A list of approved Essay topics will be distributed during the Michaelmas Term 1983.
2. A written 'unseen' examination (four questions to be attempted from a choice of about 15 questions) of three hours duration.

Gv3050

The Politics and Government of France

Teacher Responsible: Dr. H. Machin, Room K301 (Secretary, Mrs. E. Gregory, L208, Tuesdays & Thursdays)

Course Intended Primarily for Diploma in International and Comparative Politics B.Sc. (Econ.) 2nd or 3rd year LL.B. with French Law 4c B.A. (French Studies) 4th year Beaver College Single Term: either first term: Government and Society or second term: Politics and Policy Making.

Scope: This course is an introduction to the system of government, the political forces and specific features of public policy-making in France.

Pre-Requisites: No previous knowledge of either political science or French language is required. All students are advised to read an introductory text on modern French history e.g. David Thomson, *Democracy in France since 1870* before starting the course.

Syllabus:

First Term: Government and Society.

The main elements of traditional politics, 1789 to 1945; the main institutional and socio-economic developments since 1945; the semi-presidential system of government since 1962; the role of the State.

Second Term: Politics and Policy-Making

The main political parties and pressure groups; electoral politics and voting; attitudes and political participation; case studies in policy-making in some of these areas: foreign relations, education, agriculture, regional development, economic planning, industrial development.

Teaching Arrangements:

Lectures: Gv163 22 weekly Sessional

Classes: Gv163(a) 22 classes Sessional

1 Essay and 2 class papers will be required from each student each term.

Reading: Text for purchase by all students:

V. Wright, *The Government and Politics of France* (Hutchinson, 1983 edn., paperback).

Other useful texts: J. Hayward, *The One and Indivisible French Republic* (Longmans, 1983); H. W. R. Ehrmann, *Politics in France* (Little, Brown, 1982); D. Hanley, Kerr & Waites, *Contemporary France - Politics and Society*; P. G. Cerny & M. Schain (Eds.), *Politics and Public Policy in France* (1980, paperback); J. R. Frears, *Political Parties and Elections in the French Fifth Republic* (1979); E. N. Suleiman, *Elites in French Society* (1978); *Politics, Power and Bureaucracy* (1974); V. Wright (Ed.), *Conflict and Consensus in France*, (1978); J.

Lagroye & V. Wright (Eds.), *Local Government in Britain and France*, (1979); H. Machin, *The Prefect in French Public Administration* (1977).

A full list of book references will be given, together with the seminar topic list, essay subjects and lecture programme, at the start of the course.

Articles: For up-to-date information and analysis, students must give special attention to articles in the academic journals. A full up-to-date list of articles will be given at the start of the course.

Note: Students are expected to follow developments in French Politics by regular reading of *The Economist*, *The International Herald Tribune*, or *Le Monde*, *Le Point* or *Le Nouvel Observateur*.

Examination Arrangements: B.Sc. (Econ.) & LL.B.: one three-hour written examination in the Summer Term. *Four* questions must be answered including at least *one*, but not more than *two* questions from *Section A* (which lists 4 to 6 questions on the subjects covered in the first term); in *Section B* (at least two questions) there are normally 7 to 9 questions. B.A. (French Studies): one three-hour written examination in the Summer Term. *Four* questions must be answered out of a total of 11 to 13 questions. Subjects discussed in the first Term will be examined, but the focus of the examination will be on post-1958 politics and government.

Diploma, General and Beaver College

Courses: special arrangements for assessment.

Gv3051

Gv4070

The Politics and Government of Germany

Teacher Responsible: Dr. Gordon Smith, Room K102 (Secretary, Mrs. Phyllis Edwards, K105)

Course Intended Primarily for B.Sc. (Econ.) 2nd or 3rd Year; Diploma in International and Comparative Politics; M.Sc.

Scope: The purpose of this one-year course is to introduce students to the study of contemporary German history and to the politics and government of the Federal Republic of Germany.

(Note: A detailed knowledge of the politics of the German Democratic Republic is not required).

Syllabus: Historical: The conditions of German unification in the nineteenth century. The consequences, social and political, of her belated nationhood. Continuities and

discontinuities in the German political tradition and the influences of German political thought. Liberal democracy in the Weimar Republic; the factors leading to its breakdown. Specific and non-specific elements in the German form of totalitarianism. Post-war occupation and the period of 'democracy under licence'.

The Federal Republic: The Basic Law of 1949. Constitutional innovations and the role of the Constitutional Court. The 'administrative' nature of German federalism. Government and politics in the Lander. Assembly-Government relations. The specific functions of the Bundesrat. The legislative process. The theory and practice of 'chancellor-democracy'. The German civil service. Civil-military relations. The major political traditions: Christian Democracy and Social Democracy, Germany liberalism. The failure of political extremism and the evolution of the party system since 1949. Coalition politics of the Adenauer era and after. Social aspects of politics. The sources of political consensus and cleavage. The representation of interests. The religious balance. Extra-parliamentary opposition. The changing class structure. The division of Germany and its impact on the political scene. The internal developments of the German Democratic Republic, and the course of relations with the Federal Republic. The evolution and implications of the 'Ostpolitik'.

Pre-Requisites: There are no formal pre-requisites for this course. A familiarity with Twentieth Century German history is an advantage. A reading knowledge of German is not required, but it may prove helpful.

Teaching Arrangements:

(a) **Lectures** (Gv167): Twenty-five lectures are given weekly throughout the session. The first ten lectures given in the Michaelmas Term provide a review of modern German history from 1918 until the foundation of the Federal Republic in 1949. Subsequent lectures in the Lent and Summer Terms are concerned with the political structure and contemporary politics of Western Germany. Notes and a detailed reading list will be distributed at the lectures.

(b) **Classes** (Gv167a): There are twenty-five classes for this course given weekly throughout the session. Students are allocated to classes at the beginning of the session and attendance at classes is required of all students taking the course. The basis of the classes is the written paper/essay, presented by a student and then discussed by members of the group. Topics/questions are allocated at the beginning of the term, and each topic is accompanied by a short list of sources.

M.Sc. students are also expected to attend the Seminar Gv235 **The Politics and Government of Germany**.

Written Work: Students should expect to submit two pieces of written work in each term and, after class discussion, they will be marked and assessed by the class teacher.

Reading List: As mentioned above, a detailed reading list will be made available at the commencement of the course, in addition to references supplied in connection with class papers. The following books cover most aspects of the course and should be regarded as basic reading:

G. Smith, *Democracy in Western Germany*, (2nd edn., Heinemann, 1982); D. Conradt, *The German Polity* (2nd edn., Longman, 1982); M. Balfour, *West Germany: A Contemporary History* (Croom Helm, 1982); W. Paterson & G. Smith (Eds.), *The West German Model: Perspectives on a Stable State*, (Frank Cass, 1981); A. J. Nicholls, *Weimar and the Rise of Hitler* (Macmillan, 1976 or subsequent editions); R. Dahrendorf, *Society and Democracy in Germany* (Anchor Books, 1969); M. Broszat, *The Hitler State* (Longman, 1981).

Note: All the above books, except Balfour, are available in paperback editions.

Examination Arrangements: There is a three-hour examination in the Summer Term. The examination paper will be based on the content of the lecture course as well as on the work completed in classes. Four questions are to be answered from the examination papers from a choice of from ten to twelve questions. Copies of examination papers from previous years are made available. Final assessment for the course depends entirely on the examination.

Gv3052

Politics and Government of Russia

Teacher Responsible: Dr. Dominic Lieven, Room L202 (Secretary, Mrs. Marion Osborne, K105)

Course Intended Primarily for B.Sc. Econ. (Part II) students; Diploma students in International and Comparative Politics.

Scope: The course aims to give students a sense of the key principles underlying contemporary Soviet politics and government by looking at elements of continuity and change in Russian and Soviet politics over the last century and a quarter.

Syllabus: The main topics covered are: (1) Geopolitical, institutional, ideological, political and socio-economic explanations for

the strength of the Russian authoritarian tradition in politics and the fact that the Russian Empire did not follow paths of political development similar to those of Western Europe.

(2) The ideological, social and cultural origins of Bolshevism, with study of the development of revolutionary thought and movements from Herzen onwards.

(3) The causes of Bolshevik success between 1917 and 1921; the nature of, and similarities and contrasts between, Leninism and Stalinism. Individual and collective leadership under Khrushchev and Brezhnev.

(4) One-man rule. Authoritarian bureaucracies. The relationship between central and local government in Russia/USSR. The roles of Russian and non-Russian nationalism. State policy towards agriculture and industry. Imperial and Soviet ideology and political culture. Dissent and opposition.

Pre-Requisites: Some background in history or politics is useful but not essential.

Teaching Arrangements: 2 lecture courses (Gv165 and Gv166), each for 2 terms, by Professor Schapiro and Dr. Lieven. 1 weekly class (Gv166a) divided into groups and taught by Dr. Lieven over 2 and a bit terms. Both lecture courses cover the syllabus and are designed to complement each other. Professor Schapiro's lectures provide the main historical and chronological background for the course. Dr. Lieven studies key themes in Russian and Soviet politics, 1855-1983. At least 4 essays are expected from each student by the class teachers (over the 7 months the classes run). These will be marked by the teachers and also discussed in class.

Reading List: (in rough chronological order) *Sir D. M. Wallace, *Russia on the Eve of War and Revolution*; *R. Pipes, *Russia under the Old Regime*; G. Hosking, *The Russian Constitutional Experiment*; A. Walicki, *A History of Russian Political Thought*; *L. Schapiro, *The Communist Party of the Soviet Union*; M. Fainsod, *How Russia is Ruled* or J. Hough & M. Fainsod, *How the Soviet Union is Governed*; Neil Harding, *Lenin's Political Thought* (2 Vols.); Robert Tucker (Ed.), *Stalinism*; *John Armstrong, *Ideology, Politics and Government in the Soviet Union*; *L. Schapiro, *The Government and Politics of the Soviet Union*; S. Bialer, *Stalin's Successors: Leadership, Stability and Change*; *A. H. Brown & M. Kaser (Eds.), *The Soviet Union since the Fall of Krushchev*.

*denotes paper-backs which students may wish to buy.

Examination Arrangements: There is a three-hour written examination in the Summer Term based on the topics discussed in the

weekly classes. The paper is divided into 3 sections. The first two sections divide the course chronologically, the dividing line being 1924; the third covers themes spanning both the Imperial and Soviet periods. Students have to answer 4 questions, including at least 1 from each of the 3 sections. Assessment is based on performance in this exam.

Gv3053

Politics and Government of the U.S.A.

(This course will be given in 1984-85 but not in 1983-84)

Teacher Responsible: Professor W. Letwin, Room L203 (Secretary, Mrs. A. Kennedy, L300)

Course Intended for students in their second or third year, or diploma students; B.Sc. (Econ.) Part II and Diploma in International and Comparative Politics.

Scope: To lay an academic foundation for the understanding of government and politics in the USA and, secondarily, to deepen the student's general understanding of government and politics by familiarising him with a system different from that of Britain and which has served as a model for many others.

Syllabus: In order to achieve the first of these objectives, it is necessary that the student understand the basic institutions of American government and how they evolved in the course of history, as well as the evolution of certain fundamental and durable problems of American politics. Among the institutions, some leading ones are: a written constitution, federalism, a central government with enumerated powers, separation of powers, judicial review, a bill of rights, a presidential executive, fixed terms of office, and a federalised party system. Among the durable problems of American politics are: the proper scope of government regulation, race relations, the role of ethnic groups, 'isolationism', 'the urban problem', mistrust of 'bigness', 'states' rights', and a desire for direct democracy.

The examination puts equal emphasis on (a) the student's understanding of how such main features of American political life developed since 1620, and (b) the student's ability to analyse current issues of American government and politics in the light of their particular histories and against the background of institutions, traditions and conventions.

Basic preparation consists, accordingly, of mastering the political history of the United

States and the present organisation of government and politics, as these are treated by the general works listed below. Beyond this the student should investigate special topics in greater depth, according to his own interests and opportunities. Some important specialised works are listed below; others may be identified by referring to the bibliographies listed in the reading list below, as well as to bibliographies included in many of the books. (It should be added that the sort of familiarity with current American political events which can be achieved by reading newspapers and news-journals, though useful, is by no means a sufficient preparation for this examination.)

Pre-Requisites: None.

Teaching Arrangements:

Lectures: Gv164 20 Michaelmas and Lent Terms
Classes: Gv164(a) 10 Michaelmas and Lent Terms.

Reading List:

Bibliographies and Reference Works

Congressional Quarterly, *Guide to the Congress of the U.S.*; O. Handlin et al., *Harvard Guide to American History*; Thomas H. Johnson, *Oxford Companion to American History*; R. H. Pear & MacRae, *Books on America - American Government . . .*

History

D. J. Boorstin (Ed.), *An American Primer*; Henry S. Commager (Ed.), *Documents of American History*; F. O. Gatell, Goodman & Weinstein (Eds.), *The Growth of American Politics*; G. N. Grob & Billias (Eds.), *Interpretation of American History*; Wm. Miller, *A New History of the U.S.*; Samuel E. Morison, Commager & Leuchtenburg, *A Concise History of the American Republic*; *The Growth of the American Republic*; R. B. Nye & Morpurgo, *A History of the U.S.A.*; Wilham Simpson, *Vision and Reality: The Evolution of American Government*.

Politics and Government (General Works)

R. V. Denenberg, *Understanding American Politics*; John H. Ferguson & McHenry, *The American System of Government*; E. S. Griffiths, *The American System of Government*; M. Grodzins, *The American System*; J. D. Lees, *The Political System for the U.S.*; R. H. Pear, *American Government*; Allen M. Potter, *American Government and Politics*; E. S. Redford et al., *Politics and Government in the U.S.*; M. J. C. Vile, *Politics in the U.S.A.*

Politics and Government (Specialised Works)

Edward C. Banfield, *Big City Politics*; Marver H. Bernstein, *Regulating Business by Independent Commissions*; K. Bradshaw & D. Pring, *Parliament and Congress*; Edward S. Corwin, *The Constitution and What It Means*

Today; Paul A. Freund, *The Supreme Court of the U.S.*; Robert A. Goldwin, *A Nation of States*; Alex. Hamilton, Madison & Jay, *Federalist Papers*; Louis Hartz, *The Liberal Tradition in America*; R. Hofstadter, *The American Political Tradition*; Judson L. James, *American Political Parties*; V. O. Key Jr., *Politics, Parties and Pressure Groups*; Robert G. McCloskey, *The American Supreme Court*; N. W. Polsby, *Congress and the Presidency*; David Potter, *People of Plenty*; Clinton Rossiter, *The American Presidency*; F. J. Sorauf, *Party Politics in America*.

Examination Arrangements: The examination, given in June, includes about fifteen questions divided into two parts, one historical and the other current. The student is required to answer two questions from each part.

List of Lectures:

1. Colonization of North America, to 1750
2. Independence and problems of unification, 1750-87
3. Constructing the Constitution, 1787-89
4. Slavery, Westward Expansion, 1789-1860
5. The Post-war settlement, 1865-1875
6. Economic policies of the federal government, 1865-1914
7. Reform movements, 1890-1932
8. The New Deal, 1933-39
9. Post-war domestic policy, 1945-60
10. Post-war foreign policy, 1945-60
11. Federal Government: (i) The Executive
12. Federal Government: (ii) The Congress
13. Federal Government: (iii) The Judiciary
14. Federal Government (iv) Administrative agencies
15. State and Local Government
16. Political Parties
17. Current problems of policy: (i) Economic issues
18. Current problems of policy: (ii) Minorities
19. Current problems of policy: (iii) Foreign Policy
20. Current problems of policy: (iv) (to be announced)

Gv3054

The Politics and Government of Sub-Saharan Africa

Teacher Responsible: Mr. S. K.

Panter-Brick, Room L204 (Secretary, Mrs. P. da Gama Pinto, L103)

Course Intended Primarily for B.Sc. (Econ.) 2nd or 3rd years. Diploma in International and Comparative Politics.

Scope: North and South Africa are excluded. The course thus covers the area often referred to as Black Africa. It provides an analysis of politics over the past thirty years, drawing

illustrative material from a variety of countries.

Syllabus: The character of nationalist movements and the struggle for independence. The political system: the inter-action of modern and traditional elites: socio-economic, regional and local interests; ethnic groups. Presidential authority. Party and electoral systems. Clientage. Civil-military relations; military rule.

Pre-Requisites: The course is most suitable for those working in the field of Government, International Relations and Social Anthropology, because the general concepts employed in the study of African politics are drawn from these disciplines. General Course students taking this course should have some background in one or other of these disciplines.

Teaching Arrangements:

Lectures (Gv162): A course of ten lectures given in the Michaelmas Term. This deals with selected themes in a general fashion.

Classes (Gv162a): A weekly class in the Michaelmas Term.

Private Study and written work: In the lectures and class work the analysis inevitably tends to be rather general, even if reference is made to particular countries for illustrative purposes. Students are advised to concentrate, in their reading and written work, on one or two specific countries so as to give their studies a clearer focus.

Written Work: Each student is expected to write a minimum of four essays in the course of the Michaelmas Term.

Reading List:

(a) Introductory reading about African politics in general

S. A. Akintoye, *Emergent African States* (1976); Dennis Austin, *Politics in Africa* (1978); B. Davidson, *Africa in Modern History* (1978); G. A. Heeger, *The Politics of Under-development* (1974); C. P. Potholm, *The Theory and Practice of African Politics* (1979); A. Zolberg, *Creating Political Order*, (1966); A. Gupta, *Government and Politics in Africa* (1975); R. B. Collier, *Regimes in Tropical Africa*, (1982); P. C. Lloyd, *Africa in Social Change*, (1967).

(b) Particular aspects of African Government and Politics

1. **Ideology** D. & M. Ottaway, *Afro-communism* (1980); C. Young, *Ideology and Development in Africa* (1982); O. Silveiro, *Africa South of the Sahara* (1976) Part II; C. G. Rosberg & T. M. Callaghy, *Socialism in Sub-Saharan Africa* (1979).

2. **Colonial Rule:** M. Crowder, *West Africa under Colonial Rule* (1968); T. Smith, 'A Comparative Study of French and British Decolonization' in *Comparative Studies in*

Societies and History 20.1, (1978).

3. **Modern and traditional elites/values/institutions. Ethnicity/tribalism:** P. Ekeh, 'Colonialism and the Two Publics in Africa: A Theoretical Statement' in *Comparative Studies in Society and History*, (1975); J. R. Gusfield, 'Tradition and Modernity: Misplaced Polarities in the Study of Social Change', in *American Journal of Sociology* 72, (1967); C. Geertz, *Old Societies and New States*, Ch. 4, (1963); C. S. Whitaker, 'A Dysrhythmic Process of Political Change', in *World Politics*, XIX, (1967); N. Kasfir, 'Explaining Ethnic Political Participation', in *World Politics*, 31, (1978-9); C. Young, 'Patterns of Social Conflict: State, Class and Ethnicity,' in *Daedalus*, Spring 1982; G. Hyden, *Beyond Ujamaa in Tanzania*, (1980); A. Mafeje, 'The Ideology of Tribalism,' in *Journal of Modern African Studies*, 1971.

4. **Clientage:** J. Waterbury, 'Clientism Revisited,' (review article) in *Government and Opposition*, 14.2 (Spring 1979); S. W. Schmidt & others (Eds.), *Friends, Followers and Factions: A Reader in Political Clientelism*, (1977).

5. **Presidentialism:** B. O. Nwabueze, *Presidentialism in Commonwealth Africa* (1975); R. H. Jackson & C. G. Roseberg, *Personal Rule in Black Africa* (1982).

6. **Military rule:** H. Bienen, *Armies and Parties in Africa* (1978); S. Decalo, *Coups and Army Rule in Africa* (1976); I. J. Monroe (Ed.), *The Performance of Soldiers as Governors* (1980); N. F. Gutteridge, *Military Regimes in Africa* (1975); D. Goldsworthy, 'Civilian Control of the Military in Black Africa', in *African Affairs*, 80.318, (1981); C. H. Enloe, *Police, Military and Ethnicity: Foundations of State Power*, (1980).

7. **Elections:** Naomi Chezan, 'African Voters at the Polls' in *Journal of Commonwealth and Comparative Politics*, Vol. XVII, No. 2, (1979); 'The New Politics of Participation in Tropical Africa', in *World Politics*, 1982; D. G. Lavroff (Ed.), *Aux Urnes L'Afrique: Elections et Pouvoirs en Afrique Noire*, (1978).

Examination Arrangements: A three-hour paper consisting of ten to twelve questions. Candidates are required to answer four questions. Separate papers are set for B.Sc. Econ., Diploma and M.Sc. candidates. The examination of the Diploma students covers both this course and IR120 **International Politics of Africa**.

Gv3055
Gv4060

Politics and Government of Eastern Europe

Teacher Responsible: George Schöpflin, Room K107 (Secretary, Mrs. M. Osborne, K105)

Course Intended Primarily for B.Sc. (Econ.) Part II; B.A. Hist.; M.Sc.

Scope: The aim of this course is to provide a thorough analysis of post-1944 Eastern Europe and to study the political problems of post-revolutionary societies.

Syllabus: This course is designed to explore the nature of communist revolutions in developing societies and the problems of continuity and change in the post-revolutionary order. The legacy of the pre-communist period, the salient factors in the communist seizure of power, the Stalinist model of development and the varieties of post-Stalinist experience are fully dealt with. The crises of the system (Poland and Hungary 1956, Czechoslovakia 1968, Poland 1980-81) are likewise explored, as are the variants developed in Yugoslavia and Albania. The decay of Marxism as a living ideology, the emergence of competing ideologies, with particular emphasis on the uses of nationalism, are considered in some detail and that is followed by an analysis of the nature of leadership, bureaucracy and political communication.

Pre-Requisites: None. The course is taught entirely through the use of English-language materials, although a reading knowledge of French and/or German may be helpful. Some background in politics or history or international relations or sociology is useful but not essential.

Teaching Arrangements: There are 23 lectures (Gv169) and 10 classes (Gv169a) held over three terms. Class work follows the lectures closely and is devoted to in-depth analysis of 10 broad topics. A considerable quantity of teaching aids is distributed.

M.Sc. students also attend the seminar Gv227.

Written Work: Students are expected to complete 5 essays over the session.

Essential Reading: Students are urged to use not only the LSE library, but also to familiarise themselves with the relevant holdings of the School of Slavonic and East European Studies.

François Fejto, *A History of the People's Democracies Since Stalin*; Joseph Rothschild, *A History of East-Central Europe between the Wars*; Martin McCauley (Ed.), *Communist Power in Europe 1944-1949*; Robert C. Tucker,

Stalinism: Essays in Historical Interpretation; H. Gordon Skilling, *Czechoslovakia's Interrupted Revolution*; Dennison Rusinow, *The Yugoslav Experiment 1948-1974*; Rudolf Tokes (Ed.), *Opposition in Eastern Europe*; Peter Sugar (Ed.), *Ethnic Diversity and Conflict in Eastern Europe*; Maria Hirsowicz, *The Bureaucratic Leviathan*; Stephen White, John Gardner & George Schöpflin, *An Introduction to Communist Politics*. Further Reading will be distributed at the beginning of the course.

Methods of Work: The lectures are intended to provide interpretation guidelines to further reading.

Examination Arrangements: One 3-hour paper in the Summer Term; 4 questions out of 12 to be answered in essay form.

Gv3056
Gv4110

The Politics and Government of Scandinavia

Teacher Responsible: John Madeley, Room K307 (Secretary, Marion Osborne, K105)

Course Intended Primarily for B.Sc. (Econ.) Part II and M.Sc. students.

Scope: The course does not aim to cover all aspects of the politics and government of Scandinavian countries. Instead it focuses attention on the major themes in comparative political analysis in terms of which the experience of the Scandinavian countries is held to be of particular interest.

Syllabus: The course begins with a review of the historical background of the Scandinavian countries, paying particular attention to the processes of state-formation and nation-building. Next the development of modern patterns of social cleavage and their translation into patterns of political conflict over the last century is examined. The rise and development of Scandinavian Social Democracy receives particular attention. The nature of alternative political traditions, is also covered and placed in the context of the changing party systems. Particular episodes ranging from the Norwegian Labour Party's extreme radicalisation around the time of the first world war to the emergence of Glistrup's anti-tax protest party at the Danish election of 1973 are studied. Modern patterns of policy-making and administration are reviewed in terms of the arguments about neo-corporatism and political culture. Particular cases, such as the debate on nuclear power in Sweden, are focused on in order to

provide some basis for the assessments of these arguments. Foreign policy issues – such as the different countries' stances with respect to NATO and the EEC – are covered principally in terms of their impact on the countries' domestic politics. While the main emphasis is on the politics and government of the three Scandinavian countries, Sweden, Denmark and Norway, reference is also made at appropriate points in the course to the other Nordic countries – Finland and Iceland. Because a group of countries sharing many features in common but exhibiting interesting contrasts form the centre of attention it is intended that the course will develop student's skills in the general field of comparative political analysis.

Pre-Requisites: None. The course assumes no prior knowledge of the subject or any acquaintance with the Scandinavian language. There is a copious literature in English.

Teaching Arrangements:

(a) **Lectures:** Twenty-two lectures (Gv168) will be given weekly throughout the Michaelmas and Lent and into the Summer Terms. Occasional handouts will be distributed particularly in connection with the topics where similarities and contrasts between the Scandinavian countries can be readily shown in tabular form.

(b) **Classes:** Twenty-two classes (Gv168a) will be held over the same time period. Students choose topics at the start of each of the two first terms and present papers on these to the class for discussion. Reading appropriate to the particular questions chosen is indicated in advance. Papers marked and graded by the course teacher.

Written Work: In addition to class essays students may also be required to write one longer essay on a topic central to the course. These papers will also be marked and graded.

Methods of Work: In order to make such a course manageable to students who are assumed at the start to know nothing of the subject, the course has been given a definite shape, which might be described as approximately ten related "patches" of material. This enables students to specialise on particular aspects in connection with the writing of essays and through use of the different libraries' extensive holdings (see section on Reading below). Students will be informed of individual public lectures or seminars on related subjects of interest. Attendance at these will of course be optional.

Reading List: Students will receive copies of the full list at the beginning of the lecture course. It includes a large number of individual journal articles as well as books enabling students with particular interests to

pursue them further than is necessary for the course itself. Copies of important articles are deposited in the short-loan photocopy collection in the School library. Access to the Scandinavian Studies library at University College, London, will be arranged for students taking the course at the start of the session. Use of this second library will not be essential but has invariably in the past been found useful. The following is the Minimal reading list (a copy of the full reading list can be consulted in the library):

N. Andren, *Government and Politics of the Nordic Countries*; J. B. Board, *The Government and Politics of Sweden*; D. A. Rustow, *The Politics of Compromise*; M. D. Hancock, *Sweden: Politics of Post-Industrial Change*; N. Elder, *Government in Sweden*; R. Huntford, *The New Totalitarians*; H. Valen & E. Katz, *Political Parties in Norway*; J. A. Storing, *Norwegian Democracy*; K. E. Miller, *Government and Politics in Denmark*; S. Rokkan, *Citizens, Elections, Parties*; H. Tingsten, *The Swedish Social Democrats*; K. Cerny, *Scandinavia at the Polls*; S. Berglund & U. Lindstroem, *The Scandinavian Party Systems*; E. Allardt et al, *Nordic Democracy*; N. Elder et al, *The Consensual Democracies*; F. Castles, *The Social Democratic Image of Society*.

Examination Arrangements: The course is examined in the Summer Term by means of a three-hour unseen written examination. Papers consist of approximately twelve questions (which tend to be closely related to the similar number of major themes in the course) of which any four may be chosen. Students are advised to consult previous examination papers in the library in order to familiarise themselves with the style of paper and the nature of the questions. (The course has been examined at undergraduate level since summer 1981).

Gv3057
Gv4140

Politics and Government of Latin America

Teacher Responsible: Dr. G. D. E. Philip, Room K106 (Secretary, Mrs. E. Gregory, L208)

Course Intended Primarily for B.Sc. (Econ.) Part II

Scope: The objective of this course is to introduce students to Latin American politics. The course will cover both the politics of the larger Latin American countries (Brazil, Mexico, Argentina, Cuba, Peru and Chile) and the political sociology of some key social forces within the area.

Syllabus: The subject offers what is basically an introduction both to the politics of the larger countries of Latin America and the more important social forces which operate in the area. The course will cover the recent political history of Latin America and will consider in detail the role of the military, trade unions, peasants and revolutionary movements in politics.

Pre-Requisites: None, except for a genuine interest in the politics of the area.

Teaching Arrangements:

Lectures: Gv170: Fifteen lectures will be given weekly (Michaelmas and Lent Terms). A reading list will be circulated.

Classes: Gv170(a): There will be ten classes, held weekly. Attendance is compulsory.

Seminars: (Gv238): for M.Sc. students only.

Written Work: Students will be asked to make class presentations as may be convenient to the conduct of the classes themselves. These may but need not be written up and presented as essays. Students should in any case produce at least two essays in the Autumn Term.

Reading List: S. P. Huntington, *Political Order in Changing Societies*, (esp. Ch. 4); L. A. Whitehead, "Is Mexico Governable?" *Bulletin of Latin American Research*, Vol. 1, No. 1, (October 1982); A. Stepan (Ed.), *Authoritarian Brazil*; A. Stepan, *The Military in Politics; Changing Patterns in Brazil*; G. Philip, *The Rise and Fall of the Peruvian Military Radicals*; A. Angell, *Politics and the Labour Movement in Chile*.

Examination Arrangements: The examination takes place in the Summer Term and consists of a single formal and unseen examination paper. Twelve questions will be set, covering both country and thematic topics (roughly on a half and half basis), of which four must be answered during three hours. Old examination papers are available in the Library and some old examination questions will be set as essay topics.

Political Thought

Teacher Responsible: Professor E.

Kedourie, Room A150 (Secretary, Mrs. Phyllis Edwards, K105) Mr. K. R. Minogue, Room A387 (Secretary, Mrs. Ann Kennedy, L301)

Courses Intended Primarily for B.Sc. (Econ.) Part II students, special subject Government, for whom it is a compulsory paper. Other Part II students can also take the paper as an option. The course – lectures and classes – normally spreads over two years, but General Course students may, so long as they seek advice from the teacher responsible, complete it in one session.

Scope: This course aims to introduce students to the main currents of political thought from Ancient Greece to the modern West.

Syllabus: This is a study of the beliefs, ideas and theories about politics and government connected with the ancient Greek *polis*, the Roman *civitas*, the realms of medieval Europe, and the modern European State. The beliefs and ideas to which particular attention should be paid are those which within each of these political experiences, have been concerned with: the character of a political society and of political activity; the relation between religious, moral and political beliefs; the law, its authority, generation and administration; the constitution and activities of governments; the office, authority and obligations of rulers; the rights and duties of subjects; justice, liberty, political deliberation and argument.

In addition to this, the candidate is expected to be acquainted with some of the more notable works in the literature of political reflection, e.g.:

Plato, *Republic* (Cornford); Aristotle, *Politics*, Bks. I, II and V, (Barker); Cicero, *Laws*, Bk. III; St Augustine, *The City of God*; Dante, *De Monarchia*; Aquinas, *Political Writings* (Ed. d'Entreves); Machiavelli, *The Prince*; Hobbes, *Leviathan*, chs. 13-31; Locke, *Second Treatise of Civil Government*; Hume, *Essays* (in Watkins, *Hume's Theory of Politics*); Rousseau, *The Social Contract*; Burke, *Reflections on the Revolution in France*; Hamilton, etc, *The Federalist*, 9, 10, 47-51, 68, 69, 80, 85; Mill, *On Liberty*; Marx, *Manifesto of the Communist Party*.

Teaching Arrangements:

Lectures (Gv102): Lectures begin in the Michaelmas Term and continue for the rest of the session.

Classes (Gv102a & b): For those taking the paper, begin in the Lent Term of the second

Gv3120

year of the B.Sc. Econ. and normally continue into the Lent Term of the following year. The classes will concentrate on the study of certain important texts in political philosophy.

Students are expected to prepare papers for discussion in the class, and to write essays for their class tutor.

Lists of Suggested Reading which will be discussed in the course of the lectures are too lengthy to be reproduced here. They will be distributed at the beginning of the course of lectures, and can otherwise be obtained from the Secretary of the Department of Government, Miss E. Schnadhorst, Room K206.

Examination Arrangements: There will be a three-hour examination in the Summer Term. The question paper, which will normally contain about 24 questions, will be divided into three sections: ancient, medieval and modern, from each of which candidates are expected to answer at least one question.

Gv3121

Political Philosophy

Teacher Responsible: Mr. J. Charvet, Room K207 (Secretary, Mrs. P. da Gama Pinto, L103)

Course Intended Primarily for B.Sc. (Econ.) Part II students special subject Government. Other Part II students can take the paper as an option. General Course students should seek advice before taking this course.

Scope: This course aims to introduce students to the main problems in the philosophical study of politics.

Syllabus: The course will be concerned with the following topics: The nature of philosophy and its place in the study of politics; The origins and grounds of moral judgement; free will and responsibility; the nature of freedom, rights and law; punishment; equality; the concept of justice and theories of distributive justice; the nature of the state, authority and power; political obligation; theories of democracy; historical explanation.

Teaching Arrangements:

Lectures: 20 lectures (Gv107) in Michaelmas and Lent Terms for 2nd year students.

Classes: 15 fortnightly classes (Gv107a and b) starting in the Lent Term of the 2nd year and continuing into the Michaelmas and Lent Terms of the 3rd year.

Reading List: D. D. Raphael, *Problems of Political Philosophy*; Moral Philosophy; J. D. Mabbott, *The State and the Citizen*; R. Flathman (Ed.), *Concepts in Social and Political Philosophy*; Sir I. Berlin, *Four Essays on Liberty*; J. Rawls, *A Theory of Justice*; H. L. A. Hart, *The Concept of Law*; A. J. M.

Milne, *Freedom and Rights*; S. I. Benn & R. S. Peters, *Social Principles and the Democratic State*; P. Laslett et al. (Eds.), *Philosophy, Politics and Society*, Series I-V.

Examination Arrangements: A three-hour formal examination in the Summer Term. The paper will have approximately 12 questions: students must attempt 4.

Gv3122

Modern Political Thought: A Study of European Political Thought Since 1770

Teacher Responsible: Mr. E. Thorp, Room K305 (Secretary, Mrs. M. Osborne, K105)

Course Intended Primarily for B.Sc. (Econ.) Part II, second and third years.

Scope: The aim of this course is to enable students to engage in the detailed study of a restricted period in the history of political thought as a complement to the more general study of political thought available in other courses. (e.g. Political Thought).

Syllabus: This course may be briefly described as a study of European political thought (mainly English, French and German) since about the middle of the 18th century to the present. The primary emphasis of the study is on philosophical thought and is carried on through the study of political texts (e.g. Hegel, "Philosophy of Right", J. S. Mill, "On Liberty"), schools of thought (e.g. Idealism, Utilitarianism) historical movements (e.g. Liberalism) and historically-related concepts (e.g. progress, freedom).

Pre-Requisites: It is presumed that students are already following Political Thought or have engaged in some other general introductory study of political thought.

Teaching Arrangements: The lectures are held in the second year, the classes held in the second and third years. Attendance at lectures is important because they provide a general definition of the material to be covered in the classes and a characterization of the approach adopted to the subject.

Second Year

Lectures Gv109 **Modern Political Thought**, 20 lectures (Michaelmas and Lent Terms)

Classes Gv109a **Modern Political Thought**, 12 classes (Michaelmas and Lent Terms)

Third Year

Classes Gv109b **Modern Political Thought**, 10 classes (Michaelmas and Lent Terms)

Other lectures which students might like to attend are:

Gv106 **French Political Thought**

Gv108 **Individual and Society in some Modern**

Political Thinkers

Gv110 **The Political Thought of Hegel and Marx.**

Written Work: Students will be expected to write 2 or 3 essays/class papers in the second year and two essays/class papers in the third year. They will also be expected to prepare material for class discussions and to read background material related to the class discussions.

Reading List: Students will be expected to read some of the texts in the period as well as survey books on the general thought of the period. Reading lists will be given on detailed topics in the classes and also in conjunction with the lectures. Students should expect to read widely in this subject, the course cannot be covered or even defined by a single textbook.

Three books which set out in a fairly general way the character of the course are:

E. Barker, *English Political Thought 1848-1914*; J. Bowle, *Politics and Opinion in the 19th c.*; L. W. Lancaster, *Masters of Political Thought* Vol. 3.

Examination Arrangements: There is a three-hour formal examination in the Summer Term at the end of the third year. About 14 questions are set of which four are to be answered. The questions are set so as to test the students' knowledge and understanding of the political ideas of the period, and reflect the different modes of study adopted in the lectures and classes.

Gv3130

Political Thought

(A Selected Text): Plato

Teacher Responsible: Dr. J. B.

Morrall, Room K205 (Secretary, Mrs. P. Edwards, K105)

Course Intended Primarily for B.Sc. (Econ.) Part II Government; Government and History, 3rd year.

Scope: The objective of the course is to study in depth the text of Plato's *Republic* with special reference to the light it sheds on the problems of the Greek political community as Plato saw them.

Syllabus: This will concentrate mainly on an understanding of the sequential development of Plato's argument throughout the dialogue.

Pre-Requisites: A general acquaintance with the outline of Greek political philosophy and a close acquaintance with the text. No knowledge of Classical Greek is required.

Teaching Arrangements: Dr. Morrall will conduct an informal lecture-class (Gv105) once a week in Michaelmas and Lent Terms. Attendance at this is compulsory and will be

checked by the calling of a class register at each meeting.

Written Work: Usually each student is required to produce one fairly long essay each term. It is marked and graded by Dr. Morrall. **Methods of Work:** A considerable amount of private reading will be necessary. For this purpose a comprehensive reading list will be distributed.

Reading List: *T. M. Cornford, (edited and translated). *The Republic of Plato*, (recommended edition of the text); *R. W. Hall, *Plato*, (Allen & Unwin "Political Thinkers" series); J. Annas, *An Introduction to Plato's Republic*; R. W. Nettlehip, *Lectures on Plato's Republic*; A. Sesonske, *Plato's Republic* (an anthology of selections from modern scholarly interpretations).

*indicates books which should be bought by the student.

Examination Arrangements: The examination takes place in the Summer Term and consists of one paper of three hours. Students will be asked to attempt four questions from a choice of about ten. All the questions will deal with topics discussed in the *Republic*. Knowledge of the Platonic dialogues is not necessary, though it would clearly be helpful. Students are advised to consult examination papers for previous years (available in the Library) to familiarise themselves with the style of the paper and the type of questions asked.

Other Relevant Lectures: Dr. Morrall's lectures in the course, *An Introduction to Political Philosophy: the Greeks* may be of interest to students who may not already have attended them.

Gv3131

Political Thought (A Selected Text): Aristotle

Teacher Responsible: Dr. J. B. Morrall, Room K205 (Secretary, Mrs. P. Edwards, K105)

Course Intended Primarily for B.Sc. (Econ.) Part II, Part II Government; Government and History, both 3rd year.

Scope: The objective of the course is to study in depth the text of the Aristotle's *Politics* with special reference to the light it sheds on the problems of the Greek political community as Aristotle saw them.

Syllabus: This will concentrate mainly on an understanding of Aristotle's objectives and methods in dealing with political themes and problems.

Pre-Requisites: A general acquaintance with the outline of Greek political philosophy and a close acquaintance with the text. No knowledge of Classical Greek is required.

Teaching Arrangements: Dr. Morrall will conduct an informal lecture-class (Gv105) once a week in Michaelmas and Lent Terms. Attendance at this is compulsory and will be checked by the calling of a class register at each meeting.

Written Work: Usually each student is required to produce one fairly long essay each term. It is marked and graded by Dr. Morrall. **Methods of Work:** A considerable amount of private reading will be necessary. A reading list will be issued.

Reading List: *T. M. Sinclair, *The Politics of Aristotle*, (Penguin Classics), (revised by T. Saunders). It is essential to get this revised edition and not the earlier version by Sinclair; D. Ross, *The Nicomachean Ethics of Aristotle*, (World's Classics series, now available in Oxford University Press paperback); E. Barker, *The Politics of Aristotle*, (for the detailed "Introduction"); *J. B. Morrall, *Aristotle*, (Allen & Unwin "Political Thinkers" series); *R. G. Mulgan, *Aristotle's Political Theory* (Oxford University Press paperback). *indicates books which should be bought by the student.

Examination Arrangements: The examination takes place in the Summer Term and consists of one paper of three hours. Students will be asked to attempt four questions from a choice of about ten. All the questions will deal with topics discussed in the *Politics*. An acquaintance with Aristotle's *Ethics* would be helpful for purposes of comparison. Students are advised to consult examination papers for previous years (available in the Library) to familiarise themselves with the style of the paper and the type of questions asked.

Other Relevant Lectures: Dr. Morrall's lectures in the course, *An Introduction to Political Philosophy: the Greeks*, may be of interest to students who have not already attended them.

Gv3133

Political Thought (A Selected Text): Machiavelli

Teacher Responsible: Mr. K. R. Minogue, Room A387 (Secretary, Mrs. A. Kennedy, L300)

Course Intended Primarily for B.Sc. (Econ.) Part II Government; Government and History, 3rd year.

Scope: Machiavelli's political writings to be studied in depth in relation to their Renaissance context and the development of the modern state.

Syllabus: The central requirement of the course is a thorough familiarity with Machiavelli's *Prince* and *Discourses on the First Ten Books of Livy*. The student should be aware that these texts are translated, with consequent problems of meaning. Some familiarity with other political works of Machiavelli - such as *The Art of War*, and *The History of Florence*, would be deeply beneficial.

Pre-Requisites: Some acquaintance with the development of political thought.

Teaching Arrangements: Twenty one-hour seminars (Gv105) weekly in the Michaelmas and Lent Terms, attendance at the seminars is compulsory.

Written Work: Each student should expect to do about four essays for the course.

Reading List: The texts are: *The Prince* and *Discourses on the First Ten Books of Titus Livius*. The Modern Library Edition includes both, is conveniently available, and is sometimes the edition referred to in scholarly articles. Robert Ridolfi, *The Life of Niccolo Machiavelli*; J. R. Hale, *Machiavelli and Renaissance Italy*; Jacob Burckhardt, *The Civilization of the Renaissance in Italy*; F. E. Jacob (Ed.), *Italian Renaissance Studies*; Federico Chabod, *Machiavelli and the Renaissance*; Sydney Anglo, *Machiavelli: A Dissection*; Herbert Butterfield, *The Statecraft of Machiavelli*; Leo Strauss, *Thoughts on Machiavelli*; Giuseppe Prezzolini, *Machiavelli*; De Lamar Jensen (Ed.), *Machiavelli: Cynic, Patriot, or Political Scientist*; Quentin Skinner, *Machiavelli*; K. R. Minogue, 'Theatricality and Politics: Machiavelli's Concept of Fantasia' in Bhikku Parekh & R. N. Berki (Eds.), *The Morality of Politics*; Robert J. McShea, 'Leo Strauss on Machiavelli' (*The Western Political Quarterly*, Vol. XVI, 1963); Dante Germino, 'Second Thoughts on Leo Strauss' Machiavelli' (*The Journal of Politics*, Vol. 29, November 1966).

Examination Arrangements: The examination in the Summer Term consists of one three-

hour paper. Four questions must be attempted from a choice of about ten.

Gv3134
Gv4013

Political Thought (A Selected Text): Hobbes

Teacher Responsible: Dr. R. Orr, Room L100 (Secretary, Administrative Secretary, K206)

Course Intended Primarily for B.Sc. (Econ.) Part II, 3rd year; M.Sc. (The History of Political Thought); M.Sc. (Political Philosophy)

Scope: Close reading and exegesis of key passages plus sustained interpretation of chief arguments in Thomas Hobbes's *Leviathan*, together with a contextual understanding and critical analysis (as well as a present-day assessment) of the main concepts employed. Knowledge of the texts of Parts I and II of *Leviathan* plus the Review and Conclusion, is essential. Though all the emphasis will be on Hobbes's political doctrines, the theological framework of his philosophical system has to be taken into account throughout.

Syllabus: Natural right and endeavour. Power and Liberty. The justness of natural right and the maximum and minimum of natural liberty. Right and good. Mechanism and the search for causes. The passions and reason. The state of nature. Men's equality. The condition of war.

Hobbes's views on Liberty. Necessity, impediment, compulsion, and obligation. Deliberation and Freedom. Voluntary action and freedom. The question of the consistency of Hobbes's doctrine of freedom. Freedom and determinism.

Will and consent. Covenanting. The voluntary renunciation of right. Obligation dependent on such a voluntary renunciation of right. Morality and logic. Hobbes's theism and the observance of natural law. Divine commands. Endeavouring to be obliged and being obliged to endeavour. The basis of Hobbes's concept of obligation. Authorisation. The mechanics of the political contract. The rights of sovereignty. Commonwealth by institution and acquisition. Absolute and arbitrary legislative power. Liberty of subjects. Injury and injustice. Punishment. Law. The dissolution of the commonwealth.

Pre-Requisites: Nil

Teaching Arrangements: Two classes per week, each 1 hour, (course Gv105) beginning during the Michaelmas Term. Attendance compulsory.

Written Work: One essay to be read and marked by class teacher, plus one essay per student per term presented to and discussed by the class. Essay length: 1,800-2,000 words.

Reading List: Hobbes, *Leviathan*, Parts I and II, plus the Review and Conclusion. Any (cheap or paperback) edition will do. A copy of the book to be brought to each class meeting; R. S. Peters, *Hobbes* (Penguin edn.), (good on life and times and general philosophical background); J. W. N. Watkins, *Hobbes's System of Ideas* (solid account of Hobbes's general philosophical doctrine); W. von Leyden, *Hobbes and Locke: The Politics of Freedom and Obligation*, chs. 1-3; Brian Barry, 'Warrender and his Critics', *Philosophy*, Vol. 42, April 1868. Repr. in *Hobbes and Rousseau*, Ed. M. Cranston and R. S. Peters, (Anchor paperback). This article is indispensable. There are other interesting papers on Hobbes in the Cranston-and-Peters vol.; D. D. Raphael, *Hobbes, Morals and Politics*, (contains good accounts of the Hobbes literature of the last 50 years); J. Plamenatz, *Man and Society*, Vol. I, chapter on Hobbes (sound); H. Warrender, *The Political Philosophy of Hobbes: His Theory of Obligation*. To be used only with reference to particular topics mentioned in the index. Valuable but not generally accepted interpretation; F. C. Hood, *The Divine Politics of Thomas Hobbes*. Too much emphasis on Hobbes's theology in relation to his political theory; C. B. Macpherson, *The Political Theory of Possessive Individualism: Hobbes to Locke*, (controversial); L. Strauss, *Natural Rights and History*, (controversial on Hobbes); M. Oakshott, *Hobbes on Civil Association*.

Supplementary Reading List: M. M. Goldsmith, *Hobbes's Science of Politics*; F. S. McNeilly, *The Anatomy of Leviathan*; D. P. Gauthier, *The Logic of Leviathan*; K. C. Brown (Ed.), *Hobbes Studies*; M. Oakshott, Introduction to his edition of *Leviathan*, (Blackwells).

Books mentioned under this heading only to be used for the preparation of essays.

Examination Arrangements: For B.Sc. (Econ.), Part II, final year students, written exam paper in June, three hours, four questions out of ten to be answered. For M.Sc. candidates in the History of Political Thought and in Political Philosophy, written exam paper in September, three hours, three questions out of nine to be answered.

Gv3135

**Political Thought
(A Selected Text): Rousseau
(Not available 1983-84)**

Teacher Responsible: Mr. J. Charvet, Room K207 (Secretary, Mrs. P. da Gama Pinto, L307)

Course Intended Primarily for B.Sc. Econ. Part II, Special Subject IX Government, 3rd year.
Scope: The course is a detailed study of three works by Rousseau in the field of Political Thought: *Discourse of the Arts and Sciences*, *Discourse on the Origins of Inequality and The Social Contract*.

Syllabus:

(1) **Discourse on Arts and Science:** The connection between the flourishing of the arts and sciences and the corruption of society; the cause of this corruption; the role of inequality and dependence between men.

(2) **Discourse on the Origins of Inequality:** The original state of nature as one of independence, natural goodness and equality; the emergence of social relations and first beginnings of corruption; the development of private property and inequality; the creation of political society and oppression.

(3) **The Social Contract:** The basis of a just political society in a contract between free and equal men; the terms of the contract; the subordination of the private will to the general will; the realisation of value of freedom and equality; the place of the law; the lawgiver; the executive; civil religion.

Pre-Requisites: The paper is appropriate for students who have a background in the history of political thought or in political philosophy.

Teaching Arrangements: The course will consist of 20 weekly classes (Gv105) in the Michaelmas and Lent Terms (teacher: J. Charvet).

Written Work: The student will be expected to write 4 essays for the course, and otherwise will be expected to introduce and participate in class discussions.

Reading List: Students must acquire copies of the 3 texts.

Rousseau, *The Social Contract and Discourses*, (trs. G. Cole revised by Brumfitt and Hall), Everyman Library; Rousseau, *The Social Contract*, (trs. M. Cranston), Penguin.

Additional Reading: N. Hampson, *The Enlightenment*; J. Charvet, *The Social Problem in the Philosophy of Rousseau*; J. C. Hall, *Rousseau: an Introduction to his Political Philosophy*; J. Shklar, *Men and Citizens*.

Examination Arrangements: The examination takes place in the Summer Term and consists

of a single formal and unseen 3 hour paper of around 10 questions of which students are expected to answer 4.

Gv3136

**Political Thought (Texts)
(g) Hegel**

Teacher Responsible: Professor E. Kedourie, Room A150 (Secretary, Mrs. Phyllis Edwards, K105)

Course Intended Primarily for B.Sc. (Econ.) Part II students, 2nd or 3rd year.

Scope: The purpose of the course is to enable students to acquire a precise and detailed knowledge of Hegel's *Philosophy of Right*. The paper is designed primarily for those B.Sc. (Econ.) students who specialize in Government. Other Part II students with an interest in the history of political thought, or in political philosophy can also take this paper. Graduate students having the same interest may find the teaching for this paper profitable.

The work consists of a critical reading of, and commentary on, Hegel's *Philosophy of Right*. The work is done in twenty one-hour classes (Gv105) in the Michaelmas and Lent Terms. It is a co-operative enterprise between teachers and students.

Every student should have a copy of Hegel's *Philosophy of Right*, trs. T. M. Knox (Oxford University Press). A paperback edition is available.

Reading List: The following are a useful introduction to Hegel's thought: Edward Caird, *Hegel*; Walter Kaufman, *Hegel*.

Examination Arrangements: There is a formal three-hour unseen paper in the Summer Term in which students are required to answer four from about eight to ten questions. (The M.Sc. students have a paper set in the same form in September.)

Gv3137

**Political Thought:
(A Selected Text): J. S. Mill**

Teacher Responsible: Mr. E. Thorp, Room K305 (Secretary, Mrs. M. Osborne, K105)

Course Intended Primarily for B.Sc. (Econ.) Part II Third Year

Scope: The aim of this course is to engage students in the detailed and exact study of the central political ideas of a significant political philosopher.

Syllabus: The following works will be studied in close detail:

1. *A System of Logic Book VI The Logic of the Moral Sciences*
2. *Utilitarianism*
3. *On Liberty*
4. *Considerations on Representative Government*

(Students should buy personal copies of these works. 2, 3, 4 are available in one volume in the Everyman Library. Book VI of the Logic is available separately in (1) Bobbs-Merrill Library of Liberal Arts; (2) R. Fletcher (Ed.), *John Stuart Mill* (The Making of Sociology, Series); (3) Older versions of the complete *System of Logic* which are often to be found quite cheaply in secondhand bookshops). (Other of J. S. Mill's works will be prescribed for reading to provide a context for these works).

Pre-Requisites: It is presumed that students are already following Political Thought.

Teaching Arrangements: Twenty to twenty-five classes (Gv105) in the third year. A weekly class for two terms (Michaelmas and Lent Terms) and usually some additional classes at the beginning of the Summer Term. Some of these classes, or parts of classes, are devoted to exposition of the text by the teacher but the main aim of the study is to engage students in an independent study of the text, which is to be achieved only by a cooperative and sustained effort by all the members of the class.

Reading List:

General Introductory Works

K. Britton, *J. S. Mill*; R. P. Anschutz, *The Philosophy of J. S. Mill*; Alan Ryan, *The Philosophy of J. S. Mill*; A. Bain, *J. S. Mill: A Criticism*.

A Selection of Modern Critical Studies

J. B. Schneewind (Ed.), *Mill: a collection of critical essays*.

Examination Arrangements: There is a formal three-hour unseen paper in the Summer Term in which students are required to answer four from about eight to ten questions. The questions are designed to test students' knowledge and understanding of the text, their capacity to handle the arguments which arise in it and the critical discussions which have centred around it. Students should aim at gaining a knowledge of all of these texts and should not be pre-emptively selective.

Gv3138
Gv4018

Political Thought (A Selected Text): Locke

Teacher Responsible: Dr. W. von Leyden, Room L105 (Secretary, Mrs. P. da Gama Pinto, L103)

Course Intended Primarily for B.Sc. (Econ.) Part II 3rd year; M.Sc. (The History of Political Thought); M.Sc. (Political Philosophy).

Scope: Exegesis of key passages and critical interpretation of chief arguments in John Locke's *Second Treatise of Government*, together with a contextual understanding and close analysis (as well as a present-day appraisal) of the main concepts employed.

Syllabus: Natural law and the right to private ownership; issues concerning the use of money. The state of nature and the right of punishment. Three requisites of political life. The judicial power.

Free consent, trust, and the limits of the legislature. Law and civil liberty. Prerogative. Umpirage, supremacy, and the principle of "floating" sovereignty. Majority-rule.

Force. Obligation and consent (express or tacit). State of anarchy. Abuse of political authority. Dissolution of government "from within" (Passive and active). *The* state of war and *a* state of war. Rebellion and the right of popular resistance. On justifying individual freedom and state authority, lawful government and popular control. Arguments against arbitrary, absolute power.

Pe-Requisites: Nil.

Teaching Arrangements: One weekly, 1-hour class (course Gv105) beginning first week of Michaelmas Term through to Easter. Continued during Summer term for graduates only. Attendance compulsory.

Written Work: One essay per term to be read and marked by class teacher, plus one essay per student per term presented to and discussed by the class. Essay length: 1,800-2,000 words. Emphasis on student participation in class, in the form of critical observations and raising of questions.

Reading List: Locke, *Second Treatise of Government*, Ed., P. Laslett, Mentor paperback, or J. Gough's edn., Blackwell, or any other cheap edn. A copy of the book to be brought to each class meeting; Locke, *Essays on the Laws of Nature*, Ed., W. von Leyden, Oxford, Introduction, sect. VI, and Essays I-V; M. Cranston, *John Locke, A Biography* (for life and times; also for general philosophical background); W. von Leyden, *Hobbes and Locke, The Politics of Freedom and*

Obligation, chs. 4-6; J. Gough, *Locke's Political Philosophy*, chapter on Trust (good); R. I. Aaron, *John Locke*, 3rd edn., chapter on political philosophy (sound); D. J. O'Connor, *John Locke*, Pelican edn., chapter on political philosophy (solid); J. D. Mabbott, *John Locke* chapter on ethics and political philosophy (reliable); M. Seliger, *The Liberal Politics of John Locke*, and G. Parry, *John Locke*, both to be used only for reference to particular topics mentioned in Index; L. Strauss, *Natural Right and History*, chapter on Locke (controversial); J. Plamenatz, *Man and Society*, Vol. 1, chapter on Locke.

Supplementary Reading List: J. Tully, *A Discourse on Property, John Locke and his Adversaries*; J. P. Day, "Locke on Property", *Philosophical Quarterly*, Vol. XVI, 1966, 207-20; K. Olivecrona, 'Locke's Theory of Appropriation', *Philosophical Quarterly*, Vol. XXIV, 220-34; J. Dunn, "Consent in the Political Theory of John Locke", *The Historical Journal*, Vol. X, 1967, 153-82; H. Pitkin, "Obligation and Consent", *American Political Science Review* Vol. LIX, 1965, 990-9 and Vol. LX, 1966, 39-52; W. von Leyden, "John Locke and Natural Law", *Philosophy*, Vol. XXXI, 1956, 23-25.

Examination Arrangements: For B.Sc. (Econ.), Part II final year students, written exam paper in June, three hours, four questions out of ten to be answered. For M.Sc. candidates in the History of Political Thought and in Political Philosophy, written exam paper in September, three hours, three questions out of nine to be answered.

Gv3150

History of Political Ideas

Teacher Responsible: Mr. E. Thorp, Room K305 (Secretary, Mrs. M. Osborne, K105)

Course Intended Primarily for B.A. History students, paper C1.

Scope: The course aims to introduce students to the main currents of political ideas from Ancient Greece to the modern West.

Syllabus: Students should consult 'the White Book' and the general description given in the study guide for Course Gv102 **Political Thought**.

Teaching Arrangements: The basic teaching for this subject, **History of Political Ideas**, is provided by the Government Department. It consists of:

(a) A general course of twenty lectures (Gv102) **Political Thought*** which students should attend in their second year. This covers the general political thought of Greece

and Rome, the Medieval World, Modern Times. Students should refer to the study guide for this course.

(b) Fortnightly classes (Gv102a and b) for four terms which begin in the Lent Term in the second year and continue until the Lent Term in the third year. (About 18 classes altogether). The classes tend to concentrate on the study of texts, and concepts.

If sufficient B.A. History students take this subject to constitute a viable class then a special class is held for them, otherwise they are expected to join one of the B.Sc. (Econ.) **Political Thought** classes. *If a special class can be held* then it will meet in the Lent and Summer Terms of the second year and the Michaelmas Term of the third year; thus the basic teaching will be completed by Christmas in the third year.

In addition to this basic teaching students may be interested in attending other courses of lectures held at the School or University. (Those numbered 1-4 might be more appropriately attended in the third year; No. 5 could be attended in either the second or third years.)

- *1. Gv100 An Introduction to Political Thought: The Greeks
2. Gv104 Three Key Medieval Political Thinkers
3. Hy102 The History of European Ideas
4. Gv109 Modern Political Thought
5. Senate House Lecture Course on European Political Ideas. Mondays, 11.00 a.m., Sessional.

It should be clearly understood by students proposing to take this subject that it is a study that needs a steady and sustained approach to enable students to become familiar with the various concepts and different modes of thought that are involved in it. Furthermore regular attendance at class discussion is required so that students develop facility in handling ideas. It is for these reasons that the teaching for this subject is spread over a longer period than is usual for B.A. History subjects and students must be prepared to fit into this different regimen of work.

Students who are thinking of taking this subject should see the Teacher Responsible towards the end of their first year, or at the latest, October in their second year, to discuss the teaching arrangements for the subject and to receive advice on preliminary study.

Examination Arrangements: A three-hour paper at the end of the third year, requiring four questions to be attempted. The paper is divided into *two* sections, and at least one question out of each section must be answered. The first section will consist of

questions on the starred texts (see 'White Book'); the second, of questions of a broad contextual character.

N.B. Course numbers may vary slightly from year to year.

Gv4000

Gv4001

History of Political Thought (Seminar)

Teacher Responsible: Professor E. Kedourie, Room A150 (Secretary, Mrs. Phyllis Edwards, K105)

The Seminar is Intended Primarily for those taking the one-year M.Sc. History of Political Thought. Other graduate students may attend by permission.

Scope: This is a graduate seminar (Gv201) which meets once a week throughout the session in which the topics connected with Papers 1, 2 and 4 of the one-year M.Sc. (Econ.) History of Political Thought are discussed. In the seminar papers by both staff and students are read and discussed.

Syllabus:

1. Nature and scope of intellectual history
History as a mode of thought. The nature of historical understanding. The emergence, character and organising ideas of a history of thought. Beliefs, conduct and events.
2. Critical Problems in the history of political thought

Politics and the political.

Varieties of political utterance and discourse: practical, 'scientific', historical, philosophical. 'Political theory'.

Problems of historical understanding and interpretation illustrated from general and special histories of political thought and histories of specific political ideas.

Reading List: Lists of suggested reading are too lengthy to reproduce here. They will be circulated at the first meeting of the seminar. Copies may also be obtained from the Secretary of the Department of Government, Miss E. Schnadhorst, Room K206.

Examination Arrangements: Examinations take place during the first week of September and results are published towards the end of the same month or at the beginning of October.

Gv4005
Gv4006
Gv4010-4018

M.Sc. Politics (9): Political Philosophy

Teacher Responsible: Mr. J. Charvet,
Room K207 (Secretary, Mrs. P. da
Gama Pinto, L103)

Course Intended Primarily for M.Sc. Politics.

Scope: The course is designed to explore in detail substantive problems in political philosophy, the approach will be historical and analytical.

Syllabus: The course contains 4 main divisions:

1. **Greek Political Philosophy: The Concept of Justice** (taught by Dr. F. Rosen. The syllabus consists of, firstly, a study of the Platonic dialogues with special emphasis on the use of analogy, paradox and irony; the significance of the trial and death of Socrates; the 'Socratic paradoxes'; the concept of *techné*; the *polis* and the psyche; *eros*; the role of the Sophists; the distinction between nature and convention. Secondly, a study of Aristotle's treatment of justice.

2. **Modern Political Philosophy: Freedom and Equality** (taught by J. Charvet). The course will be concerned with the following themes: the meaning and possibility of freedom; the meaning and justification of equality; the relation and opposition of freedom and equality; the substantive theories of justice governed by principles of freedom and equality - Rawls, Nozick, and Egalitarian theories; the individualist nature of theories of freedom and equality; utilitarianism; anti-individualist theories - Hegel and Marx.

3. A Set Text: Students will be required to choose one of the following authors and study one or more major works by them: Machiavelli, Hobbes, Locke, Rousseau, Hegel, J. S. Mill. (See Study Guides Gv3130-3138).

4. An essay of not more than 10,000 words. Teaching Arrangements: (Gv201-4; Gv105; So169) Greek and Modern Political Philosophy will each consist of 15 fortnightly 2-hour seminars throughout the session. The set text will consist of 20 weekly 1-hour classes in Michaelmas and Lent Terms.

Written Work: Students will be expected to write 4 essays for each of the above seminars.

Reading List:

1. **Greek Political Philosophy:** Plato, *Apology*; *Crito*; *Protagoras*; *Gorgias*; *Republic*; *Laws*; Aristotle, *Nicomachean Ethics*; *Politics*.

2. **Modern Political Philosophy:** Sir I. Berlin, *Two Concepts of Liberty*; J.

Charvet, *A Critique of Freedom and Equality*; R. Nozick, *Anarchy, State and Utopia*; J. Rawls, *A Theory of Justice*.

3. For set texts, see study guides under course title **Political Thought**: a selected text in respect of the B.Sc. Econ.

Examination Arrangements: The examination will take place in early September and will consist of 3 formal and unseen 3-hour papers on each of the above topics. Each paper will contain around 10 questions and students will be expected to answer 3. In addition, the 10,000 word essay paper has to be submitted in early September.

Gv4013

Political Thought (A Selected Text): Hobbes See Gv3134

Gv4025

The State in the United Kingdom

Teacher Responsible: Dr. R. Barker,
Room K201 (Secretary,
Administrative Secretary, K206)

Course Intended Primarily for M.Sc.

Scope: The aim of the course is to familiarise students with the principal views and interpretations of the state, and with the usefulness of those views in understanding the politics and government of the United Kingdom.

Syllabus: The growth, structure, character and powers of the modern state in the U.K., and of the various theories which seek to account for or explain these.

The growth of the modern state, and of its economic responsibilities and social services. Marxism, pluralism, and theories of autonomous government.

Legitimacy and coercion; the occupation of governing; the institutions of government.

Pre-Requisites: None. Students come to this course from a variety of backgrounds in the social sciences.

Teaching Arrangements: 5 2-hour seminars (Gv206) in each of the 3 terms. Students specialising in the U.K. M.Sc. option will be allocated a personal tutor who will co-ordinate their studies in general, and who will be initially responsible for advice about the dissertation. The State in the U.K. seminars will be taught by Dr. R. Barker; Mr. A. J. L. Barnes (Room K309) and Mr. A. J. Beattie (Room L102) will also act as personal supervisors.

Written Work: Students will normally write two papers per term.

Reading List: (A full reading list and seminar programme will be issued at the beginning of the course.)

Hugh Hecló, *Modern Social Politics in Britain and Sweden*; James O'Connor, *The Fiscal Crisis of the State*; Ralph Miliband, *The State in Capitalist Society*; C. E. Lindblom, *Politics and Markets*; Gianfranco Poggi, *The Development of the Modern State*; Richard Rose, *Governing without Consensus*; P. Stanworth & A. Giddens (Eds.), *Elites and Power in British Society*; Hugh Hecló & Aaron Wildavsky, *The Private Government of Public Money*; Tony Bunyan, *The Political Police in Britain*.

Examination Arrangements: A three-hour formal examination in September. The number of questions varies from 8 to 12; students must attempt 3.

Gv4026

Interpretations of the Constitution

Teacher Responsible: Mr. A. J.
Beattie, Room L102 (Secretary, Mrs.
P. da Gama Pinto, L103)

Course Intended Primarily for M.Sc.

Scope: The aim of the course is to introduce students to a particular kind of political thinking, concerned with the distribution of authority between British political institutions rather than with substantive policy questions.

Syllabus:

1. The status of constitutional thinking, and its relation to other kinds of political discourse;

2. The history of constitutional thought in Britain, from 1660 to the present day. This will be studied through individual texts (e.g. Hume's *Essays*, Dicey's *Law of the Constitution*, etc.) and through the examination of a number of established themes (the separation of powers, the rule of law, representation, party government, etc.)

Pre-Requisites: None. Students wholly unfamiliar with British politics and British constitutional history will be expected to undertake initial, directed reading.

Teaching Arrangements: 5 1½ hour seminars (Gv206) in each of the 3 terms. Students specialising in the U.K. M.Sc. option will be allocated a personal tutor who will co-ordinate their studies in general, and who will be initially responsible for advice about the dissertation. The 'Interpretations' seminars will be taught by A. J. Beattie; Mr. A. J. L. Barnes (Room K309) and Dr. R. S. Barker (K201) will also act as personal supervisors.

Written Work: Students will normally present an average of 2 seminar papers per term. These papers will be photocopied and circulated before each seminar meeting. In

addition, each student will present to Mr.

Beattie a minimum of 2 essays per term.

Reading List: (A full reading list and seminar programme will be issued at the beginning of the course)

M. J. C. Vile, *Constitutionalism and the Separation of Powers*; J. C. Rees, *Interpreting the Constitution*; G. Marshall, *Constitutional Theory*; A. H. Birch, *Representative and Responsible Government*, S. H. Beer, *Modern British Politics*; H. L. A. Hart, *The Concept of Law*.

Examination Arrangements: A three-hour formal examination in September. The paper will have approximately 15 questions; students must attempt 3.

Gv4027

The History of British Politics in the 20th Century

Teacher Responsible: Mr. A. J.
Beattie, Room L102 (Secretary, Mrs.
P. da Gama Pinto, L103)

Course Intended Primarily for M.Sc.

Scope: The aim of the course is to engage students in the detailed study of 20th century British political events and the politicians associated with them, and to achieve an understanding of the character and problems of historical enquiry in this period.

Syllabus:

1. The study of the events of British politics since the 1890s, with special emphasis on the ambitions, purposes and the ideas of the politicians involved, and the institutional context within which they acted.

2. Students will be examined on the assumption that in addition to a knowledge of the period as a whole, they will have specialised further in one of the following periods: 1900-1916; 1916-1922; 1922-1931; 1931-1940; 1940-1951; Post-1951.

3. The nature of the historical debates about British politics in the 20th Century. This historiographical study will be undertaken through a study of individual historical works (e.g. Cowling, *The Impact of Hitler*) and of the way in which historians have treated particular themes (e.g. party history, the history of foreign policy, biographical studies, etc.)

Pre-Requisites: None. All students will benefit from attending the lecture course Gv152, and this course should be regarded as essential for students who are wholly unfamiliar with modern British History.

Teaching Arrangements: 5 1½ hour seminars (Gv206) in each of the 3 terms. Students specialising in the U.K. M.Sc. option will be allocated a personal tutor who will co-

ordinate their studies in general, and who will be initially responsible for advice about the dissertation. The history of Politics seminars will be taught by **Mr. Beattie** and **Mr. A. J. L. Barnes** (Room K309), and **Dr. R. Barker** (Room K201) will also act as a personal supervisor.

Written Work: Students will normally present an average of 2 seminar papers per term. These papers will be photocopied and circulated before each seminar meeting. In addition, each student will present to a specified seminar teacher a minimum of 2 essays per term. These essays will normally be within the special period chosen by the student.

Reading List: (A full, annotated reading list and seminar programme will be issued at the beginning of the course.)

A. Havighurst, *Britain in Transition*; M. Cowling, *The Impact of Labour*; K. Middlemas & J. Barnes, *Baldwin*; P. Addison, *The Road to 1945*; R. Bassett, *1931: Political Crisis*; J. Ramsden, *The Age of Balfour and Baldwin*.

Examination Arrangements: A three-hour formal examination in September. The paper will be divided into 2 sections. Section A will consist of approximately 6 historiographical questions; Section B will have approximately 12 questions, designed to test knowledge of the candidates' chosen special period. Candidates must answer 3 questions in all, of which at least one must be taken from Section A, and at least one from Section B.

Gv4028

Modern British Political Ideas

Teacher Responsible: Dr. R. Barker, Room K201 (Secretary, Administrative Secretary, K206)
Course Intended Primarily for M.Sc.

Scope: The aim of the course is to familiarise students with the principal political arguments that have occurred in the United Kingdom over the last hundred years.

Syllabus: Politics, political ideas, and political argument; argument over the rise of the modern state in the United Kingdom – liberalism, socialism, conservatism. The various forms of pluralism.

The debate over citizenship and over the composition of political society: nationalism, feminism, populism.

The development of arguments over the state and over citizenship in the second half of the present century.

Pre-Requisites: None. Students come to this course from a variety of backgrounds in the social sciences.

Teaching Arrangements: 5 2-hour seminars (Gv206) in each of the 3 terms. Students specialising in the U.K. M.Sc. option will be allocated a personal tutor who will co-ordinate their studies in general, and who will be initially responsible for advice about the dissertation.

The Political Ideas seminars will be taught by **Dr. R. Barker**.

Mr. A. J. L. Barnes (Room K309) and **Mr. A. J. Beattie** (Room L102) will also act as personal supervisors.

Written Work: Students will normally write two papers per term.

Reading List: (A full reading list and seminar programme will be issued at the beginning of the course.)

Rodney Barker, *Political Ideas in Modern Britain*; Raymond Williams, *Culture and Society 1780-1950*; L. T. Hobhouse, *Liberalism*; G. B. Shaw (Ed.), *Fabian Essays in Socialism*; Herbert Spencer, *The Man versus the State*; Lord Hugh Cecil, *Conservatism*; Peter Kropotkin, *Fields, Factories and Workshops*; E. P. Thompson, *William Morris: from Romantic to Revolutionary* (2nd edn., 1977); Hilaire Belloc, *The Servile State*; R. H. Tawney, *The Acquisitive Society*; George Orwell, *The Lion and the Unicorn*; Anne Oakley, *Subject Women*; C. A. R. Crosland, *The Future of Socialism*; R. M. Titmuss, *The Gift Relationship*; Michael Oakeshott, *Rationalism in Politics*; F. A. Hayek, *The Constitution of Liberty*; E. P. Thompson, *The Poverty of Theory*.

Examination Arrangements: A three-hour formal examination in September. The number of questions varies from 8 to 12; students must attempt 3.

Gv4040-4042

Political Sociology, Politics 3

Teacher Responsible: Mr. J. T. S. Madeley, Room K307 (Secretary, Mrs. Marion Osborne, K105)

Course Intended Primarily for One year full-time or two year part-time M.Sc. Politics 3 students. Students on any other M.Sc. course in the Government Department may with the approval of the relevant members of staff take one of the three written examinations within this M.Sc. Similarly M.Sc. Political Sociology students may substitute one paper from those offered for the M.Sc., LL.M. or M.A. The course is also open by permission to a limited number of M.Phil. or Ph.D. students preparing theses in political sociology and kindred fields.

Scope: The M.Sc. aims to provide a comprehensive knowledge of the field of

political sociology, a critical awareness of the strengths and weaknesses of the literature and training in both qualitative and quantitative research methods.

Syllabus: The basic framework of the course (in order of teaching) is **Revolutions and Social Movements:** Historical, functionalist and Marxist theories of revolution; nation-building and state formation processes; theories of imperialism; dependency and under development; millenarian movements; and roles of the peasantry and the working class in the Russian, Chinese and other revolutions.

Political Behaviour: Behaviouralism; theories of political culture and socialisation; the mass media and political communications; class, religion and ethnicity in voting behaviour; mass society; community power studies.

Theories and Concepts of Political Sociology: Power and authority; theories of the character and role of the State and nature of political life from Marx to the present.

Because of the international character of the seminars and the variety of student backgrounds there is some flexibility in the detailed content of the course from year to year.

Pre-Requisites: The course is particularly suitable for students with a first class degree in Politics, Government or Sociology but students with other qualifications are considered on their merits. A feature of the course is the participation of a number of overseas graduates.

Teaching Arrangements: The course consists of three seminars and a 15,000 word research report. The seminars run throughout the teaching year meeting twice weekly and covering consecutively the three examination papers, **Revolutions and Social Movements** (Gv210, Gv211, So131) **The Study of Political Behaviour** (Gv173, Gv210, Ps120) and **Theories and Concepts of Political Sociology** (Gv210, So130). Teaching rests upon assigned papers written by the students and circulated prior to the seminar. Each student is under the individual guidance of a member of staff and expected to see him regularly. No lectures are compulsory but there are many lectures given in the Department and elsewhere in the School which are germane. The research report, written under supervision during the second half of the session, is an important part of the training programme. Supportive courses are available in statistical methods, computer techniques, sources of social and political data, and methods of analysis for political scientists. Extensive private study is essential.

Reading List: J. Barrington Moore Jnr., *Social Origins of Dictatorship and Democracy*; T.

Skocpol, *State and Revolution*; L. Kolakowski, *Main Currents of Marxism* (5 Vols. paperback); M. Barrat-Brown, *Imperialism*; G. Poggi, *Development of the Modern State*; A. D. Smith, *Theories of Nationalism*; D. E. Butler & D. Stokes, *Political Change in Britain*; H. Himmelweit, *How Voters Decide*; B. Stacey, *Political Socialisation in Western Society*.

Examination Arrangements: Past papers are available in the Library. Candidates are required to answer three questions from some 15 alternatives in three hours in each of the three subjects: Theories and Concepts; Revolutions; and Political Behaviour. The unseen papers are taken in early September; the research report is required by 1 August.

Gv4050

M.Sc. in Comparative Government: The Government and Politics of the USSR Paper 2 (1)

The syllabus comprises the syllabuses for papers (3) and (4) of the M.Sc. in the Politics and Government of Russia, except that there are no set texts and no language requirement. The exam gives equal weight to the two components of the syllabus. A study guide for the Russian M.Sc. is available.

Gv4051

Gv4052

Gv4053

Gv4054

The Politics and Government of Russia

Teacher Responsible: Dr. Dominic Lieven, Room L202 (Secretary, Mrs. Marion Osborne, K105)

Course Intended Primarily for students doing M.Sc. (Politics) 4.a. and 4.b., but other qualified graduate students can attend by arrangement.

Scope: The course aims to train graduate students in the study of Russian and Soviet politics, government and political thought from 1861 to the present, with brief reference to the period 1815-61. Degree 4.a. requires the ability to read political texts in Russian, whereas 4.b. requires no knowledge of Russian.

Syllabus: With regard to Russian political institutions from 1861 to 1917, the course covers the autocracy and the development of central and local government and of the civil

service. Among the issues treated are: the failure to implement successive Nineteenth-Century projects to reform central government, the relation between law and government in Imperial Russia and the problems involved in government efforts to modernise peasant society and economy. The course examines the causes and nature of the 1905 Revolution, Russian government and politics in the Duma period, and the collapse of the imperial state and society in 1917. Secondly, candidates must study the main trends in Russian political thought between 1815 and 1980, notably that of the slavophiles and "Westerners" of the 1830s-50s, and of the populists, socialists, conservatives, liberals and anarchists in the period up to the 1920s. They must also study the re-emergence of some of these trends in new forms in the post-Stalin period.

Thirdly, the course requires study of the "October-Revolution" of 1917 and the development of the Soviet political system from then to the present. Also, students must be familiar with the political methods and style of successive leaders, and the conflicts at the top over power and policy. The applicability or otherwise of the term "totalitarianism" to the political system of the Stalin period and after is also discussed, as are underlying elements of continuity and change regarding the Tsarist and Soviet eras. Fourthly, candidates must study the workings of particular institutions in the contemporary USSR: the CPSU, the Council of Ministers, and the ministerial system, the Supreme Soviet, the federal system, local government, the trade unions, the courts, and the mass media.

Pre-Requisites: The degree may be completed by well-qualified candidates in eleven months. Candidates for 4.a. who have good qualifications in politics but little or no knowledge of Russian, and candidates for 4.a. and 4.b. who have first degrees in Russian studies but inadequate qualifications in politics, will require two years, so that they can take appropriate qualifying exams at the end of their first year.

Teaching Arrangements: (Courses Gv165, Gv166, Gv227, Gv228, LL164, So169) The core teaching is done by Dr. Lieven in a weekly 2-hour seminar which meets through the session i.e. 30 times. Students normally write 3 or 4 essays per term, which are discussed in this seminar. Students should also attend a weekly seminar on communist politics addressed by visiting specialists and organised by Professor Schapiro and Mr. Schöpflin. They may also attend relevant lecture courses (designed mainly for

undergraduates) given by Professor Schapiro, Dr. Lieven and Mr. Schöpflin, and also in the departments of economics, law, history and geography. Russian language tuition is provided by Dr. B. Johnson in classes in the Language Laboratory, and sometimes courses can also be attended in other parts of the university.

Reading List: (in rough chronological order, basic books only)
H. Seton-Watson, *The Russian Empire 1801-1917*; R. Pipes, *Russian Under the Old Regime*; G. Hosking, *The Russian Constitutional Experiment*; F. Venturi, *The Roots of Revolution*; A. Walicki, *A History of Russian Political Thought*; L. Schapiro, *The Communist Party of the Soviet Union; The Origin of the Communist Autocracy*; T. H. Rigby, *Lenin's Government*; M. Fainsod, *How Russia is Ruled* (or J. Hough & M. Fainsod, *How the Soviet Union is Governed*); N. Harding, *Lenin's Political Thought* (2 Vols.); Robert Tucker (Ed.), *Stalinism*; M. Tatu, *Power in the Kremlin*; S. Bialer, *Stalin's Successors: Leadership, Stability and Change*; A. H. Brown & M. Kaser (Eds.), *The Soviet Union since the Fall of Khrushchev*; G. Breslauer, *Khrushchev and Brezhnev as Leaders*. See Texts (see below)

Examination Arrangements: Students have to choose three written examination papers out of the four available. They must sit them in early September and also complete an Essay by mid-September. The papers are entitled (1) "Political Institutions, 1861 to 1917" (Set-Text: *The Fundamental Laws of the Russian Empire 1906*), (2) "Political Thought, 1815 to 1980" (Set-Text: chapter 5 of Lenin's *State and Revolution*), (3) "The Development of the Soviet Polity" (Set-Text: the 1961 CPSU Programme, Part 2, sections III (sub-sections 1 and 2) and VIII), and (4) "Soviet Political Institutions" (Set-Text: *The Rules of the CPSU*, 1966).

Knowledge of the set texts is tested by the inclusion of a compulsory question in each paper requiring commentary on an extract from the relevant text.

Candidates for 4.a. are given extracts in Russian, which they must also translate. Candidates for 4.b. are given extracts in English translation.

The Essay is on any approved subject of the student's choice. It must be related to the course and (for candidates for 4.a.) be based in part on Russian-language sources.

Maximum length: Ten thousand words. Assessment is based on the 3 written exams and the Essay, which all carry equal weight.

Gv4060 Politics and Government of Eastern Europe See Gv3055

Gv4065 M.Sc. (Politics) 5 Comparative Government Coordinating Staff Member for Group 5 and for the paper 'Comparative Government' in Group 5, Mr. L. A. Wolf-Phillips, Room K208 (Secretary, Miss E. Schnadhorst, K206)

Course Intended Primarily for the M.Sc. (Politics) 5 in Comparative Government; a one-year course.

Scope: The Comparative Government course is designed to meet the needs of graduate students who require a general grounding in comparative political studies accompanied by the opportunity to concentrate on specialised areas or topics.

Syllabus: The course in Comparative Government is designed to meet the needs of those who can profit by a general grounding in the field of comparative political studies, accompanied by more specialised topics. Comparative Government has been at the centre of debate amongst political scientists for many years. There are those who would see the subject as no more than "the study of foreign governments" and those who would see the "scientific" study of "comparative politics" as leading to the establishment of a "General Theory of Politics". Between these extreme positions many political scientists are aware of the need constantly to explore the possibilities of improving the techniques of comparative study.

The core paper (Comparative Government) in this M.Sc. course is a survey of this debate and its origins. The gradual emergence of political science as an autonomous discipline is reviewed with special attention being paid to such leading contributors as Woodrow Wilson, James Bryce and J. W. Burgess. The debate of the 1950s and 1960s and the nature of the "behavioural revolution" is discussed both in general terms and through the works of prominent advocates of reform. Case studies concerned with the comparative study of constitutions, executives, legislatures, and judiciaries attempt to take account of the positive results of the long methodological debate in the field of Comparative Government.

The course also offers a wide range of specialised topics and studies of individual countries; the Essay gives an opportunity for specialisation in an area of particular interest. (see section on Examination for details of choices available).

Pre-Requisites: Normally, admission to this course is offered only to those in possession of a second class (upper division) honours degree in political science, or its equivalent. Applicants whose native tongue is not English or who have had insufficient undergraduate work in political science may be required to take a two year's registration for this course. In the case of two-year registration, one of the following may apply: (i) the case may be reviewed during the first part of the first year's work and, if the student's progress is in all ways satisfactory, a one-year registration substituted; this procedure being subject to the approval of the Graduate School Committee;

(ii) the two-year registration may be conditional on meeting the requirements of a Qualifying Examination to be set during the first year of registration; re-registration for the second year will be subject to the approval of the Graduate School Committee.

Teaching Arrangements: (Courses Gv162-Gv170; Gv209; Gv225; Gv227-8; Gv230-2; Gv235; Gv238-9) A two-hour seminar for Paper 1 (see under Examination) will be held weekly during the Michaelmas and Lent Terms; individual tutorials will also be held on a regular basis throughout the session. The seminars and tutorials will be held by Mr. L. A. Wolf-Phillips in Room K208; Mr. Wolf-Phillips will also act as overall supervisor for students taking the M.Sc. (Politics) Group 5. All students will submit regular seminar papers and tutorial essays during the session. Upon completion of their choice(s) for Papers 2 and 3 (see under Examination), students will be referred to the teacher responsible for these papers for guidance as to teaching and/or tutorial arrangements.

Reading List:

Preliminary

W. J. M. Mackenzie, *Politics and Social Science*; J. Blondel, *The Discipline of Politics: An Introduction to Comparative Government*; S. E. Finer, *Comparative Government; Five Constitutions*; L. Wolf-Phillips, "Metapolitics" in *Political Studies* 12(3) 1964.

Supplementary Reading List: J. C. Charlesworth (Ed.), *Contemporary Political Analysis*; Anna Haddow, *Political Science in American Colleges and Universities, 1636-1900*; Albert Somit & Joseph Tanenhaus, *The Development of American Political Science: from Burgess to Behaviouralism*; R. C.

Macridis, *Comparative Government*; C. Heckscher, *The Study of Comparative Government and Politics*; International Political Science Association, *Proceedings of the Research Panel on Comparative Government (1954)* (indexed in Library under I.P.S.A. Round Table at call-mark JA1.A1); *Report of the Research Panel on Comparative Government of the American Political Science Association 1944*; (printed in *American Political Science Review* 38 (1944) pp. 540-8) (Call-mark JA1.A1); *Report of the Inter-University Seminar on Comparative Politics* (Social Science Research Council) (1952); (printed in *American Political Science Review* 47 (1953) pp. 641-75) (Call-mark JA1.A1); A. P. Blaustein & G. Flanz, *Constitutions of the Countries of the World* (call-mark K3157 A3.B64) is a multi-volume work which is constantly up-dated; it is the most authoritative and comprehensive reference source as to world constitutional texts and includes accompanying chronological introductions and bibliographies. (Further reading on specific topics will be given during the course.)

Examination Arrangements: The structure of the M.Sc. (Politics) Group 5 is a complex one, drawing on other Group courses within the Department and on papers in other departments and colleges. Some papers are examined in June and some in September (as illustrated below). There are *three written papers* and an *extended Essay*. The topic for the Essay is discussed with the supervisor of Group 5 (Mr. Wolf-Phillips) and other members of the academic staff whose specialised knowledge is relevant; a detailed *Note of Guidance* on the Essay will be given to all students in the first week of the course. The three papers will each be examined by means of a three-hour 'unseen' examination paper; three questions to be answered from a choice of about 10-12 questions.

Paper 1 Comparative Government

This is a compulsory "core paper" and will be examined in *September*.

Paper 2 and 3 The Politics and Government of a Foreign Country or Group of Countries

Two of the following to be chosen (the date of the examination shown in brackets)

(i) USSR - The Government and Politics of the Soviet Union* (September)

*The syllabus is the same as that for paper (3) of the M.Sc. in the Politics and Government of Russia, except that there is no set text and no language requirement.

(ii) France - The Growth of Presidential Government (June)

(iii) Germany - The Growth of Parliamentary Government (June)

(iv) The Government and Politics of an African Country (June)

(v) Government Regulation of the Economy, with special reference to the United States of America (June)

(vi) Government and Politics of Scandinavia (June)

(vii) Government and Politics of Eastern Europe (June)

(viii) Government and Politics of Latin America (June)

Note: These papers are offered subject to availability of teaching staff and a minimum number of candidates.

Subject to Departmental approval, the candidates for this examination may substitute for ONE of the eight papers listed above, *any paper which is offered for the M.Sc., LL.M. or M.A. degrees*. Examples of 'outside' choices made in recent years are:

(i) Britain: the Development of the Interventionist State (September)

(ii) British Political Ideologies (September)

(iii) Revolutions and Social Movements (September)

(iv) Comparative Administration Systems (June)

(v) Comparative Local Government (June)

(vi) Comparative Public Enterprise (June)

(vii) Administration and Government in New and Emergent States (June)

(viii) European Multiparty Systems (June)

(ix) French Public Administration and Local Government (June)

(x) German National Socialism (June)

(xi) The Politics of Western European Institutions (June)

(xii) The International Politics of Western Europe (June)

(xiii) International Politics in Africa (June)

(xiv) African Government and Politics (June)

(xv) Foreign Policy Analysis (June)

(xvi) International Politics in Africa and the Middle East (June)

(xvii) International Economic Law (September)

(xviii) Comparative Constitutional Laws of the Commonwealth (September)

(xix) Revolutions and Social Movements (September)

(xx) The Study of Political Behaviour (September)

(xxi) Public Policy and Planning (June)

Tutorial Advice will be given on the choice of papers in the first week of the course by Mr. Wolf-Phillips and the teachers concerned with the respective papers.

Essay: The Essay is to be submitted to Mr. Wolf-Phillips on or before September 1st.

Gv4070

The Politics and Government of Germany
See Gv3051

Gv4071-2

Gv4090-1

Gv4100-1

The Politics and Government of Western Europe (Politics, Branch 7)

Teacher Responsible: Dr. Gordon Smith, Room K102 (Secretary, Mrs. Phyllis Edwards, K105)

Course Intended Primarily for Students registered for the M.Sc. Politics and Government of Western Europe. The various options in this M.Sc. are all open to students on other M.Sc. courses who wish to take one or other subject as an 'outside option'. However, the 'core' subject for this M.Sc. entitled 'The Politics and Government of Western Europe' is not generally suitable for students on other M.Sc. courses.

Scope: The aim of this M.Sc. is to introduce students to the comparative study of West European politics. The material for the course is based on the political systems of the West European states. Whilst the experience of the larger countries - Britain, France, Italy and West Germany - is of central importance, the politics of the smaller European democracies receive proper attention. The purpose of the course is to gain knowledge of a number of political systems within a framework of comparative theory and further to study Western Europe in relation to important themes and problems which are common to advanced industrialised societies.

Within the general framework of the course, there is ample scope for students to develop their particular interests: to specialise in the politics of one country, to concentrate on comparative aspects, or to combine their Politics course with related subjects, for instance: European History, International Relations or European integration.

Syllabus: Detailed course descriptions will be made available at the beginning of the session. The following is an outline of the M.Sc. course, its structure and the options available. A comparative emphasis is a feature of the "core" course taken by all students for the M.Sc. The weekly seminar acts as a focus for all related courses and deals with contemporary problems of direct significance to the countries of Western Europe. All

students must take one course which deals either with the politics of a particular country (France or Germany) or with a group of countries (Scandinavia). These options involve a lecture course and participation in a weekly seminar. Since it is important for students to acquire a good background knowledge of a variety of political systems, they may wish to attend relevant lecture courses whether or not they are taking the country option in question.

Students also choose a second option, in addition to the country option. This may be another course on the politics of one country or else a specialist option, often with a comparative focus (for example, European multi-party system). Some of the options listed below (in group 3) are taught outside the Government Department. Alternatively a student may (with permission) choose an optional subject from the range of other M.Sc. courses offered in the Department. Thus one or other of the courses offered in the M.Sc. Public Administration and Public Policy or the M.Sc. in the Politics and Government of the United Kingdom may be of interest to students specialising in West European politics. The choice of options enables students to develop their special interests relating to a particular country or else to take a broader political approach. The course for the M.Sc. consists of one compulsory paper, two optional papers, and a dissertation in the form of an extended Essay. Choice of the optional papers - which need not be made until after the course commences - is regulated by the scheme set out below. The dissertation is completed after the examinations (held in June) and submitted in mid-September. The choice of a suitable dissertation topic rests with the student on the advice of his or her supervisor. Students are encouraged to develop their special areas of interest.

1. **The Politics and Government of Western Europe** This is a compulsory core paper.

2. **The Politics and Government of a country or group of countries** One to be chosen from the following:

(i) Germany: the growth of parliamentary government

(ii) France: the growth of presidential government

(iii) The government and politics of Scandinavia

3. *Either* another paper from 2 or a paper from the following list:

(i) European multi-party systems

(ii) French public administration and local government

(iii) German National Socialism

- (iv) European History since 1945
- (v) The Politics of Western European institutions
- (vi) The international Politics of Western Europe

Note: Subject to approval, any other paper which is offered for the M.Sc., M.A. or LL.M. may be substituted for the options listed in Section 3.

4. Essay

An Essay of about ten-thousand words on an approved subject is required and should be submitted in September.

Pre-Requisites: Entry to the M.Sc. course normally requires a minimum of a Second Class Honours degree or an equivalent standard. In some cases applicants may be required to pass a qualifying examination and/or to extend the course over two years. The M.Sc. is particularly suitable for students who have a first degree in politics or who have taken a general "European Studies" course, but other related qualifications in history and languages may be acceptable. There is no formal "second" European language requirement, although a knowledge of French, German or a Scandinavian language is a distinct advantage. Part-time students, taking the course over two years, will find that course arrangements are kept as flexible as possible to meet their needs.

Teaching Arrangements: Teaching for the M.Sc. is by means of lectures and seminars. The detailed arrangements are as follows:

1. The core course: The Politics and Government of Western Europe

(i) Seminar - The Politics and Government of Western Europe (Gv237)

Weekly throughout the session

Participating Staff: Dr. Smith, Dr. Machin, Mr. Madeley

(ii) Interdepartmental Seminar - West European Studies (Gv226)

Weekly Michaelmas and Lent Terms

Participating Staff: Dr. Machin, Mr. Madeley, Dr. Sked, Mr. Taylor, Dr. Smith.

(iii) Lectures and Seminars - The Politics and Government of Italy (Gv241)

Dr. David Hine (Visiting Faculty)

Eight meetings in the Michaelmas Term

2. Country Options:

(i) Germany: The Growth of Parliamentary Government (Gv167; Gv235)

Dr. Gordon Smith (Government Department)

Weekly Lectures, Sessional.

Weekly Seminars, Sessional.

(ii) France: The Growth of Presidential Government (Gv163; Gv225)

Dr. Howard Machin (Government Department; Secretary, Mrs. Eileen Gregory, L208, Tuesdays and Thursdays only)

Weekly Lectures, Sessional

Weekly Seminars, Sessional

(iii) The Politics and Government of Scandinavia (Gv168 & a)

Mr. John Madeley (Government Department,

Secretary, Mrs. Marian Osborne, K105,

Mondays, Wednesdays and Thursdays only)

Weekly Lectures, Michaelmas and Lent Terms.

Weekly Seminars, Michaelmas and Lent Terms.

3. Additional options:

(i) European Multi-Party Systems (Gv234)

Dr. Gordon Smith

Weekly Seminars, Sessional

(Day and time fixed at beginning of session)

(ii) French Public Administration and Local Government (Gv163; Gv225)

Dr. Howard Machin

Weekly Seminars, Sessional

(Day and time fixed at beginning of session)

(iii) German National Socialism (Gv168 & a; Gv236)

Dr. Gordon Smith

Weekly Seminars, Sessional

(Day and time fixed at beginning of session)

(iv) European History since 1945 (Hy129; Hy241)

Dr. Alan Sked (International History Department)

Weekly Lectures/Seminars, Sessional

Students taking this option should attend

Hy118 Lectures, International History since 1945 (Ten Lectures Michaelmas Term)

(v) The Politics of West European Institutions (IR122; IR162)

Mr. Paul Taylor (International Relations Department)

Lecture Course: IR161 European Institutions

Weekly Lectures: Michaelmas and Lent Terms

Weekly Seminars: Michaelmas and Lent Terms

Students taking this option, should also attend IR122 The Politics of Western European Integration (Ten Lectures Michaelmas Term)

and IR162 External Relations of the European Community (Ten Lectures Lent Term)

(vi) The International Politics of Western Europe (IR155; IR162)

Professor F. Northedge (International Relations Department)

Weekly Seminars, Lent and Summer Terms

Students wishing to take this option should arrange to see Professor Northedge early in the Michaelmas Term for advice on ancillary lecture courses and reading, as the course itself starts relatively late in the session.

Students taking this option should also attend IR162 External Relations of the European Community.

(Ten Lectures, Lent Term, Dr. C. J. Hill)

Note: If you lack a sufficient grounding in **British Politics** you should follow one of these lecture courses:

Gv150 **Modern Politics and Government with special reference to Britain.**

Gv153 **Modern British Government**

LL100 **Public Law: Elements of Government**

Written Work: Students can expect to prepare two papers for each subject option in

both the Michaelmas and Lent Terms. In

addition, two essay titles for the core course

are set at the beginning of the Michaelmas

and Lent Terms for completion during the

term. Preparation of the Dissertation does not

strictly belong under the heading 'written

work' (see below under 'Examination

Arrangements'), but all students are expected

to present a paper on the subject of their

dissertation in the second part of the Lent

Term. This will take place in the period

allocated to the **West European Studies'**

Seminar.

Supervision of written work: At the

commencement of the session all students will

be allocated a supervisor (Dr. Machin, Mr.

Madeley or Dr. Smith). Your supervisor will

give you advice on the preparation of seminar

papers (if this is not given by the lecturer

responsible for the particular option). Your

supervisor may also set additional written

work for you; this applies especially to

students whose first language is not English.

Reading List: Detailed reading lists will be

made available for all the options from the

members of staff responsible.

The following books are basic to the course:

N. Andren, *Modern Swedish Government*; M.

Dogan & R. Rose (Eds.), *European Politics*; S.

M. Lipset & S. Rokkan, *Party Systems and*

Voter Alignments; P. Merkl (Ed.), *Western*

European Party Systems; F. F. Ridley (Ed.),

Government and Administration in Western

Europe; G. Smith, *Democracy in Western*

Europe; *Politics in Western Europe*; V. Wright,

The Politics and Government of France.

Examination Arrangements: Apart from the

compulsory 'core' paper, students should

finally decide which options they intend to

take in the examination by mid-November.

Entry for the June examination is made in

January.

At the beginning of the Lent Term (in

January) students for the M.Sc. sit an

informal 'trial' examination. The purpose of

this test is for the students to judge their

progress. Occasionally, the result of the trial

examination may help a student decide

whether or not he should enter for the June

examination.

Examination for the three written papers

takes place in June. Some M.Sc. examinations

in other Branches are held in September; this may apply if a student takes an 'outside option'.

The Dissertation must be submitted by mid-September on a topic approved by your

supervisor. Detailed advice on how the dissertation should be researched and

prepared will be discussed with you by your supervisor early in the session.

Gv4110

The Politics and Government of Scandinavia

See Gv3056

Gv4120

The Government and Politics of Nigeria

Teacher Responsible: Mr. S. K.

Panter-Brick, Room L204 (Secretary, Mrs. P. da Gama Pinto, L103)

Course Intended Primarily for M.Sc. in Politics and Government of Africa.

Scope: Political developments in Nigeria since independence, taking into account the period of colonial rule.

Syllabus: The character of colonial administration, with special reference to regional autonomy and indirect rule. The constitutional settlement at the time of independence. The causes and consequences of the civil war. Military rule. The 1979 constitution. Presidential government. The electoral system and party alignments. The functioning of government at federal and state levels. The allocation of revenues. Minority problems and the creation of states. Local government. The role of traditional authority. Relations with other states and foreign affairs.

Pre-Requisites: No previous knowledge of Nigeria is presupposed.

Teaching Arrangements: There is no lecture course specifically on Nigeria. The second term of the sessional M.Sc. seminar (Gv242) is devoted to discussion of Nigerian government and politics.

Written Work: Written assignments are set for discussion in the seminar.

Reading List: Students should regard the following as the minimum:

1. **Historical background**

J. Coleman, *Nigeria: Background to Nationalism* (1958); M. Crowder, *The Story of Nigeria* (4th edn., 1978); R. L. Sklar, *Nigerian Political Parties* (1968).

2. **The Political System, 1959-1965**

J. P. Mackintosh, *Nigerian Government and*

Politics (1966); J. O'Connell, 'Political Integration: the Nigerian Case' (1967) in A. Hazelwood (Ed.), *African Integration and Disintegration*; U. O. Eleazu, *Federalism and Nation Building. The Nigerian Experience 1955-64* (1977); K. W. J. Post & M. Vickers, *Structure and Conflict in Nigeria 1960-65* (1973); B. J. Dudley, *Instability and Political Order* (1974).

3. Military Rule and the Civil War

S. K. Panter-Brick (Ed.), *Nigerian Politics and Military Rule: Prelude to Civil War* (1970); *Soldiers and Oil: the Political Transformation of Nigeria* (1978); J'Bayo Adekun, *Nigeria in Search of a Stable Civil-Military System* (1981); J. Stremlau, *The International Politics of the Nigerian Civil War*; R. Luckman, *The Nigerian Military* (1971); Oyeleye Oyediran (Ed.), *Nigerian Government and Politics Under Military Rule* (1979).

4. The Political System since 1979

A. H. M. Kirk-Greene & D. Rimmer, *Nigeria Since 1970* (1981); R. A. Joseph, 'Affluence and Underdevelopment: the Nigerian Experience', in *Journal of Modern African Studies*, 16.2, (1978); B. O. Nwabueze, *The Presidential Constitution of Nigeria* (1982); Billy Dudley, *An Introduction to Nigerian Government and Politics* (1982); Oyeleye Oyediran (Ed.), *The Nigerian 1979 Elections*; K. Panter-Brick, 'Nigeria: the 1979 Elections' in *Afrika-Spektrum* 79/3.

5. Ethnic Politics

A. L. Smock, *Ibo Politics* (1971); C. S. Whitaker, *The Politics of Tradition* (1970); O. Nnoli, *Ethnic Politics in Nigeria* (1980); R. Melson & H. Wolpe (Eds.), *Nigeria: Modernisation and the Politics of Communalism* (1971).

6. Foreign Policy

A. Ogunsanwo, *The Nigerian Military and Foreign Policy 1975-79* (1980), Research Monograph No. 45, Centre of International Studies, Woodrow Wilson School of Public and International Affairs, Princeton; A. B. Akinyemi (Ed.), *Nigeria and the World: Readings in Nigerian Foreign Policy*, (1976); Olajide Aluko, *Essays in Nigerian Foreign Policy*.

Examination Arrangements: A three hour examination paper is taken in June. Candidates answer three questions out of ten.

Gv4121

The Politics and Government of Africa

Teacher Responsible: Mr. S. K. Panter-Brick, Room L204 (Secretary, Mrs. P. da Gama Pinto, L103)

Course Intended Primarily for M.Sc. Government and Politics of Africa.

Scope: South Africa is excluded. It provides an analysis of politics over the past thirty years, drawing illustrative material from a variety of countries.

Syllabus: The character of nationalist movements and the struggle for independence. The political system: the inter-action of modern and traditional elites: socio-economic, regional and local interests, ethnic groups. Presidential authority. Party and electoral systems. Clientage. Civil military relations, military rule.

Pre-Requisites: A degree in political science is preferable, but a degree in anthropology or history may be adequate.

Teaching Arrangements: A course of ten lectures (Gv162) is given in the Michaelmas Term. This deals with selected themes in a general fashion.

A weekly seminar (Gv242) is given in the Michaelmas Term.

Written Work: Each student may expect to present 3-4 seminar papers.

Reading List: (a) Introductory Reading about African Politics in General: Dennis Austin, *Politics in Africa* (1978); B. Davidson, *Africa in Modern History* (1978); G. A. Heeger, *The Politics of Under-development* (1974); C. P. Potholm, *The Theory and Practice of African Politics* (1979); A. Zolberg, *Creating Political Order* (1966); A. Gupta, *Government and Politics in Africa* (1975).

(b) Particular Aspects of African Government and Politics:

(1) Ideology: C. Young, *Ideology and Development in Africa* (1982); O. Silveiro, *Africa South of the Sahara Part II* (1976).

(2) Colonial Rule: M. Crowder, *West Africa under Colonial Rule* (1968).

(3) Modern and Traditional Elites/Values/Institutions. Ethnicity/Tribalism: P. Ekeh, 'Colonialism and the Two Publics in Africa: A Theoretical Statement' (*Comparative Studies in Society and History*, 1975); J. R. Gusfield, 'Tradition and Modernity: Misplaced Polarities in the Study of Social Change' (*American Journal of Sociology*, 72, 1967); C. Geertz, *Old Societies and New States* (Chapter 4, 1963) C. S. Whitaker, 'A Disrhythmic Process of Political Change' (*World Politics*, XIX, 1967); N. Kasfir, 'Explaining Ethnic Political Participation' (*World Politics*, 31,

1978-79); C. Young, 'Patterns of Social Conflict: State, Class and Ethnicity' (*Daedalus*, Spring 1982).

(4) Clientage: R. Sandbrook, 'Patrons, Clients and Factions: New Dimensions of Conflict Analysis in Africa', (*Canadian Journal of Political Science* March 1972); R. R. Kaufman, 'The Patron-Client Concept and Macro Politics: Prospects and Problems' (*Comparative Studies in Society and History*, 1974); J. Waterbury, 'Clientism Revisited' (Review of a book on political clientism; *Government and Opposition*, 14, 2, Spring 1979).

(5) Presidentialism: B. O. Nwabueze, *Presidentialism in Commonwealth Africa* (1975); R. H. Jackson & C. G. Roseberg, *Personal Rule in Black Africa* (1982).

(6) Military Rule: H. Bienen, *Armies and Parties in Africa* (1978); S. Decalo, *Coups and Army Rule in Africa* (1976); I. J. Monroe (Ed.), *The Performance of Soldiers as Governors* (1980).

(7) Elections: Naomi Chezan, 'African Voters at the Polls' (*Journal of Commonwealth and Comparative Politics*, Vol. XVII, No. 2, 1979); D. G. Lavroff (Ed.), *Aux Urnes les Afriques: Elections et Pouvoir en Afrique Noire* (1978); G. Hyden & C. Leys, 'Elections and Politics in Single Party Systems: The Case of Kenya and Tanzania' (*British Journal of Political Science*, Vol. 2, 1972).

Examination Arrangements: A three hour paper consisting of ten questions. Candidates are required to answer three questions.

Gv4122

Administration and Government in New and Emergent States:

Teacher Responsible: Mr. P. F.

Dawson, Room A207 (Secretary, Mrs. Ann Kennedy, L300, Ext. 546)
Course Intended Primarily for M.Sc. in Public Administration and Public Policy.

Scope: The objective of the course is to examine the context and some major characteristics of administrative processes in less developed countries, principally those of Africa, South and South East Asia and the Caribbean. While some reference may be made to Latin America and the Middle East these will not be the major areas of concern. **Context:** This course is one of the optional examination subjects for the M.Sc. Politics 6 (Public Administration and Public Policy) but additionally serves the function of broadening the comparative scope of the two compulsory papers in that field. The subject may also be taken as an optional or substitute paper by

students for any other M.Sc. It is of particular relevance to Politics 5 (Comparative Government) and Politics 8 (Politics and Government in Africa). All students are welcome to attend the lectures while graduate students with the permission of the teacher in charge, may attend the seminars.

Syllabus: The organization and behaviour of government and administration with primary reference to Africa, India, Pakistan and Malaysia. The influence of indigenous and colonial political and administrative systems; the effects of political change and the role of civil services and para-statal services as agents of change; the genesis and implementation of reform proposals; the role of civil services under single party, no-party and military governments. Methods and problems of planning and of decentralization (including local government and field administration). The role of public corporations, education and training, the values and attitudes of public officials, political and public perceptions and the tasks of government. The concept of corruption.

Pre-Requisites: None, but some previous knowledge of politics and government in developing countries would be advantageous.

Teaching Arrangements:

(i) Ten lectures (Gv230) will be given in the Lent Term by **Mr. P. F. Dawson.**

(ii) A weekly seminar (Gv231) will be run in the Summer Term by **Mr. Dawson** at which papers written by students are discussed. Other relevant lecture courses outside the field of public administration include Gv162, **Politics in Africa**, and So112, **Industrialization and Theories of Social Change.**

Written Work: Students participating in the seminar (Gv231) will be expected to produce at least two written essays on topics assigned to them. In addition interested students and especially those intending to be examined in the subject are urged to write other essays during their first two terms. **Mr. Dawson** will be happy to suggest topics and reading and will be prepared to read and discuss completed essays.

Reading List: A detailed and up-to-date reading list will be made available to all students attending the lectures. The following books are considered to be of a general introductory nature:

R. Braibanti (Ed.), *Political and Administrative Development*, 1969; N. Caiden & A. Wildavsky, *Planning and Budgeting in Poor Countries*, 1974; M. S. Grindle (Ed.), *Politics and Policy Implementation in the Third World*, 1980; F. Heady & S. L. Stokes (Eds.), *Papers in Comparative Public Administration*; G. A. Heeger, *The Politics of Under-development*,

1974; S. Huntington, *Political Order in Changing Societies*, 1968; G. Hyden, *Development Administration in Kenya*; J. La Palombara (Ed.), *Bureaucracy and Political Development*, 1963; C. Leys, *Politics and Change in Developing Countries*, 1969; M. Lipton, *Why Poor People are Poor*, 1976; R. S. Milne & K. J. Ratnam, *New States in a New Nation*, 1974 (especially Chapters 6, 7, & 8); D. J. Murray (Ed.), *Studies in Nigerian Administration*; F. W. Riggs, *Administration in Developing Countries - the Theory of Prismatic Society*, 1964; *Frontiers of Development Administration*; I. Roxborough, *Theories of Underdevelopment*, 1979; I. Swerdlow, *The Public Administration of Economic Development*, 1975; H. Wriggins, *The Rulers Imperative: Strategies for Political Survival in Asia and Africa*, 1969.

Examination Arrangements: The examination in this subject, together with others for the M.Sc. in Public Administration, takes place in June. It comprises a single, three-hour, unseen, question paper of about 12 questions from which candidates are required to answer 3. Students are advised to look at earlier examination papers (available in the Library) to familiarize themselves with the style of the examination paper and the nature of the questions.

Gv4130

The Regulation of the Economy by Government in the U.S.A.

Teacher Responsible: Professor W. Letwin, Room L203 (Secretary, Mrs. A. Kennedy, L300)

Course Intended Primarily for M.Sc. candidates in Politics and Economic History.

Scope: This course traces the evolution of current ideas - constitutional, legal, and economic - about the appropriate role of government in relation to the economy.

Pre-Requisites: An elementary familiarity with micro-economics.

Teaching Arrangements: 15 meetings; 10 Lent Term, 5 Summer Term. The meetings are seminar discussions (Gv232), during which one or more decisions of the Supreme Court (ranging from about 1870 to 1940) are analyzed in detail. Texts of these decisions are distributed to each member of the course.

Reading List: Charles L. Black Jr., *The People and the Court*; Edward S. Corwin, *Liberty Against Government*; Paul A. Freund, *The Supreme Court of the U.S.*; John A. Garraty (Ed.), *Quarrels That Have Shaped the Constitution*; Learned Hand, *The Bill of Rights*; Robert H. Jackson, *The Struggle for*

Judicial Supremacy; Gabriel Kolko, *Railroads and Regulation, 1877-1916*; Philip B. Kurland (Ed.), *The Supreme Court and the Constitution* (See especially the article by McCloskey); W. L. Letwin, *Documentary History of American Economic Policy*; Arthur Selwyn Miller, *The Supreme Court and American Capitalism*; Arnold M. Paul, *Conservative Crisis and the Rule of Law*; C. Herman Pritchett, *The Roosevelt Court*; John R. Schmidhauser (Ed.), *Constitutional Law in the Political Process*; Bernard Schwartz, *The Reins of Power*.

Examination Arrangements: The examination, given in mid-June, consists of about twelve questions, of which the student is required to answer three of his choice.

Gv4140

Politics and Government of Latin America

See Gv3057

Gv4160

Comparative Administrative Systems

Teacher Responsible: Professor G. W. Jones, Room L210 (Secretary, Miss Ann Boucher, K108)

Scope: The objective of the course is to provide an introduction to the structures, behaviour, and processes of public administration in a number of countries and to a range of theories about public administration and bureaucracy.

Course Intended Primarily for postgraduate students, mainly as a compulsory paper for those reading for the degree M.Sc. Politics 6, Public Administration and Public Policy. Other M.Sc. students are welcome to take the course, and other postgraduates and interested undergraduates may attend the lectures and, with the permission of the teacher in charge, any seminar.

Syllabus: The factors which influence the structure and working of public administration; historical, environmental, social, constitutional and political. The main features and principles of public service systems. The tasks of Government and their allocation to agencies; the status and functions of departments, public corporations, boards and local authorities. Administrative policy-making; delegation, and control; systems of devolution and decentralization. The social characteristics of civil servants, their recruitment, training and organization; types of civil servants and relationships between them. Central departments; co-ordination of governmental activities;

planning and budgeting; Political direction and accountability; legislative-administrative relations; administrative discretion; administrative justice; administrative reform and re-organization; Theories of administrative organization and change, and theories of bureaucracy; their relevance to the work of government.

Teaching Arrangements:

Lectures: (i) Ten lectures will be given in the Michaelmas Term by **Professor G. W. Jones** on **British Government and Bureaucracy** (Gv156). (ii) Ten lectures will be given in the Lent Term on **Administrative Organisation and Behaviour** (Gv154). (iii) Ten lectures will be given in the Lent Term on **Administrative Theories** (Gv216). (iv) Five lectures will be given in the Lent Term by **Professor J. B. Bourn** on **Administrative Theories and Practice** (Gv244).

Seminars: (i) Ten sessions will be given in the Michaelmas Term by **Professor G. W. Jones** on **Public Administration** (Gv222). This seminar will focus on comparative administrative structures and systems. (ii) The **Public Administration Seminar** (Gv222) in the Lent Term, will consist of ten sessions on 'Process in Public Administration'. (iii) Ten sessions will be given in the Lent Term by **Professor G. W. Jones** and **Mr. P. F. Dawson**, on **The British Civil Service** (Gv224). In this seminar civil servants will talk about their work.

Written Work: Students are expected to produce written essays on topics assigned to them at the seminars and to submit essays regularly to their supervisors.

Methods of Work: The syllabus is very broad. It covers a range of issues. Lectures and seminars cannot deal with every aspect. They are selective, intended to introduce, to stimulate and guide. Students are expected to spend a great deal of time on private reading, thinking and writing. They will be guided by their supervisor.

Reading: Students receive extensive reading lists from the teachers, who will guide them about the most introductory, general, relevant and essential works.

Reading List: M. Albrow, *Bureaucracy* (Macmillan, 1970); F. Heady, *Public Administration: A Comparative Perspective* (Marcel Dekker, 2nd edn., 1979); B. G. Peters, *The Politics of Bureaucracy: A Comparative Perspective* (Longman, 1978); J. W. Fesler, *Public Administration: Theory and Practice* (Prentice-Hall Inc., 1980); F. F. Ridley (Ed.), *Government and Administration in Western Europe* (Martin Robertson, 1979); R. G. S. Brown & D. R. Steel, *The Administrative Process in Britain* (Methuen,

2nd edn., 1979); H. Seidman, *Politics, Position and Power: The Dynamics of Federal Organization* (Oxford University Press, 3rd edn., 1980); F. F. Ridley & J. Blondel, *Public Administration in France* (Routledge and Kegan Paul, 2nd edn., 1969); H. Hecló & A. Wildavsky, *The Private Government of Public Money* (Macmillan, 2nd edn., 1981); J. Bourn, *Management in Central and Local Government* (Pitman, 1979); P. Self, *Administration Theories and Politics* (Allen and Unwin, 2nd edn., 1977); P. M. Jackson, *The Political Economy of Bureaucracy* (Philip Alan, 1982). **Examination Arrangements:** The examination takes place in the Summer Term and consists of a single formal and unseen examination paper of about twelve questions, of which students must answer three within a period of three hours. Students are advised to look at old examination papers (available in the Library) to familiarize themselves with the style of the examination paper and the nature of the questions.

Gv4161

Public Policy and Planning

Teacher Responsible: Dr. Patrick Dunleavy, Room L302 (Secretary, Miss Ann Boucher, K108)

Scope: This course examines the public policy formulation process and the main component influences involved. It then goes on to explore the difficulties and potentialities for improving policy making via policy analysis.

Syllabus: Processes of public policy and implementation within the context of the character and functions of modern governments. Theories of the nature of the policy process in modern states, and of the roles of bureaucracies, professions, interest groups and private organizations in the formulation and implementation of public policies. Normative theories of policy-making and planning. Methods of policy analysis and evaluation including contributions from social sciences. Attention will be paid to particular policy arenas such as energy, transportation and housing, and to economic, environmental and other forms of governmental planning.

Pre-Requisites: The course is designed for post-graduate students, mainly as a compulsory paper for those reading for the degree M.Sc. Politics in Public Administration and Public Policy. Other M.Sc. students, research students and interested undergraduates may attend the lectures. The seminar requires permission for outside attenders, but those wishing to take the paper are welcome.

Teaching Arrangements: Core teaching for this

paper is provided by the following required lectures and seminars:

Gv212 **Public Policy and Planning:** Lectures (Dr. P. Dunleavy, Michaelmas and Lent Terms)

Gv213 **Public Policy Formulation:** Seminar (Dr. P. Dunleavy, Michaelmas Term)

Gv214 **Policy Analysis** (Dr. P. Dunleavy, Lent and Summer Terms)

A variety of other optional or introductory courses provide useful additional inputs, including:

Gv171 **Public Policy: Political and Economic Aspects** Lectures (Professor W. Letwin)

Gv240 **Public Policy in Latin America:** Seminar (Dr. G. Phillip)

Gv215 **Data Analysis for Public Policy and Political Science:** Seminar (Dr. P. Dunleavy, Lent and Summer Terms)

Gv159 **Urban Politics:** Lectures (Dr. P. Dunleavy, Michaelmas Term)

Gv223 **Policy Implementation** (Professor W. Plowden, Summer Term)

Reading List:

Public Policy Formulation: C. Lindblom, *The Policy Making Process; Politics and Markets*; B. Frey, *Modern Political Economy*; B. Barry, *Sociologists, Economists and Democracy*; J. O'Conner, *The Fiscal Crisis of the State*; G. T. Allison, *The Essence of Decision*; P. Self, *Administrative Theories and Politics*; H. Hecló & A. Wildavsky, *The Private Government of Public Money*.

Policy Analysis: W. N. Dunn, *Public Policy Analysis: An Introduction*; R. Havemann & J. Margolis (Eds.), *Public Expenditure and Policy Analysis*; C. Lindblom & D. Cohen, *Useable Knowledge*; R. Goodin, *Political Theory and Public Policy*.

Examination Arrangements: The examination takes place in the Summer Term and consists of a single formal and unseen examination paper of about twelve questions, of which students must answer three within a period of three hours. Students are advised to look at recent past examination papers (available in the library) to familiarize themselves with the style of the examination paper and the nature of the questions.

Gv4162

Comparative Local Government
Teacher Responsible: Professor G. W. Jones, Room L210 and Dr. Patrick Dunleavy, Room L302 (Secretary, Miss Ann Boucher, K108)

Scope: The objectives of the course are: (i) to provide an introduction to the structure, operations and impact of local, and other sub-national, governments throughout the world,

and (ii) to discuss the causes and consequences of major cross-national variations in urban politics and policies.

Course Intended Primarily for postgraduate students mainly as an option for those reading for the degree M.Sc. Politics 6, Public Administration and Public Policy. Other M.Sc. students are welcome to take the course, and other post-graduates and interested undergraduates may attend the lectures and, with the permission of the teacher in charge, any seminar.

Syllabus: A study of the local government systems of a number of countries, both developed and underdeveloped. A typology of local government systems. The organisation, functions and areas of local authorities; their councils, internal arrangements, executives and administration; the politics of local government, central-local relations and the finance of local government. Metropolitan and city government. The reform of local government.

Teaching Arrangements:

Lectures (i) Ten lectures will be given in the Michaelmas Term by Professor G. W. Jones on **Aspects of Comparative Local Government** (Gv157). (ii) Ten lectures will be given in the Michaelmas Term by Dr. P. Dunleavy on **Urban Politics** (Gv159). (iii) Ten lectures will be given in the Michaelmas and Lent Terms (5 in each) by Dr. Michael Hebbert on **Urban and Regional Planning: Politics and Administration** (Gv217).

The lecturers will distribute notes and bibliographies relevant for their lectures.

Seminars: (i) Ten sessions will be given in the Lent Term by Professor G. W. Jones and Dr. P. J. Dunleavy on **Aspects of Comparative Local Government** (Gv158). (ii) Ten sessions will be given in the Michaelmas Term by Dr. P. J. Dunleavy on **Urban and Regional Planning: Urban Politics and Policies** (Gv218). Attendance may have to be restricted: prospective participants must come to the opening session and agree to participate before they can be accepted for this course.

Written Work: Students are expected to produce written essays on the issues assigned to them at the seminars. They may also submit essays to their supervisors, and Professor Jones and Dr. Dunleavy will mark any essays from students on this course. Possible essay questions can be found on the list 'Topics to Ponder' available from Professor Jones and on recent past examination papers available from the Library. Professor Jones and Dr. Dunleavy will also set questions on request from students.
Methods of Work: The syllabus is very broad. It covers a range of issues. The lectures and

seminars will not be able to deal with every topic. They are selective, intended to introduce, to stimulate and to guide. Students are expected to spend a great deal of time on private reading, thinking and writing. Students should concentrate initially on mastering the local government systems of Britain, France and the U.S.A., and the salient features of local government in other countries. They should choose for more detailed study another country or group of countries. They should also select some of the key controversies or theoretical debates introduced in the course on which to concentrate.

Reading: Students receive extensive reading lists from the teachers, who will guide them about the most introductory, general, relevant and essential works.

Reading List:

Comparative Local Government: S. Humes & E. M. Martin, *The Structure of Local Government*; D. C. Rowat, *International Handbook on Local Government*
Reorganization: A. H. Marshall, *Local Government Finance*; H. F. Alderfer, *Local Government in Developing Countries*; Committee On the Management of Local Government, Vol. IV, *Local Government Administration Abroad*; G. S. Blair, *American Local Government*; J. Lagroye & V. Wright, *Local Government in Britain and France*; J. Piekalkiewicz, *Communist Local Government*; W. A. Robson & D. E. Regan (Eds.), *Great Cities of the World*; A. H. Walsh, *The Urban Challenge to Government*; Layfield Committee on Local Government Finance, Appendix 5, *Report on Foreign Visits*; R. A. Dahl & E. R. Tufté, *Size and Democracy*; J. W. Fesler, *Area and Administration*; A. Maass, *Area and Power*; L. J. Sharpe (Ed.), *Decentralist Trends in Western Democracies*; S. Tarrow et al, *Territorial Politics in Industrial Nations*; R. C. Fried & F. F. Rabinowitz, *Comparative Urban Politics*.

Urban Politics: M. Castells, *City, Class and Power*; P. Dunleavy, *Urban Political Analysis*; J. Nelson, *Access to Power: Politics and the Urban Poor in Developing Nations*; J. O'Connor, *The Fiscal Crisis of the State*; N. Polsby, *Community Power and Political Theory*; P. Saunders, *Urban Politics*; J. Simmie, *Citizens in Conflict*.

Examination Arrangements: The examination takes place in the Summer Term and consists of a single formal and unseen examination paper of about twelve questions, of which students must answer three within a period of three hours. Students are advised to look at recent past examination papers (available in the Library) to familiarize themselves with the

style of the examination paper and the nature of the questions.

Gv4163

Comparative Public Enterprise
Co-Ordinating Staff Member -
Visiting Professor: Professor M. R. Garner, Room K310 (Secretary, Miss Ann Boucher, K108)

Course Intended Primarily for M.Sc. (Econ.) 1983-84.

Scope: (1) General

to contribute to the study of public administration and public policy by the examination of problems arising in a sector, namely public enterprise, situated on the border between government and business.

(2) Particular

(i) to identify the problems, political and administrative, inherent in public enterprise; (ii) taking account of practice and thinking in different countries, to examine ways in which the problems of public enterprise are or might be, handled; (iii) to work towards a general theory of public enterprise.

Syllabus: The scope and functions of public enterprise in mixed economies. The principal forms of organisation of public enterprise notably the public corporation. The relations of public enterprises with the legislature, government, the courts, consumers, and other special interests. Why the control and accountability of public enterprises presents problems. The measurement of efficiency. Responses to these problems - corporate planning, performance criteria, efficiency and effectiveness auditing, institutional arrangements, privatisation.

The experience of planned economies.

Pre-Requisites and Co-Requisites: The course is designed for post-graduate students, mainly as an option for those reading for the degree M.Sc. Politics 6 - Public Administration and Public Policy. Other M.Sc. students are welcome to take the course, and other postgraduates and interested undergraduates may attend lectures and, with the permission of the teacher in charge, any seminars.

Teaching Arrangements:

Lectures (Gv220): Ten Lectures will be given by Professor M. R. Garner on **Comparative Public Enterprises**.

Seminars (Gv221): There will be ten seminars in the Lent Term on **Problems of Public Enterprise**.

Concept of the Course and Written Work:

Because the course is short, the lectures focus on general principles and problems, with

illustrations from international experience. Consequently, there is no detailed presentation of the organisation, history, performance, and problems of individual public enterprises, whether in Britain or overseas, and no detailed presentation of the public enterprise sector in any particular country. Students, however, are expected to make themselves capable of illustrating principles and problems of public enterprise by referring to the organisation or experience of individual public enterprises in at least two different countries – for example, Britain and the student's home country. To do this, they will be invited to produce summary compilations of the essential data about at least three pairs of public enterprises selected by themselves which will illustrate different organisational forms and national circumstances. Guidance will be given in making the selection and tutorials will be arranged on the compilations.

The seminars focus on problems pointed to in the lectures. The aim of each seminar is to illustrate a problem in some depth by reference to a particular enterprise, or practice, or institution, generally, but not invariably, using British enterprises and the experience in the home country of the student presenting the seminar (provided the necessary information is available). There will be a meeting with students before the end of the Michaelmas Term to arrange the allocation of seminar topics and students will be invited to submit their seminar notes for examination two weeks beforehand and to discuss them at a tutorial on the Monday preceding the seminar itself.

In addition to the summary compilation and seminar presentation, students will be expected to submit two essays each on topics that will be specified. The aim of the essays is to test students' capacity to recognise a problem, to provide a summary of the essential considerations, and to present a well-founded conclusion.

Documentation: An outline of the course of lectures and a programme of seminar topics will be available from the Departmental Secretary on 1st October, 1983 to all M.Sc. (Politics 6) students.

A set of lecture notes and an extended reading list will be issued to each student who selects **Comparative Public Enterprise** as his or her optional subject. The core of the reading list appears below. The lecture notes contain references to any necessary supplementary reading related to the particular lecture. An outline for use in preparing the summary compilations will also be provided.

Reading List: W. J. Baumol (Ed.), *Public and*

Private Enterprise in a Mixed Economy (Macmillan, 1980); Sir. N. Chester, *The Nationalisation of British Industry* (HMSO, 1975); *F. Chevallier, *Les Entreprises publiques en France* (La Documentation Française, 1979); D. Coombes, *State Enterprise: Business of Politics* (Allen and Unwin, 1971); M. Corby, *The Postal Business* (Kogan Page, 1979); P. Dreyfus, *La Liberté de Réussir* (Simeon, 1977); C. D. Foster, *Politics, Finance and the Role of Economics* (Allen and Unwin, 1971); W. Friedmann & J. F. Garner (Eds.), *Government Enterprise: A Comparative Study* (Stevens & Sons, 1970); W. Friedmann (Ed.), *Public and Private Enterprise in Mixed Economies* (Stevens & Sons, 1974); B. Geist (Ed.), *State Audit: Developments in Public Accountability* (Macmillan, 1981); M. Gordon, *Government in Business* (C. D. Howe Institute, Montreal, 1981); Y. Ghai (Ed.), *Law in the Political Economy of Public Enterprise* (International Legal Center, New York, 1977); C. Johnson, *Japan's Public Policy Companies* (American Enterprise Institute, Washington, 1975); L. P. Jones, *Public Enterprise and Economic Development: The Korean Case* (Korea Development Institute, Seoul, 1975); *C. E. Lindblom, *Politics and Markets* (Basic Books, New York, 1977); H. Morrison, *Socialisation and Transport* (Constable, 1933); L. Musolf, *Mixed Enterprise: A Development Perspective* (Lexington Books, Lexington, 1972); National Academy of Public Administration, *Report on Government Corporations, Vol. 1* (N.A.P.A., Washington, 1981); *R. Pryke, *The Nationalised Industries* (Martin Robertson, 1981); W. A. Robson, *Nationalised Industries and Public Ownership* (Allen and Unwin, 1962); W. G. Shepherd et al (Eds.), *Public Enterprise: Economic Analysis of Theory and Practice* (D. C. Heath, 1976); *A. Tupper & G. Bruce Doern (Eds.), *Public Corporations and Public Policy in Canada* (Institute for Research on Public Policy, Montreal, 1981); *A. H. Walsh, *The Public's Business* (M.I.T. Press, Cambridge, Massachusetts, 1978); *United Kingdom National Economic Development Office, *A Study of U.K. Nationalised Industries* (Report and Appendix Volume, HMSO, 1976); United Kingdom Select Committee on Nationalised Industries, *Ministerial Control of the Nationalised Industries* (First Report, Session 1967-68, H.C.371 -I: See also H.S.371, II, pp. 522-544), (HMSO, 1968); United Kingdom White Papers, *The Nationalised Industries* (Cmnd. 1337, 3437, 7131; HMSO, 1961, 1967, 1978); *United Nations, Department of Economic and Social Affairs, *Organization, Management and Supervision of Public Enterprises in Developing Countries* (United

Nations, ST/TAO/M65, New York, 1974).

Examination Arrangements: The examination takes place in the Summer Term and consists of a single formal and unseen examination paper of about twelve questions, of which students must answer three within a period of three hours. Students are advised to look at old examination papers (available in the Library) to familiarise themselves with the style of the examination paper and the nature of the questions.

Gv4164

Administration in Regional and Urban Planning

Teachers Responsible: Dr. Patrick Dunleavy, Room L302 (Secretary, Miss Ann Boucher, K108) and Dr.

Michael Hebbert, Room S412 (Secretary, Miss B. Maccabee, S406)

and Professor G. W. Jones

Course Intended Primarily for M.Sc. Politics 6.

Scope: This course examines the political and policy processes involved in urban and regional planning, focusing particularly on how the institutions and administrative technologies available contribute to or constrain the achievement of planning objectives. The social and political conflicts surrounding planning issues are explored.

Syllabus: The place of urban regional planning within the policy and government processes of modern states. Planning within the structure, powers, and politics of local and regional governmental systems. Regional and urban planning in developed and developing countries, and in Federal and unitary states. The nature of urban and regional planning, and the connexions between central and local government, and between economic and physical planning. The distinctive issues of planning in big cities and urban regions, and in poor or developing regions. The organization and politics of planning, and the role of planning professions. Pluralist, neo-Marxist, and other theories of urban and regional planning.

Pre-Requisites: This course is designed primarily for post-graduate students. It is an optional paper for the M.Sc. Politics in Public Administration and Public Policy, and a compulsory paper for the M.Sc. in Regional and Urban Planning. Other M.Sc. students are welcome to take the course, and other post-graduate and interested undergraduates may attend the seminars, with the permission of the teacher in charge.

Teaching Arrangements: The core teaching for this course is provided by the following seminar and lectures:

Gv218 **Urban and Regional Planning: Politics and Administration.** Seminar (Dr. Dunleavy and Dr. Hebbert, Michaelmas and Lent Terms)

Gv212 **Public Policy and Planning:** Lecture (Dr. Dunleavy, Michaelmas and Lent Terms)

Gv159 **Urban Politics:** Lecture (Dr. Dunleavy, Michaelmas Term)

Gv217 **Urban and Regional Planning: Politics and Administration** (Dr. Hebbert, Michaelmas and Lent Terms)

A number of other courses provide very valuable supplementary coverage according to area of interest including:

Gv157 **Aspects of Comparative Local Government:** Lecture (Professor Jones, Michaelmas Term)

Gv158 **Aspects of Comparative Local Government:** Seminar (Professor Jones and Dr. Dunleavy, Lent Term)

Gv417 **Social Theory and Urban and Regional Questions:** Seminar (Dr. Duncan and others, Michaelmas and Lent Terms)

Reading List:

Urban Policy Making: P. Dunleavy, *Urban Political Analysis*; P. J. O. Self, *Planning the Urban Region*; Open University, Course D202, *Urban Change and Conflict*, Blocks 4, 5, 6; H. Stretton, *Urban Planning in Rich and Poor Countries*; G. Kirk, *Planning in a Capitalist Society*.

Regional Policy and Planning: L. J. Sharpe, *Decentralist Trends in Western Democracies*; B. Hogwood & M. Keating, *Regional Government in England*; M. Derthwick, *Between State and Nation: Regional Organization in the U.S.*; S. Tarrow et al, *Territorial Politics in Industrial Nations*.

Examination Arrangements: The examination takes place in the Summer Term and consists of a single formal and unseen examination paper of about twelve questions, of which students must answer three within a period of three hours. Students are advised to look at recent past examination papers (available in the Library) to familiarize themselves with the style of the examination paper and the nature of the questions.

NON-EXAMINABLE COURSES

LSE Calendar _____ 604/L/F24

Gv106

French Political Thought

Teacher Responsible: Professor M. W. Cranston, Room L104 (Secretary, Mrs. P. da Gama Pinto, L103)

Course Intended Primarily for B.Sc. (Econ.)

Part II and all interested graduate and undergraduate students.

Syllabus: Aspects of French political thought from the late Renaissance to the contemporary world.

Teaching Arrangements: Ten Lectures (Gv106), Lent Term.

Reading List: J. W. Allen, *Political Thought in the Sixteenth Century* (1951); F. J. C. Hearnshaw, *Social and Political Ideas of the Renaissance and Reformation* (1925); K. Martin, *French Liberal Thought in the Eighteenth Century* (1958); C. Frankel, *The Faith of Reason* (1948); E. Cassirer, *The Philosophy of the Enlightenment* (1951); J. Droz, *Histoire des doctrines politiques en France* (1948); M. Leroy, *Histoires des idées sociales en France* (1947-1954); J.-J. Chevallier, *Les grandes oeuvres politiques* (1949); J. P. Mayer, *Political Thought in France* (1961); R. Soltau, *French Liberal Thought in the Nineteenth Century* (1931); J. Touchard, *Histoire des idées politiques* (1962).
Examination Arrangements: None.

Gv110

The Political Thought of Hegel and Marx

Teacher Responsible: Professor E. Kedourie, Room A150 (Secretary, Mrs. Phyllis Edwards, K105)

Course Intended Primarily for undergraduate and graduate students.

Syllabus: The main lines of Hegel's political thought; the Hegelian tradition and its transformations. The political thought of Marx.

Teaching Arrangements: Ten lectures (Gv110), Michaelmas Term.

Examination Arrangements: None.

Gv202

Problems in Political Philosophy (Seminar)

Teacher Responsible: Dr. von Leyden, Room L105 (Secretary, Mrs. P. da Gama Pinto, L103)

Course Intended Primarily for graduate students.

Syllabus: A selection of conceptual issues raised by Aristotle, Hobbes, and Locke, and their present-day significance.

1. **Aristotle's Arguments concerning Equitable Inequality and the Law**

His emphasis on differentials and the relativity of merits. The importance of his (a) strict, and (b) wider definition of equality as a formal concept. His endeavour to equalize the different and at the same time his acceptance of certain inequalities as justifiable on rational or moral grounds. The question of validating the concept of a universal, rational law, Conservative and reformatory justice.

2. **The Basis of Hobbes' Philosophy of Right and Obligation**

Natural right as the minimum of liberty: endeavour and deliberation. Free action, determinism, and obligation. The viability of Hobbes's 'compatibility' theory and the question of the mechanics of a political contract. Right, power, and 'good'.

3. **Locke's Politics of Individual Liberty versus State Authority**

His 'strange' doctrine of punishment. The relevance of distinction between natural and political power. Trust, prerogative, and lawful government. The question of consent and the principle of 'floating' sovereignty. The grounds of civil disobedience and the right of revolution. On justifying 'law and order'.

Teaching Arrangements: Seminars (Gv202), Sessional.

Examination Arrangements: None.

Gv211

Communism in India: Kerala 1931-1977

(not available in 1983-84)

Teacher Responsible: Dr. T. J. Nossiter, Room K308 (Secretary, Mrs. Phyllis Edwards, K105)

Course Intended Primarily for M.Sc. and interested graduate and undergraduate students.

Syllabus: Kerala's distinctive character. Origins of communist movement. The 1957-9 Communist Ministry. The split in the CPI in Kerala. Communist-led United front governments 1967-77 in theory and practice. The social basis of communist support.
Teaching Arrangements: Ten lectures (Gv211), Lent Term.

Reading List: P. Brass & M. Franda (Eds.), *Radical Politics in South Asia*; E. M. S. Namboodiripad, *Kerala, Yesterday, Today, and Tomorrow*; V. M. Fic, *Kerala, The Yenan of India*; T. J. Nossiter, 'Communist Leadership in Kerala' in B. Pandey (Ed.), *Leadership in South Asia*; T. J. Nossiter, *Communism in Kerala*.

Examination Arrangements: None.

Gv215

Data Analysis for Political Science and Public Policy (Seminar)

Teacher Responsible: Dr. Patrick Dunleavy, Room L302 (Secretary, Miss Ann Boucher, K108)

Course Intended Primarily for Research students; Optional for M.Sc. students.

Syllabus: The application of methods for analysing quantitative data in political science and policy studies. Using mainly exploratory statistics and facilities available on the SPSS package, this course is intended for beginners wishing to develop their own empirical studies. Prior completion of the reading below or familiarity with basic statistics is important.

Teaching Arrangements: Twelve seminars (Gv215), Lent and Summer Terms.

Reading List: Introductory Reading: D. Rowntree, *Statistics Without Tears*.

Basic Text: B. Erickson & T. Nosanchuk, *Understanding Data*.

Examination Arrangements: None.

Gv229

Politics and Government in the Middle East

Teacher Responsible: Professor E. Kedourie, Room A150 (Secretary, Mrs. Phyllis Edwards, K105)

Course Intended Primarily for graduate students and others interested in the subject.

Syllabus: Islamic political thought and traditions of government. The breakdown of the old order. The Ottoman Reform and its outcome: society and government in the Ottoman Empire and Egypt in the nineteenth century. Islamic Reform. Nationalism, Muslims and non-Muslims. The Persian Revolution, 1906 and the Young Turk Revolution, 1908-9. The destruction of the Ottoman Empire. The successor states.

Constitutionalism and authoritarianism. Pan-Arabism and Zionism.

Teaching Arrangements: Ten lectures (Gv229), Lent Term.

Reading List: C. C. Adams, *Islam and Modernism in Egypt*; G. Antonius, *The Arab Awakening*; T. W. Arnold, *The Caliphate* (2nd edn., 1965); N. Berkes, *The Development of Secularism in Turkey*; M. H. Bernstein, *The Politics of Israel*; E. G. Browne, *The Persian Revolution*; R. H. Davison, *Reform in the Ottoman Empire 1856-1876*; C. N. E. Eliot, *Turkey in Europe*; D. Farhi, "Seriati as a Political Slogan" (*Middle Eastern Studies*, Vol. 7, No. 3, October 1971); D. Farhi, 'Nizam-Cedd—Military Reform in Egypt under Mehmed Ali' (*Asian and African Studies*, Vol. 8, No. 2, 1972); H. W. G. Glidden, "Arab Unity: Ideal and Reality" in J. Kritzeck & B. Winder (Eds.), *The World of Islam*; S. G. Haim, *Arab Nationalism*; A. Hourani, *Arabic Thought in the Liberal Age, 1798-1939*; A. Hertzberg, *The Zionist Idea*; J. C. Hurewitz, *The Struggle for Palestine*; K. Karpat, *Turkey's Politics*; N. R. Keddie, *An Islamic Response to Imperialism: Roots of Revolution*; E. Kedourie, *England and the Middle East: The Chatham House Version: Afghani and Abduh; Arabic Political Memoirs; In the Anglo-Arab Labyrinth; Islam in the Modern World*; A. K. S. Lambton, *Islamic Society in Persia*; W. Z. Laqueur (Ed.), *The Middle East in Transition*; B. Lewis, *The Emergence of Modern Turkey*; A. H. Lybyer, *The Government of the Ottoman Empire in the time of Suleiman the Magnificent*; R. Montagne, "The Modern State" in Africa and Asia" (*The Cambridge Journal*, 1952); E. E. Ramsaur, *The Young Turks*; P. Rondot, *Les Institutions Politiques du Liban*; E. I. J. Rosenthal, *Political Thought*

in *Medieval Islam*; Kamal Salibi, *The Modern History of Lebanon*; D. de Santillana, "Law and Society" in *The Legacy of Islam* (1st edn.); S. Shaw, "The Origins of Ottoman Military Reform" (*Journal of Modern History*, Vol. 37, 1965); S. Shaw & E. K. Shaw, *The Ottoman Empire and Turkey, Vol. II, 1808-1975*; P. J. Vatikiotis, *The Modern History of Egypt*; G. E. Von Grunebaum, *Islam* (2nd edn., 1961); *Modern Islam*; D. Warriner, *Land and Poverty in the Middle East*; J. Weulersse, *Paysans de Syrie et du Proche-Orient* (Bk. 1, chap. 2); V. R. Swenson, "The Military Rising in Istanbul, 1909" (*Journal of Contemporary History*, Vol. 5, No. 4, October 1970).

Examination Arrangements: None.

Gv241

The Politics and Government of Italy

Teacher Responsible: Dr. Hine.

Course Intended Primarily for M.Sc. and interested graduate and undergraduate students.

Teaching Arrangements: Eight lectures Gv241, Michaelmas Term.

Examination Arrangements: None.

Gv242

African Politics (Seminar)

Teacher Responsible: Mr. S. K.

Panter-Brick, Room L204 (Secretary, Mrs. P. da Gama Pinto, L103)

Course Intended Primarily for M.Sc. in African Government and Politics.

Teaching Arrangements: A weekly seminar throughout the Session.

(a) **Michaelmas Term**

Topics discussed relate to the general paper **African Government and Politics** (see study guide Gv4121).

(b) **Lent Term**

Topics discussed relate to **Nigerian Government and Politics** (see study guide Gv4120) and to **International Politics in Africa** (see study guide IR4755).

(c) **Summer Term**

Each M.Sc. student gives a preliminary presentation of the subject on which he/she will be writing the essay paper during the long vacation.

INDUSTRIAL RELATIONS

Id3220

Industrial Relations

Teacher Responsible: Mr. S.

Meredeen, Room H800 (Secretary, Mrs. Yvonne Curtis, H804)

Course Intended Primarily for B.Sc. (Econ.) Part II; B.Sc. c.u.; Diploma students.

Scope: 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 situation, reference will also be made to experience in other countries.

Syllabus: Development role and interaction of principal actors in industrial relations systems. Evolution of voluntary collective bargaining vs. legal regulation; theory, practice and reform of bargaining.

Analysis of workplace relations; significance of work groups; technology, power and ideology as key variables. Role of shop stewards. The debate on industrial democracy; industrial conflict and cooperation; analysis of strikes. Structure, organisation and government of trade unions; the phenomenon of "white-collar unionism".

Effect of incomes policies on industrial relations. Impact of multi-national corporations. Scope and limits of the law regulating industrial relations.

Sex discrimination at work. Some comparative perspectives.

Pre-Requisites: A self-contained introductory course requiring no previous knowledge or experience; social, economic and political analysis on complementary courses will prove useful. Some B.Sc. (Econ.) students will go on to specialise in Industrial Relations; Diploma and General Course students will take the course as a single option.

Teaching Arrangements: The course comprises 20 weekly lectures (Id104) given by Mr. Meredeen in the Michaelmas and Lent Terms. Associated weekly classes will be timetabled for different groups of students (e.g. undergraduates; General Course; Diploma students) commencing in the second week of the first term. All students are expected to join in open class discussion and to submit two pieces of written work per term for their class teachers.

Reading List: The lecture course does not follow a single prescribed text. Class teachers will suggest appropriate readings but the

following books should be read during the course:

H. A. Clegg, *The Changing System of Industrial Relations in GB* (1979); The Donovan Report on Trade Unions & Employers' Associations (1968); Allan Flanders, *Management and Unions* (1970).

Examination Arrangements: Assessment is based on student performance in a three hour unseen examination in the Summer Term. Students will be required to answer four out of twelve questions which will be related to material covered in lectures and classes.

Id3221

Organisation Theory and Practice

Teacher Responsible: Dr. Stephen Wood, Room H802 (Secretary, Sue Allen, H708)

Scope:

- To introduce all students to social science theory and research into organisational problems.
- To discuss alternative approaches and proposed solutions to such problems.
- To facilitate critical evaluation of organisational policies and prescriptions through the examination of cases of attempted changes of organisation structure and behaviour.

Pre-Requisites: No prior knowledge of organisation theory or practical experience is necessary. The paper is for students of B.Sc. Management Sciences, Diploma in Business Studies, B.Sc. Econ. in Industrial Relations. **Syllabus:** Organisational problems; work motivation; individual job competence and group performance; organisational effectiveness and decision-making; management authority; management control systems; management/worker conflict; intra-organisational conflict; resistance to change; external constraints.

Approaches to planning change: Changing organisations; scientific management; human relations; self-actualisation; socio-technical organisation re-design; contingency theory; industrial relations reform; industrial democracy; training and organisational development. Change strategies and the evaluation and assessment of organisational policies.

Teaching Arrangements: In the first two terms the students attend one lecture course (Id107) and one seminar. In the summer term they

attend a two hour session which will be case study based with outside speakers.
Written Work: In the first two terms each student will prepare two seminar papers.
Examination Arrangements: One three hour examination paper with approximately twelve questions, four questions to be answered.

Id3320

Selected Topics in Industrial Relations

Teachers Responsible: Professor B. C. Roberts, Room H805, Dr. K. Bradley, Room H803 (Secretary, Joan Wilson, H804)

Course Intended Primarily for B.Sc. (Industrial Relations). B.Sc. (Econ.) 3rd year.

Scope: The aim of this course is to explore in depth some central problems and issues in contemporary industrial relations systems.

Syllabus: The subjects covered will include personnel management; trade union leadership; role of the TUC; collective bargaining; industrial democracy; role of the law; public sector; industrial conflict; pay policy; international issues.

Pre-Requisites: A general knowledge of the social sciences including modern history. A general interest in and knowledge of institutions and processes in the contemporary British industrial relations system, through study or experience.

Teaching Arrangements: Twelve two hour seminars (Id105). Students will be expected to read assigned texts and be prepared to discuss their significance. Each student will be expected to complete essays over the session – two in the Michaelmas and Lent Terms and one in the Summer.

Reading List: R. Undy *et al*, *Change in Trade Unions*; B. C. Roberts, *Trade Union Government and Administration in Great Britain*; H. A. Clegg, *The Changing System of Industrial Relations*; J. Lovell & B. C. Roberts, *A Short History of the TUC*; A. Flanders, *Management and Unions*; H. A. Clegg, *Industrial Democracy and Nationalisation*; A. Flanders (Ed.), *Collective Bargaining*; F. Blackaby, *The Future of Pay Bargaining*; W. Brown, *The Changing Contours of Industrial Relations*; K. Walker, *Workers' Participation in Management: Concepts & Reality in Industrial Relations and the Wider Society*, Ed. B. Barrett *et al*; J. G. Riddall, *The Law of Industrial Relations*; C. Crouch, *Trade Unions: The Logic of Collective Action*; G. K. Ingham, *Strikes and Industrial Conflict*;

Britain and Scandinavia; B. C. Roberts (Ed.), *Towards Industrial Democracy*; P. Doeringer *et al*, *Industrial Relations in International Perspective*; R. Taylor, *The Fifth Estate*; K. Bradley & A. Gelb, *Worker Capitalism: The New Industrial Relations*; *British Journal of Industrial Relations*; *Employment Gazette*; *Industrial Relations Journal*.

Examination Arrangements: One three hour paper taken in June.

Id4200

Industrial Relations and Personnel Management: Institutions and Processes

Teachers Responsible: Professor B. C. Roberts, Room H805, Dr. K. Bradley, Room H803, Mr. D. Marsden, Room H801, Mr. S. Merdeen, Room H800, Dr. J. Kelly, Room H712 (Secretary, Joan Wilson, H804)

Course Intended Primarily for M.Sc. students.

Scope: The aim of the course is to analyse the institutions and processes which are of significance in the British system of industrial relations with the aid of theoretical concepts and empirical studies.

Syllabus: Will cover the main features of British industrial relations system – principles, structure, functions and processes of the enterprise and the unions: business and union strategies; workplace industrial relations; payment systems; collective bargaining; conflict resolution; industrial democracy; the state and industrial relations; the development of labour law.

Pre-Requisites: A general knowledge of the social sciences and/or experience in and knowledge of the British system of industrial relations.

Teaching Arrangements: Ten lectures (Id102) and ten classes in the Michaelmas Term. Ten seminars of two hours in the Lent Term. Five modules of two hours in the Summer Term. Each student will be expected to choose one module from a list which will be presented early in the course. Each student will be expected to complete one essay in the Lent and Summer Terms and submit papers for the modules.

Reading List: H. A. Clegg, *The Changing System of Industrial Relations*; A. Flanders, *Management and Unions*; J. G. Riddall, *The Law of Industrial Relations*; W. Brown, *The Changing Contours of Industrial Relations*; T. Kochan, *Industrial Relations & Collective*

Bargaining; B. Barrett *et al*, *Industrial Relations and the Wider Society*; T. Lupton & A. Bowey, *Wages and Salaries*; J. T. Dunlop, *Industrial Relations Systems*; R. Taylor, *Workers and the New Depression*; C. Crouch, *Trade Unions: The Logic of Collective Action*; D. Parnham & J. Pinlott, *Understanding Industrial Relations* (2nd edn.); G. Bain (Ed.), *British Industrial Relations*.

Examination Arrangements: One three-hour paper taken in June. Essay.

Id4201

Industrial Relations: Theory and Comparative Systems

Teachers Responsible: Dr. K. Bradley, Room H803, Professor B. C. Roberts, Room H805, Mr. D. Marsden, Room H801, Dr. C. Crouch, Room A351 (Secretary, Joan Wilson, H804)

Course Intended Primarily for M.Sc. Students.

Scope: The aim of the course is to provide an introduction of the industrial relations systems of a small number of advanced industrial countries, including the USA, the USSR, Japan and West Germany. This is intended to provide the basis for a comparative analysis of industrial relations problems and processes, which is begun in the lectures on comparative systems, and taken into greater depth in the theory course.

Syllabus: The comparative course covers the development and organisation of industrial relations at the industry and plant level in the USA, the USSR, Japan, Sweden, West Germany, France and Italy, and the role of the International Labour Organisation. The theory course deals with analysis of industrial relations systems, the development of management and trade union ideologies in industrial relations, the theory of collective bargaining and related issues in employment relations.

Pre-Requisites: The course is a core course on the M.Sc. in Industrial Relations, and as such all M.Sc. students are advised strongly to take it. It is also open to Research Fee students, and where appropriate, other M.Sc. students. No previous knowledge of any particular country is required.

Teaching Arrangements: In the first two terms students will attend one lecture (Id100 i) and one seminar a week, the first term being devoted to the comparative part of the course, and the second to the theoretical analysis. In

the Summer Term students will attend one two-hour session a week dealing with selected topics designed to integrate the two parts of the course.

Written Work: Students will be required to present one essay of up to 2,000 words by the end of the first term related to the comparative work, and a second one by the end of the second term related to the theoretical work. In addition, students will be expected to prepare at least one seminar paper during each term.

Reading List: (A) **Comparative Industrial Relations**

A full reading list is provided at the beginning of the course, but you might consider obtaining *one* of the following books which will be useful for a large part of the course. H. A. Clegg, *Trade Unionism under Collective Bargaining*; B. C. Roberts, *Towards Industrial Democracy*; P. B. Doeringer *et al*, *Industrial Relations in International Perspective*; I. Kochan, *Industrial Relations and Collective Bargaining*; B. Barrett (Ed.), *Industrial Relations and the Wider Society*; K. Bradley & A. Gelb, *Worker Capitalism: The New Industrial Relations*; I. Maitland, *The Causes of Industrial Disorder: A Comparison of a British and a German Factory*.

(B) **Industrial Relations: a Theoretical Analysis**
J. T. Dunlop, *Industrial Relations Systems*.

Id4202

Industrial Organization: Theory and Behaviour II

Teacher Responsible: Dr. D. E.

Guest, Room H712 (Secretary, Mrs. A. Morris, H708)

Course Intended Primarily for Students taking the M.Sc. in Industrial Relations and Personnel Management.

Scope: This is an inter-disciplinary course which aims to define and examine some of the central problems of organizations and to demonstrate how the application of the social sciences can assist in their analysis and solution. The major focus is on the issue of organizational change, and is concerned with the need for change, the content of change, methods of change and evaluation of change.

Syllabus: Major approaches to organizational change: scientific management; human relations; socio-technical and self-actualisation approaches to the redesign of work; organization development; contingency theory; industrial relations; worker participation; legislation.

The nature of bureaucracy; problems of bureaucracy and change. Theory and methods of diagnosis in organizations; the concept of strategy; strategic planning; strategies of change; models and frameworks for analysing change; theory and methods for evaluation of change.

Pre-Requisites: A background in the social sciences is necessary. Previous work experience is a considerable advantage.

Teaching Arrangements: The course lasts for 25 weeks. The teaching is highly participative and includes lectures (Id106, Id108, Id114) and classes (mainly in the first term), group working (throughout the year), and case studies (in the Lent and Summer Terms).

Formal teaching occurs on Fridays 12.00 – 1.00 and 2.00 – 3.30. In practice, these hours will sometimes be extended and students are advised to allocate the time from 12.00 – 4.00 to the course. Working groups may also wish to meet at other times during the week.

Students are also expected to attend lectures on: **Industrial Sociology** (Id106) (teacher responsible, Dr. S. Hill); **Industrial Psychology** (Id114) (teacher responsible, Dr. D. E. Guest). The teaching is handled mainly by David Guest and Keith Thurley. There are also contributions from Stephen Wood and John Kelly. A range of visitors from outside LSE will present cases.

Written Work: There is no formal requirement for written work. However students taking this course are strongly encouraged to write at

least one of the essays, which form part of their continuous assessment, in this area.

Students will be expected to play an active part in group discussions, analysis of cases and presentation of feedback. The course is demanding of students and depends for its success partly upon their commitment and 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* (3rd edn.); G. Burrell & G. Morgan, *Sociological Paradigms and Organisational Analysis*; J. Child, *Organisations*; D. Guest & D. Fatchett, *Worker Participation: Individual Control and Performance*; C. Perrow, *Complex Organisations* (2nd edn.); M. Rose, *Industrial Behaviour*; G. Salaman, *Work Organization*; C. Sofer, *Organizations in Theory and Practice*; K. Thurley & H. Wirderius, *Supervision: A re-appraisal*; V. Vroom & E. Deci, *Management and Motivation*; T. J. Watson, *Sociology, Work and Industry*.

Examination Arrangements: There will be a three hour formal examination in the Summer Term. Candidates must tackle three from a choice of twelve questions.

Id4220

Industrial Psychology

Teacher Responsible: Dr. D. E.

Guest, Room H717 (Secretary, Mrs. A. Morris, H708)

Aims and Scope: 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.

Syllabus: Motivation at work; job satisfaction, pay, incentives and rewards; work values, authoritarianism, power and the need for achievement; the influence of individual differences in age, sex and ability. Accidents; stress, boredom and monotony at work; absenteeism and labour turnover; the psychology of unemployment.

Psychology and industrial relations; trade union roles and involvement; bargaining; industrial conflict; conflict resolution. Quality of working life, working conditions and arrangements, work and non-work; job design; participation, leadership and group behaviour; organization development and change; organizational change; concepts of health and well-being.

Pre-Requisites: 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 desirable. Students without such a background may take the course, but may find certain sections difficult.

Teaching Arrangements: The course is taught by David Guest.

Lectures: 24 lectures (Id114) – 9 in the Michaelmas, 10 in the Lent and 5 in the Summer Term.

Classes: 24 classes.

Students are expected to prepare and present papers as a basis for class discussion. Other members of the class will be expected to do some specified preparatory reading each week.

Written Work: There is no formal requirement for written work in connection with the course. However students are strongly encouraged to write at least one of the four essays that constitute part of the continuous assessment on the M.Sc. on a subject in the field of Industrial Psychology. These essays are set and marked by David Guest.

Reading List: The following reading list contains some of the main volumes and some easily accessible introductory volumes. A full reading list will be issued at the start of the course.

C. Cooper & R. Payne, *Stress At Work*, Wiley, (1978); L. Davis & A. Cherns, *The Quality of Working Life*, Vol. 1, Free Press (1976); L. Davis & J. C. Taylor, *Design of Jobs*, Penguin, (1972); D. Guest & D. Fatchett, *Worker Participation: Individual Control and Performance*, IPM, (1974); J. R. Hackman & G. R. Oldham, *Work Redesign*, Addison-Wesley, (1980); D. Katz & R. L. Kahn, *The Social Psychology of Organizations*, Wiley, (1978); I. Morley & G. Stephenson, *The Social Psychology of Bargaining*, George Allen & Unwin, (1977); P. B. Smith, *Groups Within Organizations*, Harper & Row, (1973); G. Stephenson & C. J. Brotherton, *Industrial Relations A Social-Psychological Approach*, Wiley, (1979); R. M. Steers & L. W. Porter, *Motivation and Work Behaviour*, McGraw-Hill, (1979); V. Vroom & E. Deci, *Management and Motivation*, Penguin, (1970); P. B. Warr, *Psychology at Work*, Penguin, (1978); M. Weir, *Job Satisfaction*, Fontana, (1976).

Examination Arrangements: There is a formal three-hour examination in the Summer Term. Candidates should answer three questions out of a choice of twelve. The pass mark is 40 per cent.

Id4221

Industrial Sociology

Teacher Responsible: Dr. S. R. Hill, Room A454a (Secretary, Ms. J. Law, A453, Ext. 454)

Course Intended Primarily for graduate students in the departments of Industrial Relations and Sociology.

Scope: Coverage of recent industrial sociology at an advanced level, with an emphasis on the labour process and issues of political economy, linking with contemporary debates in Sociology and Industrial Relations.

Syllabus: Competing interests at work. The development of the managerial function. Managerial structure and goals. Bureaucracy and organizational theory. The Japanese corporation. Self-management. Industrial democracy. Work behaviour and job satisfaction. The deskilling debate. Labour market segmentation. Women in employment. The institutionalization of industrial conflict. Trade union representativeness and effectiveness. The structure of the working and middle classes. Ideology and consciousness. The collective organization of non-manual employees. The state, political parties and the economy.

Pre-Requisites: Students should have a degree in Sociology or a joint degree with a sizeable component of Sociology; other students will be admitted at the discretion of the teaching staff.

Teaching Arrangements: There will be 20 lectures (Id106) given by Dr. S. R. Hill of the Sociology Department and Dr. K. Bradley of Industrial Relations, and 23 seminars supervised by the same teachers. The lectures are intended broadly to survey the relevant material on each subject while the seminars, with papers presented by students, are intended to pursue a topic or some specific aspect in more detail.

Written Work: Each student is expected to present at least one seminar paper and, depending on the number of people attending, may be asked to present two; seminar presentations are not normally read by the teachers and students can make their presentations from notes if they wish.

Reading List: The recommended textbook is S. Hill, *Competition and Control at Work*. Other books of a general nature that cover substantial parts of the syllabus are:

H. Braverman, *Labor and Monopoly Capital*; C. Crouch, *Trade Unions: The Logic of Collective Action*; R. Edwards, *Contested Terrain*; A. Giddens & G. Mackenzie (Eds.), *Social Class and the Division of Labour*; D. M. Gordon et al., *Segmented Work, Divided*

Workers; S. Wood (Ed.), *The Degradation of Work?*

The major additional references for individual topics on the syllabus, arranged chronologically by topic, are:

A. Fox, *Beyond Contract*, Chaps. 6 and 7; C. Littler, *The Development of the Labour Process*; J. Scott, *Corporations, Classes and Capitalism*, Chaps. 2-4; M. Crozier, *The Bureaucratic Phenomenon*, Part 3; R. Dore, *British Factory - Japanese Factory*; K. Bradley & A. Gelb, *Worker Capitalism*; J. Thornley, *Workers' Co-operatives*; M. Poole, *Workers' Participation in Industry*; J. Goldthorpe et al., *The Affluent Worker*, Vol. 1; A. Zimbalist, *Case Studies on the Labor Process*; I. Berg (Ed.), *Sociological Perspectives on Labor Markets*, Chaps. 4 and 5; A. Amsden (Ed.), *The Economics of Women and Work*; J. West (Ed.), *Work, Women and the Labour Market*; W. Korpi & M. Shalev, 'Strikes, industrial relations and class conflict', *British Journal of Sociology*, 1979; A. Carew, *Democracy and Government in European Trade Unions*, Chaps. 8 and 9; A. Giddens, *The Class Structure of the Advanced Societies*; N. Abercrombie et al., *The Dominant Ideology Thesis*; G. Bain, *The Growth of White-Collar Unionism*; F. Parkin, *Marxism and Class Theory*, Part 2.

A more comprehensive bibliography will be available to students taking this course.

Examination Arrangements: A three-hour written examination in the Summer Term, students choosing three out of twelve questions.

Id4222

Labour History

See British Labour History EH2700

Id4223

Manpower Planning

Teacher Responsible: Dr. R. Richardson, Room H711 (Secretary, Ms Sue Allen, H708)

Course Intended Primarily for M.Sc. Industrial Relations and Personnel Management.

Scope: The course considers the policies that organisations and governments adopt in order to deal with a range of manpower problems.

Syllabus: Private manpower policies: the policies and institutional arrangements that are a reaction to the problems posed by such factors as labour turnover, absenteeism, lack of information, an uncertain future and employee heterogeneity.

Internal labour markets and labour market segmentation: The reasons for and consequences of labour market structures internal to organisations, and the analysis of labour markets divided into non-competing groups.

Public manpower policies: governmental responses to problems that are perceived to result from private decisions.

Pre-Requisites: The course has some orientation to the writings of economists but a knowledge of economic analysis is not assumed.

Teaching Arrangements: There are 10 lectures (Id112) on private manpower policies in the first term given by Mr. David Marsden and Dr. Ray Richardson.

Mr. Marsden also gives 5 lectures on internal labour markets (Id111) starting around the third week of the Michaelmas Term. In the second term, Mr. Marsden and Dr. Richardson lecture on public manpower policies. In addition, there are classes/seminars associated with the lectures, in which each student is expected to make at least one presentation per term.

Reading List: There is no text book covering the range of material presented. However students might like to read P. Doeringer and M. Piore, *Internal Labour Markets and Manpower Analysis*.

Examination Arrangements: Assessment in the paper is determined by performance in a three hour exam in which the candidate is expected to answer three from approximately nine questions.

Id4224

Labour Market Analysis

Teacher Responsible: Dr. R. Richardson, Room H711 (Secretary, Ms Sue Allen, H708)

Course Intended Primarily for M.Sc. Industrial Relations and Personnel Management.

Scope: The course explores those aspects of labour economics that are most relevant for industrial relations.

Syllabus: The economic analysis of trade unions: including models of trade union growth and structure, the analysis of trade union behaviour and the consequences of trade unions on resource allocation and distribution.

The structure of pay.

The analysis of unemployment: including a discussion of the possible causes of unemployment, its structural characteristics and policies designed to reduce its extent and impact.

Wage inflation and incomes policies.

Pre-Requisites: The course assumes some undergraduate training in economics but this is not essential; some prior exposure to labour economics is useful, as is some familiarity with statistical methods. Students with no such background might find it useful selectively to attend the undergraduate lectures in these areas.

Teaching Arrangements: The teaching is given by Mr. David Marsden and Dr. Ray Richardson. The former gives lectures (Id111) on the structure of pay in the first term (starting in the 4th week of term) and 5 lectures on Inflation and Incomes Policy in the second term (starting in the first week of term). Dr. Richardson gives 10 lectures (Id112) on Trade Unions in the first term and 10 lectures on Unemployment in the second term; he also gives 10 lectures on the **Macro-Economic Background to Industrial Relations** (Id109) in the first term which students choosing **Labour Market Analysis** are advised to attend. Each of these lecture series has a set of associated classes, timetable details of which will be provided in the first 2 weeks of the year. Students are expected to make at least one class presentation and to hand in a piece of written work in connection with that presentation.

Reading List: There is no single textbook in the areas covered. Other books that should be consulted include:

M. Olson, *The Logic of Collective Action*; C. Mulvey, *The Economic Analysis of Trade Unions*; E. H. Phelps Brown, *The Inequality of Pay*; F. Blackaby (Ed.), *The Future of Pay Bargaining*; D. B. Mitchell, *Unions, Wages and*

Inflation.

Examination Arrangements: Assessment in the paper is determined by performance in a three-hour exam in which the candidate is expected to answer three from approximately nine questions.

Id4300

Policy and Practice of Personnel Management

Teacher Responsible: Professor Keith Thurley, Room H708 (Secretary, Mrs. A. Morris, H708)

Course Intended Primarily for students taking the Diploma in Personnel Management.

Scope: (a) To introduce students to the main issues of policy and practice in a range of topics and activities comprising the personnel function.

(b) To give a detailed first hand experience of the actual operation of the personnel function in a number of organisations and to provide a framework for comparisons of different approaches.

(c) To provide an opportunity for study of possible alternative solutions to actual case problems and evaluation of such solutions.

(d) To provide systematic development of basic skills in certain major personnel activities.

Syllabus: Historical development of personnel management in the UK; the components of the personnel function; the organisational choices for managing a personnel function; policy issues and practice in the following areas; recruitment and selection, personnel information and research, terms and conditions of employment, payment systems, safety and work environment, welfare and community services, occupational health, equal opportunities, training policy and practice, appraisal systems, development, promotion and succession planning, workplace bargaining, consultation, communication, participation schemes, grievance and disciplinary procedures, manpower planning, redundancy and job creation, productivity measurement; measuring the effectiveness of the personnel function; future developments and trends.

Pre-Requisites: Experience of employment in different organisational settings is desirable as well as the capacity to cope with field assignments. No previous theoretical training is essential, although knowledge of social science theory and research must be utilised on the course. The course is only intended for student taking the Diploma in Personnel Management.

Teaching Arrangements: The course lasts from October to the end of July. The theoretical basis of the teaching will be covered in the Michaelmas and Lent Terms (Id200). Each student will be attached to a personnel department for weekly visits (usually on a Wednesday) during that period and each week there will be a lecture on a particular topic, an assignment to pursue with the 'link' organisation and an assessment of the information collected in group syndicates representing different types of 'link' firms. During the Christmas and Easter vacations there are a number of workshops to allow the development of practical skills in particular areas. In the Lent Term there are ten cases and presentations given by visiting speakers who are usually practitioners from personnel departments. There is a final week of integrating seminars in early June and students will be placed in firms for six weeks for practical training from mid-June to the end of July. The course projects in the Summer Term will also be used for teaching purposes according to the type of topic researched. The teaching is handled by Keith Thurley and the Nancy Seear Fellow with contributions from David Guest.

Written Work: Four essays must be completed and one of these will involve a minor investigation at the 'link' firm. Weekly syndicates require a weekly report from each student on the arrangements at their firm. These syndicates require a considerable competence in group work and some training in appropriate skills is needed.

Reading List: Text books which are recommended include:

G. Thomason, *A Textbook of Personnel Management*, IPM, (1978); M. Armstrong, *A Handbook of Personnel Management Practice*, Kogan Page, (1977); D. Torrington & J. Chapman, *Personnel Management*, Prentice-Hall, (1979); W. French, *The Personnel Management Process*, Houghton Mifflin, (1977); P. Pigors & C. W. Mayer, *Personnel Administration*, McGraw Hill, (1973).

Detailed references will be given for each topic on the course.

Examination Arrangements: One three-hour paper with approximately twelve questions.

Three questions to be answered with at least one from each of two sections. The first section will include a choice of four case situation questions.

Id4301

Training and Development

Teacher Responsible: Dr. D. E.

Guest, Room H712 (Secretary, Mrs. Anne Morris, H708)

Course Intended Primarily for students taking the Diploma in Personnel Management in the Department of Industrial Relations.

Scope: Coverage of the major aspects of training policy and practice at the organisational and national levels.

Syllabus: Approaches to the study of training and development. The training system; analysis of training needs; training objectives; methods and media; evaluation. The training of operatives, craftsmen, technologists, supervisors and managers. Special issues, including training for equal opportunity, safety training, industrial relations training, social skills training and the re-training of older workers. Organization development and management development. Company training policy and the role of the training officer. The national system of education and training. The evolution of manpower and training policy in the UK and other countries. Training and unemployment. Training and technological change.

Pre-Requisites: Students should be taking the Diploma in Personnel Management.

Teaching Arrangements: In the first term there are 10 two-hour lectures (Id102) combined with group discussions. In the second term there are 10 two-hour sessions involving a mixture of lectures, outside speakers and case studies. In the second term there are also 10 classes and all students will have to make at least one class presentation. During the Easter 'vacation' there is a 3 day training workshop to develop and practice applied training skills.

Written Work: The teaching is handled by David Guest, Keith Thurley and Sander Meredeen. Some of the cases are presented by outside speakers. There is no formal requirement to present written work, although students will be encouraged to select a training topic for a tutorial essay.

Reading List: The following list includes some introductory reading. A full reading list will be provided at the start of the course.

B. M. Bass & J. A. Vaughan, *Training in Industry - The Management of Learning*; I. K. Davies, *The Management of Learning*; J. Kenny, E. Donnelly & M. Reid, *Manpower Training and Development*; R. B. Stammers & J. Patrick, *The Psychology of Training*.

Examination Arrangements: There is a three-hour written examination at the end of August. Students choose 3 out of 12 questions

from 2 sections, at least one from each section.

Id4302

Industrial Relations and Labour Law

Teacher Responsible: Mr. S.

Meredeen, Room H800 (Secretary, Mrs. Yvonne Curtis, H804)

Course Intended Primarily for Students taking the Diploma in Personnel Management.

Scope: An introduction to the theoretical and practical aspects of industrial relations and labour law, with particular reference to those aspects most relevant to personnel management.

Syllabus: See Id104 and LL162.

Pre-Requisites: Students must be taking the Diploma in Personnel Management.

Teaching Arrangements: Students attend 20 one hour lectures, given in the first two terms on *Industrial Relations* (Id104) and 20 on *Elements of Labour Law* (LL162). There are 20 weekly one hour classes associated with each of these. In the second term there are 10 2-hour case studies. In the Easter 'vacation' there are workshops on negotiating skills and preparation and presentation of cases at Industrial Tribunals. Several members of staff are involved in the teaching.

Written Work: Each student will be expected to present one class paper each term for *Industrial Relations* and for *Elements of Labour Law*. They will also be required to do a tutorial essay on some aspect of industrial relations.

Reading List: See Id104 and LL162.

Examination Arrangements: There will be a three-hour written examination at the end of August. Students must choose 3 out of 12 questions.

Id4303

Organisational Analysis

Teacher Responsible: Dr. John Kelly, Room H712 (Secretary, Sue Allen, H708)

Scope: (a) To introduce students to social science theory and research into organisational problems.

(b) To discuss alternative approaches and proposed solutions to such problems.

(c) To facilitate critical evaluation of organisational policies and prescriptions through the examination of cases of attempted changes of organisation structure and behaviour.

Pre-Requisites: No prior knowledge of organisation theory or practical experience is necessary. The paper is specifically for Diploma in Personnel Management students.

Syllabus: Organisational problems: work motivation; individual job competence and group performance; organisational effectiveness and decision-making; management authority; management control systems; management/worker conflict; intra-organisational conflict; resistance to change; external constraints.

Approaches to planning change: Changing organisations; scientific management; human relations; self-actualisation; socio-technical organisation re-design; contingency theory; industrial relations reform; industrial democracy; training and organisational development.

Change strategies and the evaluation and assessment of organisational policies.

Teaching Arrangements: In the first two terms the students attend one lecture and one seminar (Id107).

Written Work: In the first two terms each student will prepare two seminar papers.

Reading List: J. Child, *Organizations*; V. H. Vroom & E. Deci (Eds.), *Work and Motivation*, 1971; M. Rose, *Industrial Behaviour*, 1975; T. Lupton, *Management and the Social Sciences*, 1974; D. Pugh *et al.*, *Writers on Organisations*, 1971; C. Perrow, *Complex Organizations* (2nd edn.), 1979; W. Bennis *et al.*, *The Planning of Change* (3rd edn.), 1977; T. Burns & G. M. Stalker, *Management and Innovation*, 1961.

Examination Arrangements: One three-hour examination paper with approximately twelve questions, four to be answered.

Id4304

Personnel Information and Research

Teacher Responsible: Dr. D. E. Guest, Room H712 (Secretary, Mrs. Anne Morris, H708)

Course Intended Primarily for students taking the Diploma in Personnel Management.

Scope: The course covers the kinds of information needed to carry out the work of the personnel management function and the research and investigatory methods associated with data collection, analysis and presentation in industry.

Syllabus: Cost-benefit analysis. Cost-effectiveness. Manpower information. Labour turnover and retention. Absenteeism. Methods of social research in industry. Analysis of personnel management problems.

Questionnaire design. Observation. Use of company records. Analysis of data. Report writing and presentation.

Pre-Requisites: Students must be taking the Diploma in Personnel Management.

Teaching Arrangements: There are 10 one-hour lectures of personnel information (Id204) in the first term and 10 one-hour lectures (Id203) and classes on research methods in the second term.

Written Work: Students must write two tutorial essays including one extended essay involving analysis of personnel information in an organization. Students must also conduct a six week project which is written up as a formal report.

Reading List: A full reading list will be given at the start of the course. The following general texts are used:

J. Cannon, *Cost Effective Personnel Decisions*; G. Gardener, *Social Surveys for Social Planners*.

Examination Arrangements: Assessment is based on the written essays and performance in the viva examination for the project.

Account is also taken of reports on performance during placements in industry. There is no formal written examination.

NON-EXAMINABLE COURSES

Id103

Current Labour and Management Problems (Seminar)

Teachers Responsible: Professor B. C. Roberts, Room H805, Mr. S. Marsden, Room H801 and members of the department (Secretary, Joan Wilson, H804)

Course Intended Primarily for graduate students taking labour economics, labour law, industrial sociology, industrial relations and related subjects.

Scope: An interdisciplinary seminar with visiting speakers on the problems of industrial relations.

Teaching Arrangements: Seminars (Id103), Sessional.

Examination Arrangements: None.

Id109

Macro-Economic Background to Industrial Relations

Teacher Responsible: Dr. R. Richardson, Room H711 (Secretary, Ms. Sue Allen, H708)

Course Intended Primarily for M.Sc.; Diploma in Personnel Management and the Trade Union Studies course.

Syllabus: An introduction to macro economic theory and policy, with particular reference to recent UK experience; there will be a special emphasis in the labour market aspect of macro economic behaviour.

Teaching Arrangements: Lectures (Id109), Michaelmas Term.

Reading List: W. Keegan & R. Pennant Rea, *Who Runs the Economy*; M. Stewart, *Politics and Economic Policy in the UK Since 1964*.

Examination Arrangements: None.

Id113

Introductory Practical Statistics

Teacher Responsible: Mr. D. Marsden, Room H801 (Secretary, Ms. Sue Allen, H708)

Course Intended Primarily for the Trade Union Studies course and Diploma in Personnel Management.

Teaching Arrangements: Lectures (Id113), Michaelmas and Lent Terms.

Reading List: H. Blalock, *Social Statistics*.
Examination Arrangements: None.

Id119

Industrial Relations Research Problems (Seminar)

Teachers Responsible: Dr. R. Richardson, Room H711 and Professor K. E. Thurley, Room H707 (Secretary, Ms. Sue Allen, H708)

Course Intended Primarily for research students in Industrial Relations.

Teaching Arrangements: Seminars (Id119), Sessional.

Examination Arrangements: None.

INTERNATIONAL HISTORY
For B.A. History courses, which are taught and examined on an inter-collegiate basis, students should also consult the White Pamphlet. The study guide entry indicates how the subject is taught at LSE.

Hy3400

Political History 1789-1941

Teacher Responsible: Dr. A. Sked, Room E408 (Secretary, Mrs. Vivien Kannor, E402)

Course Intended Primarily for B.Sc. (Econ.) Part I; B.A. History and B.Sc. (Econ.) Part II students.

Scope: A general survey of European History in the period with some attention to developments outside Europe.

Syllabus: The course begins with the origins of the French Revolution and proceeds through the Revolutionary and Napoleonic Era in European history, to Europe in the Age of Metternich, the 1848 Revolutions, era of Bismarck and Napoleon III, the causes and consequences of the First World War, Fascism and National Socialism, the Soviet Union after 1917, the outbreak of the Second World War, and the war itself till 1941. The national histories of most countries in the period are covered as is the history of European imperialism.

Pre-Requisites: None: this is a general, introductory course.

Teaching Arrangements: 25 weekly lectures (Hy101) Sessional; also one class (Hy101a) per week in conjunction with the lecture course. Students are expected to give at least two class papers per year and to participate in class discussions. They will also be expected to submit at least 3 essays in the course of the year.

Reading List: A full list will be given out at the beginning of the first term. Essential reading matter, however, would include the following: J. McManners, *Lectures on European History 1789-1914*; M. S. Anderson, *The Ascendancy of Europe 1815-1914*; J. B. Joll, *Europe Since 1870*; A. Sked (Ed.), *Europe's Balance of Power 1815-1848*; J. Roberts, *Europe 1880-1945*; A. J. P. Taylor,

The Struggle for Mastery in Europe 1848-1918; G. Rude, *Revolutionary Europe 1789-1815*.

Examination Arrangements: There is a formal three-hour examination at the end of the year in which candidates are required to answer four questions out of about twenty.

Hy3403

World History Since 1890

Teacher Responsible: Mr. G. Grün, Room E600 (Secretary, Mrs. Irene Perkin, E403)

Course Intended Primarily for B.Sc. (Econ.) Part I. Also offered at Part II.

Scope: A general introductory survey of international politics in the twentieth century. Syllabus: An introductory political survey of the twentieth century with special emphasis on the changing role of Europe. The origins and consequences of two world wars, the emergence of the United States as a world power, the international communist movement, the breakdown of the European colonial empires and the growth of independence movements in Asia and Africa will be discussed and internal and regional problems of newly independent as well as of old established states considered in the wider context of international relations since the beginning of the century.

Pre-Requisites: None.

Teaching Arrangements: 25 lectures (Hy102), Sessional. 24 classes (Hy102a), Sessional.

Reading List: A useful introduction is provided by: G. Barraclough, *An Introduction to Contemporary History* (1982); P. Calvocoressi, *World Politics Since 1945* (1982); F. Gilbert, *The End of the European Era, 1890 to the Present* (1970); J. A. S. Grenville, *A World History of the Twentieth Century*; J. B. Joll, *Europe Since 1870* (1973); D. C. Watt, F. Spencer & N. Brown, *A History of the World in the Twentieth Century* (1967).

Written Work: Students will be asked to prepare papers for discussion in class and to write two essays in each of the first two terms.

Examination Arrangements: There will be a formal three-hour examination at the end of the Summer Term. Students are expected to answer four questions, chosen from a list of over 20 questions arranged in chronological order.

Hy3406 The History of European Ideas Since 1700

Teacher Responsible: Robert Boyce, Room E500 (Secretary, Mrs. V. Brooke, E602)

Course Intended Primarily for B.Sc. (Econ.) Parts I and II; B.A. History.

Scope: A survey of European intellectual history from 1700 to the present.

Syllabus: This paper places the development of general social thought and political ideologies within the broad context of European history. Among the issues examined are the spread of Enlightenment ideas and their relation to eighteenth century government; the intellectual causes and consequences of the French revolution; the advent of modern conservatism and liberalism; sources of nationalism; the rise of 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.

Pre-Requisites: None.

Teaching Arrangements: 25 lectures, 8 by **Professor M. S. Anderson** on aspects of the eighteenth century, 17 by **Dr. R. Boyce** on the nineteenth and twentieth centuries (Hy100). 25 weekly classes (Hy100a).

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*; Peter Gray, *The Enlightenment: An Interpretation* (2 Vols.); Leonard Krieger, *Kings and Philosophers, 1689-1789*; Alfred Cobban, *Edmund Burke and the Revolt Against the Eighteenth Century*; Jacob Talmon, *Romanticism and Revolt: Europe 1815-1848*; Hans Kohn, *Prophets and Peoples: Studies in 19th Century Nationalism*; Leszek Kolakowski, *Main Currents of Marxism* (3 Vols.); Philip

Appleman (Ed.), *Darwin*; Walter Kaufman, *Neitzsche*; Fritz Stern, *The Politics of Cultural Despair*; H. S. Hughes, *Consciousness and Society*; Michael Biddiss, *The Age of the Masses*; F. H. Hinsley, *Power and the Pursuit of Peace*.

Examination Arrangements: 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 will, however, be offered a wide choice of questions, from which they must answer four. The paper is divided into two parts, the questions in the first part being devoted to the period up to approximately 1815, the questions in the second part devoted to the subsequent period. Students must answer at least one question from each part.

Hy3420 British History Down To The End of the Fourteenth Century

Teacher Responsible: John Gillingham, Room E494 (Secretary, Mrs. I. B. Capsey, E602)

Course Intended Primarily for B.A. History, 1st, 2nd or 3rd years.

Scope: An outline course of mostly English History from the departure of the Romans (c. 400 A.D.) to the deposition of Richard II (1399).

Syllabus: Stress is placed on long-term themes as well as on short-term issues. All aspects - political, social, economic, religious, cultural - are considered as well as relations between England and Wales, Scotland, Ireland and France. The range of topics includes: kingship and the construction of a unity system of law and administration; the question of the rise and decline of 'feudalism'; the rural world of landlords and peasants; the growth of towns and overseas trade; conversion to Christianity and the resulting forms of church organization and religious outlook, from monasticism to the beginnings of nonconformity; the emergence of parliament as the vehicle of a developing sense of political community.

Pre-Requisites: A willingness to undertake a considerable amount of private reading and to talk about the subject.

Teaching Arrangements: One lecture Hy111, and one class Hy111(a) a week for 28 weeks; lecturer and class teacher: **John Gillingham**. The classes normally take place in E494. The introductory lecture course (Hy110) is also relevant.

Written Work: Each student is required to write two essays a term.

Reading List: No one book adequately covers the entire syllabus. Students are advised to buy:

P. H. Sawyer, *From Roman Britain to Norman England*; F. Barlow, *The Feudal Kingdom of England*; M. Keen, *England in the Later Middle Ages*.

Detailed reading lists will be circulated at each class, but other outline books include: J. Campbell, *The Anglo-Saxons*; P. H. Blair, *An Introduction to Anglo-Saxon England*; F. W. Maitland, *Domesday Book and Beyond*; C. N. L. Brooke, *The Saxon and Norman Kings*; M. Clanchy, *England and its Rulers 1066-1272*; G. W. Barrow, *Feudal Britain*; E. King, *England 1175-1425*; J. L. Bolton, *The Medieval English Economy*; M. Prestwich, *The Three Edwards*.

Examination Arrangements: Towards the end of the Summer Term there is a three-hour formal examination based on the full syllabus, i.e. not merely on topics 'covered' in lectures and classes. Candidates will, however, be given a wide choice of questions, c.30, from which they answer *only four*. The paper is divided into two sections, the questions in Section A being markedly more general than those in Section B. Candidates must tackle *at least one* from *each* section.

Hy3423 English History, 1399-1603

Teacher Responsible: Dr. David Starkey, Room E409 (Secretary, Mrs. Irene Perkin, E403)

Course Intended Primarily for B.Sc. (Econ.) Part II and B.A./B.Sc. c.u. main field Geog.

Scope: An introduction to the 'new' political history of England in the years of the Wars of the Roses, and the Renaissance and Reformation. It draws heavily on social and cultural history and deals with the informal realities of power as much as the formal machinery of government.

Syllabus: 'A peculiar people': England and Continental Europe; Lancastrian government and its breakdown: defeat abroad or the mismanagement of bastard feudalism at home?; York and Tudor; the restoration of government and the relationship of politics and administration; Henry VII: a one-man band; Henry VIII: great ministers, factions and the dominance of the court; the Renaissance as cultural colonization; Reformation and rebellion: popular protest or backstairs intrigue?; the mid-Tudor years: continuity or crisis?; Parliament: 'government and opposition' or factional disputes?;

Elizabethan puritanism: minority or mainstream?

Pre-Requisites: No previous knowledge of the history of the period is needed. But as in all history courses extensive reading is called for.

Teaching Arrangements: The course is taught by both lectures and classes. There are 30 lectures (Hy112), weekly in the Michaelmas and Lent Terms and twice-a-week in the first 5 weeks of the Summer Term. The lectures cover the whole period 1399-1760 so only the first half or so of the lectures is directly relevant. However students would be well advised to attend the entire course to round out their knowledge. Classes (Hy112a) are weekly, 10 each in the Michaelmas and Lent Terms, and 5 in the Summer Term in E409. A handout is issued at the beginning of the course. This gives the main topics covered in lectures and classes; detailed bibliographies which are designed to suggest methods of approach as well as merely to list books; and suggested essay topics.

Written Work: 6 essays, to be chosen largely but not exclusively from the topics listed in the course handout, will be required: 2 in the Michaelmas Term; 3 in the Lent Term and 1 in the Summer Term. The essays will normally be returned and discussed during tutorial hours. On the other hand, class papers as such are not usually employed; instead general participation is required and will be secured if need be by Socratic questioning!

Reading List: No one book covers the entire syllabus but the following textbooks are useful and should be bought:

J. R. Lander, *Conflict and Stability*; S. Medcalf, *The Later Middle Ages*; C. Russell, *The Crisis of Parliaments*; G. R. Elton, *Reform and Reformation*.

More detailed coverage of particular aspects will be found in: B. P. Wolffe, *Henry VI*; C. D. Ross, *Edward IV*; B. P. Wolffe, *The Crown Lands*; A. Wagner, *English Genealogy*; C. D. Ross, *Richard III*; S. B. Chrimes, *Henry VII*; J. J. Scarisbrick, *Henry VIII*; A. G. Dickens, *The English Reformation*; M. Girouard, *Life in the English Country House*; K. Charlton, *Education in Renaissance England*; A. Fletcher, *Tudor Rebellions*; J. Loach & R. Tittler, *The Mid-Tudor Polity*; P. Collinson, *The Elizabethan Puritan Movement*.

It must be emphasized that this list merely illustrates something of the variety of the course; it is *NOT* a substitute for the full bibliography in the course handout.

Examination Arrangements: There will be a three-hour formal examination in the Summer Term based on the ground covered during the

course. The examination paper normally contains 14 questions, of which 4 must be answered. It is important to answer the four questions required, since each carries one quarter of the total marks. Weight will be given to the quality of the presentation and argument shown in the answers as well as to the range of factual knowledge displayed.

Hy3426

British History from the Beginning of the Fifteenth Century to the Middle of the Eighteenth Century

Teacher Responsible: Dr. David Starkey, Room E409 (Secretary, Mrs. Irene Perkin, E403)

Course Intended Primarily for B.A. History.

Scope: An introduction to the political history of England from the Wars of the Roses to the Whig Ascendancy. It draws heavily on social and cultural history; deals with the informal realities of power as much as the formal machinery of government, and tries to familiarize students with the full range of arguments deployed in one of the most hotly-debated areas of English history.

Syllabus: The Wars of the Roses: bastard feudalism and foreign policy; the 'New Monarchy'; Henry VIII: court and faction; Renaissance, Reformation and rebellion; the mid-Tudor years; Parliament; Puritans and Arminians; James I: favourites and reform; localism and political consciousness; 1639-42: the breakdown of government and the outbreak of war; the New Model Army; radicalism and the Rump; the Protectorate; Restoration and religion; parties and Parliament; war and finance; corruption and political stability.

Pre-Requisites: No previous knowledge of the history of the period is needed. But as in all history courses extensive reading is called for. Teaching Arrangements: The course is taught by both lectures and classes. There are 30 lectures (Hy112), weekly in the Michaelmas and Lent Terms and twice-a-week in the first 5 weeks of the Summer Term. Classes (Hy112a) are weekly, 10 each in the

Michaelmas and Lent Terms, and 5 in the Summer Term. A handout is issued at the beginning of the course. This gives the main topics to be covered in lectures and classes; detailed bibliographies that are designed to suggest methods of approach as well as merely to list books; and suggested essay topics. There is an introductory lecture course Hy110.

Written Work: 6 essays, to be chosen largely from the topics listed in the course handout, will be required: 2 in the Michaelmas Term; 3 in the Lent Term and 1 in the Summer Term. The essays will normally be returned and discussed during tutorial hours. On the other hand, class papers as such are not usually employed; instead general participation is required and will be secured if need be by Socratic questioning!

Reading List: No one book covers the entire syllabus but the following textbooks are useful and should be bought:

J. R. Lander, *Conflict and Stability*; G. R. Elton, *Reform and Reformation*; B. Coward, *The Stuart Age*.

More detailed coverage of particular aspects will be found in:

J. R. Lander, *Government and Community*; J. J. Scarisbrick, *Henry VIII*; C. Cross, *Church and People*; M. Girouard, *Life in the English Country House*; A. Fletcher, *Tudor Rebellions*; K. Sharpe (Ed.), *Faction and Parliament*; A. Fletcher, *The Outbreak of the English Civil War*; C. Hill, *The World Turned Upsidedown*; J. R. Jones, *The Restored Monarchy*; J. H. Plumb, *The Growth of Political Stability in England*.

It must be emphasised that this list merely illustrates something of the variety of the available reading; it is NOT a substitute for the full bibliography in the course handout.

Examination Arrangements: There will be a formal three-hour examination in the Summer Term, usually of the student's final year. The examination contains about 35 questions and is divided into three sections. Four questions must be answered, drawn from at least two sections. It is important to answer the four questions required, since each carries one quarter of the total marks. Weight will be given to the quality of the presentation and argument shown as well as to the range of factual knowledge displayed.

Hy3429

British History, 1603-1760

Teacher Responsible: Dr. David Starkey, Room E409 (Secretary, Mrs. Irene Perkin, E403)

Course Intended Primarily for B.Sc. (Econ.) Part II, B.Sc. c.u. main field Geog.

Scope: An introduction to the 'new' political history of England in the years of the Civil War, the Restoration and the Whig Ascendancy. It deals with a society moving from stability to crisis and back again, and tests and debates the enormous range of explanations which have been offered.

Syllabus: Politics under James I: the rule of favourites and the role of reform; religion: 'revolutionary' Arminians and 'conservative' Puritans?; localism and political consciousness; 1639-42: the breakdown of government and the outbreak of war; the New Model Army; Radicalism and the Rump; the Protectorate; Restoration and religion; parties and Parliament; war and finance; corruption and political stability.

Pre-Requisites: No previous knowledge of the history of the period is needed. But as in all history courses extensive reading is called for.

Teaching Arrangements: The course is taught by both lectures (Hy112) and classes (Hy112c). There are 30 lectures, weekly in the Michaelmas and Lent Terms and twice-a-week in the first 5 weeks of the Summer Term. The lectures cover the whole period 1399-1760 so only the second half or so of the lectures is directly relevant. However students would be well advised to attend the entire course to round out their knowledge. Classes are weekly, 10 each in the Michaelmas and Lent Terms, and 5 in the Summer Term. Up to 1660, the classes are taken by Dr. Starkey, after 1660, by Mrs. Anthea Bennett. A handout is issued at the beginning of the course. This gives the main topics to be covered in lectures and classes; detailed bibliographies which are designed to suggest methods of approach as well as merely to list books; and suggested essay topics.

Written Work: 6 essays, to be chosen largely but not exclusively from the topics listed in the course handout, will be required.

Reading List: No one book covers the entire syllabus but the following textbook is useful and should be bought:

B. Coward, *The Stuart Age*. More detailed coverage of particular aspects will be found in: G. P. V. Akrigg, *Jacobean Pageant, or the Court of James I*; K. Sharpe (Ed.), *Faction and Parliament*; A. J. Fletcher, *The Outbreak of the English Civil War*; J. B.

Morrill, *The Revolt of the Provinces*; M. Kishlansky, *The Rise of the New Model Army*; C. Hill, *The World Turned Upsidedown*; *God's Englishman*; J. R. Jones (Ed.), *The Restored Monarchy*; P. M. G. Dickson, *The Financial Revolution*; J. H. Plumb, *The Growth of Political Stability in England*.

It must be emphasized that this list merely illustrates something of the variety of the available reading; it is NOT a substitute for the full bibliography in the course handout. Examination Arrangements: There will be a three-hour formal examination in the Summer Term based on the ground covered during the course. The examination paper normally contains 14 questions, of which four must be answered. It is important to answer the four questions required, since each carries one quarter of the total marks. Weight will be given to the quality of the presentation and argument shown as well as to the range of factual knowledge displayed.

Hy3432

British History 1760-1914

Teacher Responsible: Dr. D. Stevenson, Room E508 (Secretary, Mrs. I. Perkin, E403)

Course Intended Primarily for B.Sc. (Econ.) Part II second or third year.

Scope: The course surveys the history of the British Isles between the accession of George III and the outbreak of the First World War. Approximately half the course is concerned with the evolution of British governmental institutions, with parliamentary politics at Westminster, and with political movements in the country at large. Attention is also given, however, to economic and social change, to religion and the history of ideas, and to Britain's foreign and imperial relations with the outside world. Among the principal themes of the course are the effects of industrialization and of the beginnings of Britain's relative economic decline; the emergence of Britain's democracy and the forces making for political stability and instability; the distinctive development of Ireland and the Celtic fringe; and the rise and erosion of the United Kingdom's status as a world power.

Syllabus: Copies of detailed reading lists, class schedules and past examination papers may be obtained from Dr. Stevenson.

Pre-Requisites: No special qualifications are required. Students wishing to follow the course, however, are advised to acquire an outline knowledge of the period in advance by

consulting the works listed in section (a) of the reading list below.

Teaching Arrangements: Teaching is by a combination of lectures, classes and (most important) individual study and written work. The principal lecture course is Hy113. Students may also wish to attend the lectures given by Professor Barker and Dr. Hunt in the Economic History Department on the **Economic and Social History of Britain from 1815** (EH103) and by Mrs. Bennett in the Government Department on the **History of British Politics from the Seventeenth to the Twentieth Century** (Gv151).

Weekly classes (Hy113b) will be given during the Michaelmas and Lent Terms and during the first five weeks of the Summer Term. Attendance at these classes is a course requirement.

Written Work: Students will be expected to produce five essays during the year, for marking by and discussion with their class teacher. They should also be prepared to give short class papers. It should be stressed that it is primarily on this written work and on private reading that students' preparedness for the examination will depend.

Reading List: The following list contains recommended introductory surveys and some more specialized and interpretive works. All of these titles are available in paperback editions and are sufficiently useful to be worth buying, although student may consult them in the Library if they prefer.

(a) Introductory Surveys: I. R. Christie, *Wars and Revolutions: Britain, 1760-1815* (Arnold); A. Briggs, *The Age of Improvement* (Longman); N. Gash, *Aristocracy and People: Britain, 1815-1865* (Arnold); R. T. Shannon, *The Crisis of Imperialism, 1865-1915* (Granada); D. Read, *England, 1868-1914: The Age of Urban Democracy* (Longman).

(b) More Specialized: J. Cannon, *Parliamentary Reform, 1640-1832* (Cambridge University Press); R. Floud & D. McCloskey (Eds.), *The Economic History of Britain Since 1700* (Cambridge University Press); A. D. Gilbert, *Religion and Society in Industrial England: Church, Chapel and Social Change, 1760-1914* (Longman); E. J. Hobsbawm, *Industry and Empire: An Economic History of Britain Since 1750* (Pelican); E. H. Hunt, *British Labour History, 1815-1914* (Weidenfeld); P. M. Kennedy, *The Realities Behind Diplomacy: Background Influence On British External Policy, 1865-1890* (Fontana); F. S. L. Lyons, *Ireland Since the Famine* (Fontana); H. J. Perkin, *The Origins of Modern English Society, 1780-1880* (Routledge); B. Porter, *The Lion's Share: A Short History of British Imperialism, 1850-1970*

(Longman); M. Pugh, *The Making of Modern British Politics, 1867-1939* (Blackwell); E. P. Thompson, *The Making of the English Working Class* (Pelican); R. Williams, *Culture and Society, 1780-1950* (Pelican).

Examination Arrangements: The course is examined by a three-hour question paper in the Summer Term. Candidates are expected to answer four questions.

Hy3435

B.A. (History): British History from the Middle of the Eighteenth Century

N.B. B.A. (History) courses are taught and examined on an inter-collegiate basis. This study guide is intended to help the student and to indicate the teaching arrangements within the LSE: it in no way formally defines the syllabus.

Teacher Responsible: Dr. D. Stevenson, Room E508 (Secretary, Mrs. I. Perkin, E403)

Copies of detailed reading lists, class schedules, and past examination papers may be obtained from Dr. Stevenson.

Scope: The course surveys the history of the British Isles between 1750 and the present. Approximately half the course is concerned with the evolution of British governmental institutions, with parliamentary politics at Westminster, and with political movements in the country at large. Attention is also given, however, to economic and social change, to religion and the history of ideas, and to Britain's foreign and imperial relations with the outside world. Among the principal themes of the course are the effects of industrialization and of Britain's subsequent relative economic decline; the emergence of British democracy and the forces making for political stability and instability; the distinctive development of Ireland and the Celtic fringe; the rise and erosion of the United Kingdom's status as a world power; and, in the twentieth century, the causes and consequences of British participation in the two World Wars.

Pre-Requisites: No special qualifications are required. Students wishing to follow the course are advised, however, if they do not possess an outline knowledge of the period, to acquire one in advance by consulting the works listed in section (a) of the reading list below.

Teaching Arrangements: The principal lecture course (Hy110; Hy113) will be given by Mr. Gillingham, Dr. Starkey and Dr. Stevenson. Students may also wish to attend the following lectures given in the Economic History and the Government Departments: EH101 **Modern British Society in Historical Perspective** (Professor Barker and others) EH103 **Economic and Social History of Britain from 1815** (Professor Barker and Dr. Hunt) EH130 **British Labour History, 1815-1939** (Dr. Hunt and Mr. Baines)

Gv151 **History of British Politics from the Seventeenth to the Twentieth Century** (Mrs. Bennett)

Gv152 **History of British Politics in the Twentieth Century** (Mr. Beattie and Mr. Barnes)

Weekly classes will be held during the Michaelmas and Lent Terms and during the first seven weeks of the Summer Term. Attendance at these classes is a course requirement.

Written Work: Students will be expected to produce five essays during the year, and should also be prepared to give class papers. It should be stressed that it is primarily on this written work and on private reading that students' preparedness for the examination will depend.

Reading List: The following list contains recommended introductory surveys and some more specialized works. All of these titles are available in paperback editions:

(a) Introductory Surveys: I. R. Christie, *Wars and Revolutions: Britain, 1760-1815* (Arnold); A. Briggs, *The Age of Improvement* (Longman); N. Gash, *Aristocracy and People: Britain 1815-1865* (Arnold); R. T. Shannon, *The Crisis of Imperialism, 1865-1915* (Granada); D. Read, *England, 1868-1914: The Age of Urban Democracy* (Longman); A. J. P. Taylor, *English History, 1914-1945* (Pelican); A. Sked & C. P. Cook, *Post-War Britain: A Political History* (Pelican).

(b) More Specialized: S. H. Beer, *Modern British Politics: Parties and Pressure Groups in the Collectivist Age* (Faber); J. Cannon, *Parliamentary Reform, 1640-1832* (Cambridge University Press); R. Floud & D. McCloskey (Eds.), *The Economic History of Britain Since 1700, 2 Vols.* (Cambridge University Press); A. D. Gilbert, *Religion and Society in Industrial England: Church, Chapel and Social Change, 1760-1914* (Longman); E. J. E. Hobsbawm, *Industry and Empire: An Economic History of Britain Since 1750* (Pelican); E. H. Hunt, *British Labour History, 1815-1914* (Weidenfeld); P. M. Kennedy, *The Realities Behind Diplomacy: Background Influences on*

British External Policy, 1865-1980 (Fontana); F. S. L. Lyons, *Ireland Since the Famine* (Fontana); K. Middlemas, *Politics in Industrial Society: The Experience of the British System Since 1911* (Deutsch); H. J. Perkin, *The Origins of Modern English Society, 1780-1880* (Routledge); B. Porter, *The Lion's Share: A Short History of British Imperialism, 1850-1970* (Longman); M. Pugh, *The Making of Modern British Politics, 1867-1939* (Blackwell); E. P. Thompson, *The Making of the English Working Class* (Pelican); R. Williams, *Culture and Society, 1780-1950* (Pelican).

Examination Arrangements: The course is examined by a University of London paper sat normally at the end of the third year. This is a three-hour written paper, from which candidates are expected to answer four questions, taken from at least two out of three chronological sections.

A Sessional examination is taken at the end of the first year. This does not count towards the student's final result.

Hy3450

European History, 400-1200

Teacher Responsible: John Gillingham, Room E494 (Secretary, Mrs. I. B. Capsey, E602)

Course Intended Primarily for B.A. History, 1st, 2nd or 3rd years.

Scope: An outline course of European History (excluding Britain) from the decline of the Roman Empire in the West to the Crusades. **Syllabus:** This paper encompasses the history of the late Roman and Byzantine Empires, the eastern and western churches, the barbarian kingdoms and their successor states; also Islam when and where it impinges on Europe. It involves the study of religious, social, economic, and cultural as well as political developments throughout the whole of the Latin and Greek world.

Pre-Requisites: No foreign languages are required; instead a willingness to undertake a considerable amount of private reading and to talk about the subject.

Teaching Arrangements: 28 weekly lectures at Senate House given by historians drawn from all the colleges of the University. 28 weekly classes. (Hy115) Teacher: **John Gillingham**, in E494.

Written Work: Each student is required to write two essays a term.

Reading List: No one book adequately covers the entire syllabus. Students are advised to buy:

J. M. Wallace-Hadrill, *The Barbarian West:*

M. Keen, *A History of Medieval Europe*; R. W. Southern, *Western Society and the Church in the Middle Ages*.

Detailed reading lists will be circulated at each class but other valuable surveys include: A. H. M. Jones, *The Decline of the Ancient World*; P. Brown, *The World of Late Antiquity*; M. Deanesly, *History of Early Medieval Europe*; C. N. L. Brooke, *Europe in the Central Middle Ages*; M. Bloch, *Feudal Society*; H. E. Mayer, *The Crusades*; G. Duby, *The Early Growth of the European Economy*; P. Anderson, *Passages from Antiquity to Feudalism*; G. Barraclough, *The Medieval Papacy*.

Examination Arrangements: Towards the end of the Summer Term there is a three-hour formal examination based on the full syllabus, i.e. not merely on topics 'covered' in lectures and classes. Candidates will, however, be given a wide choice of questions, c.30, from which they answer *only four*.

Hy3453

European History, 1200-1500

Teacher Responsible: John Gillingham, Room E494 (Secretary, Mrs. I. B. Capsey, E602)

Course Intended Primarily for B.A. History, 1st, 2nd or 3rd years.

Scope: An outline course of European History (excluding Britain) from the capture of Constantinople (1204) to the discovery of America.

Syllabus: The range of themes includes: the demise of the Byzantine Empire and the Crusader States; the emergence of widely different political systems in the West, particularly in France, Germany and Italy; the problems of the church-schism and heresy; the origins of universities and the Renaissance; economic crisis (Black Death) and recovery, the growth of commerce and banking; the impact of technological change - guns, clocks, printing presses and improved ship design.

Pre-Requisites: No foreign languages are required; instead a willingness to undertake a considerable amount of private reading and to talk about the subject.

Teaching Arrangements: 28 weekly lectures at Senate House given by historians drawn from all the colleges of the University. 28 weekly classes; (Hy116) teacher: John Gillingham, in E494.

Written Work: Each student is required to write two essays a term.

Reading List: No one book adequately covers the entire syllabus. Students are advised to buy:

D. Waley, *Later Medieval Europe*; J. H. Mundy, *Europe in the High Middle Ages 1150-1309*; G. Holmes, *Europe: Hierarchy and Revolt 1320-1450*; R. W. Southern, *Western Society and the Church in the Middle Ages*.

Detailed reading lists will be circulated at each class, but other valuable surveys include: D. Hay, *Europe in the 14th and 15th Centuries*; J. R. Hale, *Renaissance Europe 1480-1520*; G. Duby, *Rural Economy and Country Life in the Medieval West*; G. Barraclough, *The Medieval Papacy*; E. Perroy, *The Hundred Years War*; J. K. Hyde, *Society and Politics in Medieval Italy*; R. Vaughan, *Valois Burgundy*.

Examination Arrangements: Towards the end of the Summer Term there is a 3 hour formal examination based on the full syllabus, i.e. not merely on topics 'covered' in lectures and classes. Candidates will, however be given a wide choice of questions, c.30, from which they answer *only four*.

Hy3456

European History, 1500-1800

Teacher Responsible: Dr. Derek McKay, Room E405 (Secretary, Irene Perkin, E403)

Course Intended Primarily for B.A. History.

Scope: The course is intended to introduce students to the history of Europe in the early-modern period.

Syllabus: General history of Europe, covering political, social, economic, diplomatic and cultural aspects. Students must consult past papers, because this is a course taken by all the colleges in the University and is set for all the colleges by University examiners.

Pre-Requisites: The requirements laid down for entry into the B.A. History course.

Teaching Arrangements: A lecture course and class given at the School are relevant, but it must be stressed that the lecture course given at Senate House is vitally important. This lecture course is given every two years (1982-3, 1984-5 etc.) and students would be advised not to take the course in years when there are no Senate House lectures.

Lectures: Hy125 *International History, 1494-1815*, 25 lectures, Sessional; given by Dr. D. McKay and Professor M. S. Anderson. These lectures are relevant to the international relations aspects of the course.

European History, 1500-1800, 25 lectures, Sessional (alternate years). Given by various lecturers at Senate House.

Classes: *European History, 1500-1800*, 25 classes, Sessional; given by Dr. D. McKay. Students are required to present at least one

(usually two) papers a session and to write at least 2 short essays a term. Work is set and marked by Dr. McKay.

Reading List: The University examiners continually stress that students who limit their reading to textbooks will fail. Extensive reading lists are provided at the beginning of the course.

Examination Arrangements: There is a three-hour formal examination in the Summer Term. It can be taken in the student's second or final year. Students not taking the formal University examination will be required to take a departmental exam in the Summer Term. The paper consists of about thirty questions, four of which are to be answered. The University examiners issue comments about the previous year's scripts every year.

Hy3459

European History, c. 1600-1789

Teacher Responsible: Dr. Derek McKay, Room E405 (Secretary, Irene Perkin, Room E403)

Course Intended Primarily for B.Sc. (Econ.) Part II; B.A. c.u. main field French Studies 1st year.

Scope: The aim of the course is to introduce students to European history in the age of absolutism.

Syllabus: A study of European politics in the age of absolutism. Special attention will be given to wars, revolutions, economic, social and intellectual developments, and relations between the states.

Pre-Requisites: None. All students admitted to School degrees should have the necessary analytical skills.

Teaching Arrangements: The course is taught primarily by a class, although part of a lecture course is useful:

Lectures: Hy125 *International History, 1494-1815*, 25 lectures, Sessional; given by Dr. D. McKay and Professor M. S. Anderson.

Students will be told in class which parts of the lecture course are relevant.
Classes: Hy118(b) *European History, c. 1600-1789*, 25, Sessional; given by Dr. D. McKay. Students are required to present at least one (usually two) class papers during the session and to write at least two short essays a term. The work will be set and marked by Dr. McKay.

Reading List: A full reading list will be given at the beginning of the course. As with all history courses, it must be stressed that no student can hope to pass by using text books alone, and that the following are merely introductions:

D. H. Pennington, *Seventeenth-Century Europe* (Longman); M. S. Anderson, *Europe in the Eighteenth Century* (Longman).

Examination Arrangements: There is a three-hour formal examination in the Summer Term, based on the full syllabus. The paper contains 16 questions, four of which are to be answered.

Hy3462

European History 1789-1945

Teacher Responsible: Dr. A. Sked, Room E408 (Secretary, Mrs. Vivien Kannon, E402)

Course Intended Primarily for B.Sc. (Econ.) Part II; B.A. History and B.A. French Studies (second year) Students.

Scope: A general survey of European history in the period with some attention to developments outside Europe.

Syllabus: The course begins with the origins of the French Revolution and proceeds through the Revolutionary & Napoleonic Era in European history, to Europe in the age of Metternich in the 1848 Revolutions, Era of Bismarck & Napoleon III, the causes and consequences of the First World War, Fascism and National Socialism, the Soviet Union after 1917, the outbreak of the Second World War and the War itself. The national histories of most countries in the period are covered as is the history of European imperialism.

Pre-Requisites: None this is a survey course.

Teaching Arrangements: One class per week (Hy101b) each term until half-way through the Summer Term. Students will be required to give at least two class papers and submit at least three essays. They will also be expected to participate in class discussions and to attend the lecture course (Hy101) *Political History, 1789-1941*.

Reading List: A full list will be given out at the beginning of the Michaelmas Term but essential reading matter includes:

G. Rude, *Revolutionary Europe 1787-1815*; J. M. Manners, *Lectures on European History 1789-1914*; M. S. Anderson, *The Ascendancy of Europe, 1815-1914*; J. B. Joll, *Europe Since 1870*; A. Sked (Ed.), *Europe's Balance of Power 1815-1848*; J. Roberts, *Europe 1880-1945*; A. J. P. Taylor, *The Struggle for Mastery in Europe 1848-1918*.

Examination Arrangements: There is a formal three-hour exam at the end of the year in which candidates are required to answer four questions out of about twenty.

Hy3465 European History Since 1800

Teacher Responsible: Dr. R. J. Bullen, Room E506 (Secretary, Mrs. M. Bradgate, E602)

Course Intended Primarily for B.A. History Students. First, second and third year. (Other LSE students admitted only with the permission of the tutor).

Scope: This is a main paper in the B.A. History degree and is intended to broaden students' understanding of the nature of historical enquiry.

Syllabus: The course covers the domestic politics of the European great powers from the epoch of Napoleon to the present day. Attention is also paid to social movements, political ideologues and to the foreign policies of the great powers.

Pre-Requisites: There are no formal pre-requisites and it is not necessarily an advantage to have studied this period of European history at 'A' level. A reading knowledge of a modern European language is very useful.

Teaching Arrangements:

Lectures (Hy119): Students are advised to consult the *White Pamphlet*, issued to all B.A. History students every year, which contains the details of the arrangements for the *Senate House* lectures. For the course the lectures are given biennially on Mondays. In addition the following LSE lectures are available:

Political History 1789-1941. Hy101

International History 1815-1914. Hy126

International History Since 1914 (i) to 1945. Hy128

International History Since 1914 (ii) since 1945. Hy 129.

Students are expected to decide for themselves which of these lecture courses best suits them. Classes: 25 Classes Sessional (Hy207).

Course Requirements: Students will be expected to present class papers and to submit essays. Specific arrangements will be made with each class.

Reading List: No one book covers the entire syllabus. Detailed bibliographies of books and articles are available from the course teachers and from the International History departmental office. Further reading lists are handed out at the Senate House lectures. Students taking the course are advised to read as widely as possible and are warned not to rely on general textbooks. M. S. Anderson, *The Ascendancy of Europe*; J. L. Talmon, *Romanticism and Revolt*; J. Joll, *Europe Since 1870*; R. A. C. Parker, *Europe 1919-1945*.

Examination Arrangements: For the first and second year students the department of International History requires them to sit a Sessional examination in the Summer Term. If students have taken this course in either of these two years they will be expected to sit this paper in the year in which they have studied it. Second year students are advised that essay marks and the sessional examination mark contribute towards their college assessment. Second year students may take the University finals paper in advance in which case they will be exempted from the L.S.E. Sessional examinations.

Final Examinations: The paper is set by the university examiners and usually consists of about 35 questions from which candidates are required to answer any four. Each year the University examiners publish a report on the final examinations which contains advice to candidates entering the following year. Copies of these reports are available from the Departmental tutor for B.A. History students.

Hy3500

International History, 1494-1815

Teacher Responsible: Dr. Derek McKay, Room E405 (Secretary, Irene Perkin, E403)

Course Intended Primarily for B.Sc. (Econ.) Part II; B.A. History (students taking the paper European History, 1500-1800); B.A. course unit main field French Studies 1st year; M.A. and M.Sc. International History.

Scope: The aim of the course is to introduce students to the history of the relations between the main European powers in the early-modern period.

Syllabus: Political and diplomatic history, mainly of the European Great Powers, with some reference to the evolution of the diplomatic practice. (In effect this means the diplomatic relations and wars between the main European powers.)

Pre-Requisites: None. All students admitted to School degrees should have the necessary analytical skills.

Teaching Arrangements: There is a lecture course, accompanied by a class, as follows:

Lectures: Hy125 **International History, 1494-1815**, 25 lectures, Sessional; given by Dr. D. McKay and Professor M. S. Anderson. Classes: Hy125(a) **International History, 1494-1815**, 25 classes, Sessional.

Written Work: Students are required to present at least one class paper during the session and to write at least two short essays a

term. The work will be set and marked by the class teacher.

Reading List: A full reading list will be given out at the beginning of the course. It must be stressed that, as with all history courses, no student can hope to pass by using textbooks alone, and that the following are merely introductions:

New Cambridge Modern History, relevant chapters of Vols. I-IX; H. G. Koenigsberger & G. E. Mosse, *Europe in C16th* (Longman); Derek McKay & H. M. Scott, *The Rise of the Great Powers, 1648-1815* (Longman, January 1983); M. S. Anderson, *Europe in the C18th* (Longman); G. Mattingly, *Renaissance Diplomacy* (Penguin); G. Parker, *Spain and the Netherlands* (Fontana); R. Hatton (Ed.), *Louis XIV and Europe* (Macmillan); D. B. Horn, *Great Britain and Europe in the 18th Century* (Oxford University Press).

Examination Arrangements: There is a three-hour formal examination in the Summer Term, based on the full syllabus. The paper contains 16 questions, four of which are to be answered.

Hy3503

International History, 1815-1914

Teacher Responsible: Dr. R. J. Bullen, Room E506 (Secretary, Mrs. M. Bradgate, E602)

Course Intended Primarily for B.Sc. (Econ.) Part II International History.

Scope: The aim of the course is to introduce students to the study of the history of international relations.

Syllabus: The history of international relations from the congress of Vienna to the outbreak of the First World War. The main emphasis of the course is on the policies of the great powers and the factors affecting them.

Pre-Requisites: There are no formal pre-requisites but some background knowledge of nineteenth century European history is useful. The Part I subject **Political History 1789-1941** Hy100 is perhaps the most directly relevant.

Teaching Arrangements:

Lectures: **International History 1815-1914** Hy126

Classes: 25 classes Sessional Hy126(a)

Course Requirements: Students will be asked to present class papers and to submit three essays.

Reading List: No one book covers the entire syllabus. Students are advised to begin by reading:

F. R. Bridge & R. Bullen, *The Great Powers and the European State System 1815-1914*

(Longmans); A. J. P. Taylor, *The Struggle for Mastery in Europe*; A. Sked (Ed.), *Europe's Balance of Power*; K. Bourne, *The Foreign Policy of Victorian England*; F. H. Hinsley, *Power and the Pursuit of Peace*.

Detailed bibliographies of books and articles are available from the teachers and from the International History Departmental Office. Students taking the course are advised to read as widely as possible and are warned not to rely on one or two textbooks.

Examination Arrangements: There is a three hour formal examination in the Summer Term. The paper is divided into three sections:

Section A 1815-1848

Section B 1848-1890

Section C 1890-1914

Students are expected to answer four questions, one from each section and one other. Second year students may take this paper in advance. Before they decide to do so they should consult with the class teachers and with their tutor.

Hy3506

International History since 1914

Teachers Responsible: Professor I. H. Nish, Room E502, Mr. George Grün, Room E600 (Secretary, Mrs. I. Perkin, E403)

Course Intended Primarily for B.Sc. (Econ.) Part II; B.A. Hist.; B.A./B.Sc. c.u. main field Geog.; M.A. and M.Sc.

Scope: The aim of this course is to introduce students to the study of the history of international relations.

Syllabus: The history of international relations from the outbreak of the First World War.

The main emphasis is on diplomatic history, especially the policies of the great powers. The first part of the course deals with the challenge to the peace settlement of 1919 and the origins of the Second World War.

In the post-1945 period the focus is on topics such as the Cold War, the Korean and Vietnam Wars, decolonization, resources diplomacy etc.

Teaching Arrangements: Teaching consists of 35 weekly lectures of one hour spread over two academic years. Lectures on the period from 1914 commence in October (for students ordinarily in their second year) and continue throughout the year.

Lectures (Hy128), **International History since 1914: (i) 1914-1945**, Mr. Grün and Professor Watt.

Classes (Hy128a), 25 classes, Sessional.

Lectures on the period from 1945 commence

in October (for students ordinarily in their third year) and the course concludes at the end of the Michaelmas Term. Lectures (Hy129), **International History since 1914: (ii) since 1945.**

Classes (Hy129a), 10 classes in the Michaelmas Term.

Written Work: Students will be required to write a number of essays during the course. Subjects for these essays (with accompanying suggested reading) will be handed out at the start of the course.

Reading List: C. L. Mowat (Ed.), *New Cambridge Modern History*, Vol. 12 (2nd edn.); H. W. Gatzke (Ed.), *European Diplomacy Between the Two Wars, 1919-39*; S. Marks, *The Illusion of Peace*; A. Ulam, *Expansion and Co-existence: The History of Soviet Policy, 1917-67*; P. Calvocoressi, *World Politics since 1945.*

Examination Arrangements: There is a three-hour formal examination in the Summer Term. The paper is divided into three sections:

Section A covers the whole syllabus and consists of thematic questions.

Section B covers the period 1914-45.

Section C covers the period after 1945.

Students are required to answer four questions, of which at least ONE has to come from Section A and ONE from Section B.

Hy3510

Diplomatic History 1814-1957

Teacher Responsible: Dr. R. J. Bullen, Room E506 and Mr. G. Grün, Room E600 (Secretary, Mrs. M. Bradgate, E602)

Course Intended Primarily for B.A. History students Second Year. (This is a University optional subject and the classes although held at the L.S.E. are inter-collegiate.) Other L.S.E. students are admitted only with the permission of the teachers.

Scope: The aim of the course is to introduce students to the study of the history of international relations.

Syllabus: The history of international relations from the congress of Vienna to the Suez crisis. The main emphasis of the course is on the

policies of the great powers and the factors affecting them.

Pre-Requisites: There are no formal pre-requisites but students who have already taken **Europe Since 1800** will find the background provided by that course most useful. Similarly **British History from the Middle of the Eighteenth Century** provides good background. A reading knowledge of French and/or German is of great benefit but not essential.

Teaching Arrangements:

Lectures: **Diplomatic History, 1814-1957**

Hy130

International History 1815-1914 Hy126

International History since 1914 (i) to 1945

Hy128

International History since 1914 (ii) since 1945

Hy129

Classes: 25 classes, Sessional (Hy210)

Course Requirements: Students will be expected to present class papers and to submit essays.

Reading List: No one book covers the entire syllabus. Students are advised to begin by reading:

F. R. Bridge & R. Bullen, *The Great Powers and the European State System 1815-1914* (Longmans); M. S. Anderson, *The Ascendancy of Europe*; J. L. Talmon, *Romanticism and Revolt*; J. Joll, *Europe Since 1870*; R. A. C. Parker, *Europe 1919-1945.*

Detailed bibliographies of books and articles are available from the course teachers and from the International History Departmental Office. Students taking this course are advised to read as widely as possible and not to rely upon one or two textbooks.

Examination Arrangements: There is a three-hour formal examination in the Summer Term, the paper is directed into two sections: Section A 1814-1890

Section B 1890-1957

Students are expected to answer four questions from a list of about 15. They are required to answer one question from each section and then any other three. Second year candidates may take this as a paper in advance. Before they decide to do so they should consult with the class teachers and their college tutors.

Hy3520

War and Society, 1600-1815

Teacher Responsible: Dr. Derek McKay, Room E405 (Secretary, Irene Perkin, E403)

Course Intended Primarily for B.Sc. (Econ.) Part II.

Scope: The course is intended to introduce students to the history of warfare and its relationship with society as a whole in the early-modern and revolutionary periods.

Syllabus: A study of the main developments in strategy and organisation of armies between 1600 and 1815, of civil-military relations in their broadest sense, including the role of armed forces as instruments of domestic control, and of the impact of war at all levels of society. (War at sea is not covered by the course.)

Pre-Requisites: None. All students admitted to School degrees should have the necessary analytical skills, although clearly some knowledge of European or military history would be useful.

Teaching Arrangements:

Lectures: Students are provided with printed lecture notes covering the main aspects of the course at the beginning of the session.

Classes: **War and Society, 1600-1815**, Hy134.

12 classes. Sessional. Given by Dr. D. McKay. Students are expected to present at least one class paper during the session and to write two short essays a term. The work will be set and marked by Dr. McKay.

Reading List: A full reading list will be given at the beginning of the course. There is no adequate introduction to the whole period but the following are useful to begin with: G. Parker, *Spain and the Netherlands* (Fontana); M. Howard, *War in European History* (Opus); A. Corvisier, *Armies and Societies in Europe, 1494-1789* (Indiana UP); G. Best, *War and Society in Revolutionary Europe* (Fontana); J. F. C. Fuller, *The Conduct of War, 1789-1961* (Methuen).

Examination Arrangements: There is a three-hour formal examination in the Summer Term, based on the full syllabus. The paper contains 16 questions, four of which are to be answered.

Hy3523

Revolution, Civil War and Intervention in the Iberian Peninsula 1808-1854

(Not available 1983-84)

Teacher Responsible: Dr. R. J. Bullen, Room E506 (Secretary, Mrs. M. Bradgate, E602)

Course Intended Primarily for B.Sc. (Econ.)

Part II students, International History.

Scope: A historical investigation of revolution, civil war and great power intervention in a regional context.

Syllabus: A study of the origins and course of constitutional, revolutionary, and resistance movements in Spain and Portugal in the first half of the nineteenth century and the attitudes and policies of the European Great Powers towards these movements. Particular attention will be paid to various types of intervention and to the impact of these Iberian conflicts on Great Power rivalry.

Pre-Requisites: Students taking this course in their third year should have taken **International History 1815-1914** in their second year.

Teaching Arrangements:

Lectures: 10 in Michaelmas Term. Hy135. *Not available 1983-84.*

Classes: 10 in Lent Term. Hy135(a). *Not available in 1983-84.*

Course Requirements: In the Lent Term students taking this paper are required to present at least one class paper and two essays.

Reading List: No one book covers the entire syllabus. Students are advised to purchase: R. Carr, *Spain 1808-1939* (New edn.); H. Livermore, *A New History of Portugal*. A detailed bibliography of books and articles is available from the course teacher and from the International History Departmental Office. As in all historical subjects students are advised to read as widely as possible and not to rely upon one or two textbooks.

Examination Arrangements: There is a three-hour formal examination in the Summer Term. Candidates are expected to answer four questions from a list of about ten. The examination paper is undivided. Past papers are available in the Teaching Library.

Hy3526

British-American-Russian-Relations, 1815-1914**Teacher Responsible: Professor M. S. Anderson, Room E604 (Secretary, Mrs. I. Capsey, E602)****Course Intended Primarily for B.Sc. (Econ.) Part II****Scope:** A general study of the relations of these three great powers, mainly in North America in the Anglo-American case and in the Far East, Central Asia and Persia in the Anglo-Russian one, during the nineteenth and early twentieth centuries.**Syllabus:** Anglo-American relations relating to the Canadian and other border questions, the Caribbean and the isthmian canal question, and the slave trade. The roles played by Britain, the United States and Russia in the 'opening' of China and Japan. The American Civil War in the relations of these three powers. Anglo-Russian relations in Central Asia and Persia, with attention to the strategic and other elements involved. The Anglo-American rapprochement at the turn of the nineteenth-twentieth centuries. The impact of the Sino-Japanese and Russo-Japanese wars on international relations, and the roles of Britain, the United States and Russia in the Far East in the years before 1914.**Pre-Requisites:** Some previous knowledge of European international relations in this period is desirable but not essential. As in all history courses extensive reading is called for.**Teaching Arrangements:** There is one course of 25 lectures (Hy137) in the Michaelmas and Lent Terms. Since the number of students is normally small these are relatively informal and have something of the atmosphere of a class. The lectures are given in the rooms of the teachers concerned: **Professor Anderson (E604); Professor K. Bourne (E603); and Professor I. H. Nish (E502).** There are normally two lectures per week in the early part of the course, given by **Professor Bourne**, which is concerned with Anglo-American relations, and one per week for the remainder of the course. (This arrangement will be varied somewhat in the session 1983-4).**Written Work:** Students will be required to write a number of essays during the course. Lists of subjects for these, with accompanying suggested reading will be given out during the course.**Reading List:** No one book covers the entire syllabus. As introductory surveys of large parts of it the following are useful:H. C. Allen, *Great Britain and the United States*; C. S. Campbell, *From Revolution to**Rapprochement: The United State and Great Britain, 1783-1900*; F. Michael & G. E. Taylor, *The Far East in the Modern World*; D. Gillard, *The Struggle for Asia, 1828-1914.***Supplementary Reading List:** More detailed studies of particular aspects of the period are: K. Bourne, *Britain and the Balance of Power in North America, 1815-1908*; T. A. Bailey, *A Diplomatic History of the American People*; P. A. Varg, *United States Foreign Relations, 1820-1860*; D. P. Crook, *The North, the South, and the Powers, 1861-1865*; W. C. Costin, *Great Britain and China, 1833-1860*; B. Perkins, *The Great Rapprochement: England and the United States, 1895-1914*; I. H. Nish, *The Anglo-Japanese Alliance*; M. E. Yapp, *Strategies of British India: Britain, Iran and Afghanistan, 1798-1850*; F. Kazemzadeh, *Russia and Britain in Persia, 1864-1914.***Examination Arrangements:** There will be a three-hour formal examination in the Summer Term based on the ground covered during the course. The examination paper normally contains 12 questions, of which four must be answered. Weight will be given to the quality of the presentation and argument shown in the answers as well as to the range of factual knowledge displayed.

Hy3538

Fascism and National Socialism in International Politics 1919-1945**Teacher Responsible: Dr. Antony Polonsky, Room E503 (Secretary, Mrs. Vivien Kannon, E402)****Course Intended Primarily for B.Sc. (Econ.) 2nd and 3rd years.****Scope:** The course is intended both for specialist historians and for others studying the social sciences. It aims to provide a historical account of the phenomenon of fascism in Europe in the inter-war years and during the Second World War.**Syllabus:** The intellectual roots of fascism; pre-1914 proto-fascist groups; the impact of the First World War; the rise of fascism in Italy; fascism in power in Italy; the rise of Nazism in Germany; Nazism in power in Germany; fascism in eastern Europe; fascism in the Iberian peninsula; fascism in western Europe; the impact of the Second World War.**Pre-Requisites:** No pre-requisites are imposed, though some knowledge of twentieth century history is desirable.**Teaching Arrangements:**

Lectures: There are 12 lectures (Hy140) in the Michaelmas and Lent Terms.

Classes: There are 15 classes (Hy140a) in the Lent and Summer Terms.

Reading List:**Shorter Introductory Reading List:**

Students are advised to buy as many of these books as possible:

F. L. Carsten, *The Rise of Fascism* (London, 1967); W. Z. Laqueur (Ed.), *Fascism: A Reader's Guide* (London, 1967); G. L. Mosse (Ed.), *International Fascism* (London, 1979); S. J. Woolf (Ed.), *The Nature of Fascism* (London, 1968); *European Fascism* (London 1970); H. Rogger & E. Weber (Eds.), *The European Right* (Berkeley and L.A., 1965); E. Nolte, *Three Faces of Fascism* (paperback, New York, 1969); R. De Felice, *Interpretations of Fascism* (Cambridge, Mass., 1977); E. Weber, *Varieties of Fascism* (New York, 1964); H. A. Turner (Ed.), *Reappraisals of Fascism* (New York, 1975).**Longer Booklist:****Intellectual Origins of Fascism:**A. Stuart Hughes, *Consciousness and Society: The Reorientation of European Social Thought 1890-1930* (New York, 1961); F. Stern, *The Politics of Cultural Despair* (Berkeley, 1961); G. L. Mosse, *The Crisis of German Ideology* (New York, 1904); W. Z. Laqueur, *Young Germany: A History of the German Youth Movement* (London, 1962); J. Joll, 'Marinetti', in *Intellectuals in Politics* (London, 1960); A. Lyttleton (Ed.), *Italian Fascism from Pareto to Gentile* (London, 1973).**Italy:**A. Lyttleton, *The Seizure of Power: Fascism in Italy, 1919-1929* (London, 1973); C. Seton-Watson, *Italy from Liberalism to Fascism* (London, 1967); E. Robertson, *Mussolini as Empire Builder* (London, 1977); D. Mack Smith, *Mussolini's Roman Empire* (London, 1976); G. Salvemini, *The Origins of Fascism in Italy* (New York, 1973); *Under the Axe of Fascism* (London, 1936); R. Sarti (Ed.), *The Ax Within. Italian Fascism* (London, 1974); D. Settembrini, 'Mussolini and the Legacy of Revolutionary Socialism', *Journal of Contemporary History*, Vol. XI, No. 4. (1976); A. Tasca (A. Rossi), *The Rise of Italian Fascism* (London, 1938); P. Corner, *Fascism in Ferrara 1915-25* (London, 1974); F. W. Deakin, *The Brutal Friendship: Mussolini, Hitler and The Fall of Italian Fascism* (London, 1962).**Germany:**A. Bullock, *Hitler: A Study of Tyranny* (rev. edn. London, 1962); K. D. Bracher, *The German Dictatorship* (London, 1970); H. T. Gordon, *Hitler and the Beer Hall Putsch* (Princeton, 1972); J. Nyomarky, *Charisma and Factionalism in the Nazi Party*, 2 Vols. (Pittsburgh, 1969, 1973); A. Speer, *Inside the**Third Reich* (paperback, New York, 1970); H. A. Turner (Ed.), *Nazism and the Third Reich* (New York, 1972); M. H. Kele, *Nazis and Workers* (Chapel Hill, N.C., 1972); D. Schoenbaum, *Hitler's Social Revolution* (New York, 1961); J. Stephenson, *Women in Nazi Society* (London, 1976); J. Childers, 'The Social Bases of the National Socialist Vote', *Journal of Contemporary History*, Vol. XI, No. 4 (1976); H. Krausnick et al., *Anatomy of the SS State* (London, 1968).**Fascism Elsewhere:**R. Aron, *The Vichy Regime* (Paris, 1954); T. S. McClelland (Ed.), *The French Right from de Maistre to Maurras* (New York, 1970); R. O. Paxton, *Vichy France* (New York, 1972); Z. Sternhell, *Mauriçè Barres et le nationalisme français* (Paris, 1972); E. Weber, *Action Française* (Stanford, 1962); C. Cross, *The Fascists in Britain* (London, 1961); R. Skidelsky, *Oswald Mosley* (London, 1975); W. Warmbrunn, *The Dutch under German Occupation 1940-1945* (Stanford, 1963); P. Hayes, *The Career and Political Ideas of Vidkun Quisling 1887-1945* (Newton Abbot, 1971); C. Dezell (Ed.), *Mediterranean Fascism* (New York, 1971); S. Payne, *Falange: A History of Spanish Fascism* (Stanford, 1961); G. Jackson, *The Spanish Republic and the Civil War, 1931-1939* (Princeton, 1965); R. A. H. Robinson, *The Origins of Franco's Spain* (Pittsburgh, 1970); H. Thomas, 'The Hero in the Empty Room: Jose Antonio and Spanish Fascism', *Journal of Contemporary History*, Vol. I, No. 1 (1966); P. F. Sugar (Ed.), *Native Fascism in the Successor States* (Santa Barbara, 1971); F. L. Carsten, *Fascism Movements in Austria from Schoenerer to Hitler* (London, 1977); A. Whiteside, *Austrian National-Socialism before 1918* (The Hague, 1962); Y. Jelinek, *The Parish Republic. Hlinka's Slovak People's Party 1939-1945* (New York, 1976); C. A. Macartrey, *October Fifteenth - A History of Modern Hungary, 1929-1945* (Edinburgh, 1961); M. Lacko, *Arrow-Cross Men, National Socialists 1935-1944* (Budapest, 1969); S. Fischer-Galati, 'Romanian Nationalism' in P. Sugar & I. Lederer (Eds.), *Nationalism in Eastern Europe* (Seattle, 1969); E. Weber, 'The Men of the Archangel', *Journal of Contemporary History*, Vol. 1, No. 1 (1969); L. Hory & M. Broszat, *Der Kroatische Ustascha-Staat 1941-45* (Stuttgart, 1964); J. Stephan, *The Russian Fascists* (London, 1978).**Examination Arrangements:** There is a formal three-hour examination in the Summer Term. Students will be given a wide range of questions and will be required to answer four. The paper is not divided into subsections and there are no compulsory questions.

The History of Russia, 1682-1917

Teacher Responsible: Professor M. S. Anderson, Room E604 (Secretary, Mrs. I. Capsey, E602)

Course Intended Primarily for B.Sc. (Econ.) Part II, Russian Government, History and Language.

Scope: An introduction to the history of Russia in all its major aspects from the reign of Peter I to the Bolshevik Revolution.

Syllabus: The reforms of Peter I and Catherine II; Russian foreign relations and the expansion of the Russian Empire: social and economic problems and developments (serfdom, industrial growth, the development of internal communications, etc.): the reforming efforts of the later nineteenth and early twentieth centuries: the collapse of the imperial regime.

Pre-Requisites: A reading knowledge of Russian is required of students taking the course as part of the B.Sc. (Econ.) Part II option in Russian Government, History and Language, but is not essential for others, e.g. interested General Course students. As in all history courses extensive reading is highly desirable.

Teaching Arrangements: There is one course of 25 classes (Hy133) in the Michaelmas and Lent Terms, meeting in the rooms of the teachers concerned: Professor Anderson, Mr. M. E. Falkus (C314) and Dr. A. B. Polonsky (E305).

Written Work: Students will be required to write at least five essays, for which lists of subjects, with accompanying suggested reading, will be given out during the course. They will also be expected to take an active part in class discussions and to present papers in class on subjects indicated in advance.

Reading List: The following general surveys are useful as introductions to the subject: M. T. Florinsky, *Russia: A History and an Interpretation*; N. V. Riasanovsky, *A History of Russia*; H. Seton-Watson, *The Russian Empire, 1801-1917*.

Supplementary Reading List: More detailed studies are:

J. Blum, *Lord and Peasant in Russia from the Ninth to the Nineteenth Century*; P. I. Lysachenko, *History of the National Economy of Russia to the 1917 Revolution*; M. E. Falkus, *The Industrialisation of Russia, 1700-1914*; W. L. Blackwell (Ed.), *Russian Economic Development from Peter the Great to Stalin*; M. S. Anderson, *Peter the Great*; Isabel de Madariaga, *Russia in the Age of*

Hy3545

Catherine the Great; W. E. Mosse, *Alexander II and the Modernisation of Russia*; A. B. Ulam, *The Bolsheviks*; P. Miliukov, *Outlines of Russian Culture*, 3 Vols.

Examination Arrangements: There will be a three-hour formal examination in the Summer Term based on the ground covered during the course. The examination paper will normally contain 12 questions, of which four must be answered. Weight will be given to the quality of the presentation and argument shown in the answers as well as to the range of factual knowledge displayed.

Hy3550

The Habsburg Monarchy and the Revolutions of 1848

Teacher Responsible: Dr. A. Sked, Room E408 (Secretary, Mrs. Vivien Kannor, E402)

Course Intended Primarily for B.Sc. (Econ.) Part II students.

Scope: A detailed study of the Habsburg Monarchy and the 1848 Revolutions.

Syllabus: The course, based on a study of relevant documents and monographs will cover the background to as well as the origins, development, diplomacy, failure and consequences of the revolutions of 1848 within the Habsburg Monarchy. It will also cover the struggle for mastery in Germany between 1848 and 1851.

Pre-Requisites: A good knowledge of nineteenth-century European history.

Teaching Arrangements: The course (Hy143) will be taught in the Michaelmas and Lent Terms. Students will be expected to submit at least three essays/gobbet-papers, to give at least one class paper and to participate in class discussions. The first term will, however, consist largely of lectures.

Reading List: (a) Prescribed Sources include: Count Hartig, *Genesis of the Revolution in Austria*; W. H. Stiles, *Austria in 1848-49*; Helmut Bohme, *The Foundation of the German Empire* (Docs. 21-41 only); A. Sked & E. Haraszti (Eds.), *The Correspondence of J. A. Blackwell*; A. Sked, *The Survival of the Habsburg Empire Radezky, The Imperial Army and the Class War 1848*.

Key books include:

I. Deak, *The Lawful Revolution, Louis Kossuth and the Hungarians*; A. Sked (Ed.), *Europe's Balance of Power 1815-1848*; R. J. Rath, *The Viennese Revolution of 1848*; C. A. Macartney, *The Habsburg Empire 1790-1918*.

Key articles will be xeroxed and distributed.

Examination Arrangements: There will be a formal three-hour exam at the end of the year

in which students will be required to answer one gobbet question and three others out of eight questions in all in three hours.

Hy3556

The Great Powers and the Balkans 1908-1914

Teacher Responsible: Dr. Antony Polonsky, Room E503 (Secretary, Mrs. Vivien Kannor, E402)

Course Intended Primarily for B.Sc. (Econ.) third year, International History; Government and History.

Scope: This International History special subject involves a detailed study, based on documentary evidence and relevant monographs, of the Balkan policies of the Great Powers and of the effect of those policies on the relations between the Great Powers from the beginning of 1908 to the outbreak of war in 1914.

Syllabus: The Macedonian Question in 1908 and the collapse of the Austro-Russian entente. The Bosnian crisis and its aftermath. The Great Powers and European Turkey, 1910-1912 - Albania and Crete. The Great Powers, the Balkan League and the Balkan Wars. The intensification of the Great Powers' struggle for influence in Turkey and the Balkan States 1913-1914. Sarajevo, the July crisis and the outbreak of war.

Pre-Requisites: None. A knowledge of nineteenth century diplomatic history is however, essential.

Teaching Arrangements: The Course (Hy146) consists of 15 formal lectures and 5 classes in the Michaelmas and Lent Terms.

Prescribed Documents: The course will be based upon selected documents from the following authorities:

G. P. Gooch & H. W. V. Temperley (Eds.), *British Documents on the Origins of the War*, Vols. V, IX, X; B. von Siebert, *Entente Diplomacy and the World War*.

Reading List: L. Albertini, *The Origins of the War of 1914*, 3 Vols. (London, 1952-7); M. S. Anderson, *The Eastern Question 1774-1923* (London, 1966); F. R. Bridge, *From Sadova to Sarajevo: The Foreign Policy of Austria-Hungary, 1868-1914* (London, 1972); *Great Britain and Austria-Hungary 1906-1914: A Diplomatic History* (London, 1972); R. J. Crampton, *The Hollow Detente: Anglo-German Relations in the Balkans 1911-1914* (London, 1980); V. Dedijer, *The Road to Sarajevo* (London, 1967); E. C. Helmreich, *The Diplomacy of the Balkan Wars* (Cambridge, Mass., 1938); F. C. Hinsley (Ed.), *British*

Foreign Policy under Sir Edward Grey (Cambridge, 1977); C. Jelavich & B. Jelavich, *The Establishment of the Balkan National States 1804-1920* (Seattle and London, 1977); C. A. Macartney, *The Habsburg Empire 1790-1918* (London, 1969); S. J. Shaw & E. K. Shaw, *History of the Ottoman Empire and Modern Turkey*, 2 Vols., Vol. II *Reform, Revolution and Republic: The Rise of Modern Turkey 1808-1975* (Cambridge, 1977); L. S. Stavrianos, *The Balkans Since 1453* (New York, 1961); H. Seton-Watson, *The Russian Empire 1801-1917* (Oxford, 1967); E. C. Thaden, *Russia and the Balkan Alliance of 1912* (University Pub., Penn., 1965); W. S. Vucinich, *Serbia between East and West: the Events of 1903-1908* (Stanford, Ca., 1954).

Examination Arrangements: There is a formal three-hour examination in the Summer Term. Students will be obliged to answer one compulsory question on the prescribed documents and three other questions. A wide choice is provided.

Hy3559

Great Britain and the Peace Conference of 1919

Teacher Responsible: Mr. G. Grün, Room E600 (Secretary, Mrs. Irene Perkin, E403)

Course Intended Primarily for B.Sc. (Econ.) Part II 3rd year. (A special subject for International History, Government and History, International Relations.)

Scope: A detailed survey based on documentary evidence of Britain's policies in relation to the organisation of the Peace Conference and the negotiation of the treaties at the end of the first world war.

Syllabus: After considering war time preparation for peace and the armistice negotiations, the course concentrates on the proceedings of the Council of Ten and the Council of Four. The changes in Britain's relations with her partners, especially the United States and France, are examined in dealing with issues arising from the defeat of Germany and her allies. Problems investigated include the redrawing of Germany's frontiers, the territorial changes in central and eastern Europe, the Mandates system, Reparations and the War guilt issues, disarmament and the foundation of the League of Nations. The impact of domestic politics and of revolution in Russia and Central Europe is also assessed.

Pre-Requisites: None. A knowledge of twentieth century political history is an advantage.

Teaching Arrangements: 10 lectures, Michaelmas Term and 12 classes, Lent and Summer Terms: Hy147.

Prescribed Documents: The course is based on selected documents from the following list: U.S. Department of State, *Papers Relating to Foreign Relations of the United States*, Vol. III-VI (Washington D.C., A42-47); D. Lloyd George, *The Truth about the Peace Treaties* (1938); P. J. Mantoux, *Paris Peace Conference 1919 Proceedings of the Council of Four* (Geneva, 1964).

Reading List: A useful introduction is provided by: M. L. Dockrill & J. D. Goold, *Peace without Promise* (1981); A. J. Mayer, *Politics and Diplomacy of Peacemaking* (1968); H. I. Nelson, *Land and Power. British and Allied Policy on Germany's Frontier 1916-1923* (1963); S. P. Tillman, *Anglo-American Relations at the Paris Peace Conference of 1914* (Princeton, 1961).

A detailed biography will be provided at the beginning of the session.

Examination Arrangements: There will be a formal three-hour examination at the end of the Summer Term. Students will be asked to answer four questions: one, compulsory 'gobbet' question based on the prescribed documents and three others from a list of six.

Hy3562 The Manchurian Crisis 1931-1933

Teacher Responsible: Professor I. H. Nish, Room E502 (Secretary, Mrs. I. Perkin, E403)

Course Intended Primarily for B.Sc. (Econ.) Part II.

Scope: A detailed survey, based on the study of available original sources, of the international implications of the Sino-Japanese conflict from the Mukden incident (September 1931) to the conclusion of the Tangku truce (May 1933).

Syllabus: The origin of Sino-Japanese conflict in Manchuria and the role of the various powers. The Mukden incident and its military aftermath. China's appeal to the League of Nations and the United States. The Stimson declaration and the Shanghai crisis of 1932. The findings of the Lytton Commission and of the League of Nations.

Pre-Requisites: Some previous knowledge of international relations in this period is desirable but not essential. An interest in the study of historical documents (on which this course is based) is essential.

Teaching Arrangements: Teaching consists of 20 lectures (Hy148) of one hour weekly. Since the number of students is normally small, these are generally given in Room E502.

Written Work: Students will be required to write a number of essays during the course. Subjects for these essays (with accompanying suggested reading) will be handed out at the start of the course.

Reading List: The documentary sources to be consulted during the course are: *Papers Relating to the Foreign Relations of the United States, Japan: 1931-1941*, Vol. 1; *League of Nations: Appeal by the Chinese Government; Report of the Commission of Inquiry; Documents on British Foreign Policy, 1919-1939*, 2nd Series, Vols. VIII and IX. Other reading material will be provided during the course of the lectures.

Examination Arrangements: There will be a three-hour formal examination taken in the Summer Term based on the work of the course. The examination paper normally contains one 'gobbet' questions, which is compulsory, and six other questions, of which three must be answered.

Hy3565

The League of Nations in Decline 1933-1937

Teacher Responsible: Mr. E. Robertson, Room E407 (Secretary, Veronica Brooke, E602)

Course Intended Primarily for B.Sc. (Econ.) Part II specialists in both International History and International Relations and for others studying social sciences. Its aim is to provide a historical explanation on why the attempt to establish an instrument for crisis management and collective securities and for the promotion of the principle of self-determination founded after the Manchurian crisis of 1932-1933.

Syllabus: A study of the intentions of the founding fathers of the League and of the text of the Covenant; on whether collective security, as provided by the Covenant and the Treaty of Locarno, was workable; on the strength and weaknesses of the League both inside and outside of Europe, especially in the Middle East early in 1933. Considerable emphasis will be laid on the conflict between Italy and the League over Ethiopia in 1935-1936 and on the repercussions on the League caused by the German reoccupation of the Rhineland on 7 March 1933; a short examination will be devoted to the effects of the Spanish civil war and of the emergence of

the Rome-Berlin - (Tokyo) Axis on the League in December 1937.

Pre-Requisites: No pre-requisites are required. Students however are provided in class with two full bibliographies, one on the literature directly bearing on the subject; a second, for the course **International History since 1914**.

Teaching Arrangements: Twenty classes (Hy149) throughout the Michaelmas and Lent Terms in E407.

Written Work: Students are required to write two essays of approximately 3,000 words and read class papers.

Prescribed Texts: The text of the Covenant in F. P. Walters, *A History of the League of Nations*, Vol. 1, chap. 1; the text of the Treaty of Locarno a *Survey of International Affairs 1925*, Vol. 1; a selection from *Documents on British Foreign Policy* (second series) Vol. XIV; The Private papers of Ulrich von Hassell for February and March 1936 (Xerox to be distributed in class). There are also documents which are not prescribed but which are highly recommended "Hitler's letter of 4 December 1932 to Colonel W. von Reichman (xeroxed), Mussolini's directives to the Italian army of 10 August and 30 December 1934, in A. Adamthwaite, *The Making of the Second World War* (London, 1977).

Select Bibliography

F. P. Walters, *The League of Nations*, 2 Vols.; Ruth Henig, *The League of Nations: A. Zimmern, The League of Nations and the Rule of Law*; R. A. C. Parker, 'Britain, France and the Ethiopian Crisis' in *English Historical Review* (London, 1969); K. Hilebrand, *The Foreign Policy of Nazi Germany*; D. Mark Smith, *Mussolini's Roman Empire*; E. M. Robertson, *Mussolini as Empire-BUILDER*; "Hitler and Sanctions; Mussolini and the Rhineland" in *Ethiopia Studies Review* (No. 4, 1977); F. Hardie, *The Abyssinian Crisis*; G. L. Weinberg, *The Foreign Policy of Nazi Germany*; G. Warner, *Pierre Laval and the Collapse of France*; G. W. Baer, *The Coming of the Italian-Ethiopian War; Test Case*; J. Barros, *Betrayal from Within - Joseph Avenal Secretary General of the League of Nations 1933-1940*.

Examination Arrangements: There is a formal three-hour paper in the Summer Term. Four questions must be attempted including question one on prescribed documents.

Hy3580

Palmerston, the Cabinet and the European Policy of Great Britain, 1846-1851

Teachers Responsible: Professor K. Bourne, Room E603 (Secretary, Mrs. M. Bradgate, E602) and Dr. R. J. Bullen, Room E506.

Course Intended Primarily for second and third year B.A. History students.

Scope: A detailed analysis, based on the study of original sources of the formulation and execution of British foreign policy while Palmerston was Foreign Secretary in the first Russell Ministry.

Syllabus: The subject is not intended as a conventional essay in diplomatic history but as an examination of the respective roles of the Foreign Office and Diplomatic Service, the Cabinet, the Crown, the Press and Parliament during a critical period of Foreign Relations.

Pre-Requisites: Some previous knowledge of international relations and of British and European history in the Mid-nineteenth century is desirable. There are no foreign language requirements.

Teaching Arrangements: The course Hy154 will be taught in weekly seminars of approximately one and a half hours each, commencing at the beginning of the Summer Term and extending over three consecutive terms.

Written Work: Each student must expect, according to the numbers in class, to present at least one class paper and one tutorial essay or two class papers.

Reading List:

Prescribed Texts and Authorities: Sir Henry Lytton Bulwer (Lord Dalling), *The Life of Henry John Temple, Viscount Palmerston: with Selections from his Correspondence*, Vol. III, Edited by Evelyn Ashley (London, 1874); Evelyn Ashley, *The Life of Henry John Temple, Viscount Palmerston: 1846-1865. With Selections from his Speeches and Correspondence*, 2 Vols. (London, 1876); G. P. Gooch (Ed.), *The Later Correspondence of Lord John Russell 1840-1878*, 2 Vols. (London, 1925); Arthur Christopher Benson & Viscount Esher (Eds.),

The Letters of Queen Victoria. A Selection from Her Majesty's Correspondence between the years 1837 and 1861, 3 Vols. (London, 1907); Brian Connell, *Regina v. Palmerston. The Correspondence between Queen Victoria and her Foreign and Prime Minister 1837-1865* (London, 1962); Spencer Walpole, *The Life of Lord John Russell*, 2 Vols. (London, 1889); Lytton Strachey & Roger Fulford (Eds.), *The Greville Memoirs, 1814-1860*, 8 Vols. (London, 1938); A. H. Johnson (Ed.), *The Letters of Charles Greville and Henry Reeve 1836-1865* (London, 1924).

(A list of the relevant pages of the above texts will be supplied to students taking the course.)

Examination Arrangements: The method of examination is one essay of 5000 words and one three-hour unseen question paper (requiring three answers, one on selected extracts from the prescribed texts and two on general topics).

Hy3583

Japan and the Far Eastern Crisis 1931-41

Teacher Responsible: Professor I. H. Nish, Room E502 in association with Dr. R. L. Sims, SOAS.

Course Intended Primarily for B.A. History
Scope: The course consists of a detailed survey of Japan's politics and foreign policy in the broader context of international relations in the east Asian area. It runs from the Manchurian crisis though special emphasis is placed on the events leading up to the attack on Pearl Harbour.

Syllabus: The course begins with the Manchurian Crisis of 1931-3 and the London Naval Conferences of 1930 and 1935-6. It proceeds to the Sino-Japanese War, the border clashes between Japan and Soviet Union and the Tientsin Crisis. It ends with a detailed discussion of American-Japanese diplomacy in 1940-41.

Pre-Requisites: Some previous knowledge of international relations in the area is desirable but not essential.

Teaching Arrangements: Teaching commences in Summer Term and consists of 30 lectures (Hy155) of 2 hours weekly. Initially teaching will be done at LSE by Professor Nish in Room E502. After 12 sessions, teaching passes to Dr. Sims at SOAS.

Written Work: Students will be required to write at least one essay for each teacher. Subjects for these essays (with accompanying suggested reading) will be handed out.

Reading List: Will be provided during the course of the lectures.

Examination Arrangements: The course will be examined by a three-hour formal examination taken in the Summer Term and an essay of 10,000 words. The examination paper normally contains one "gobbet" question which is compulsory and 9 other essay-type questions of which candidates must attempt 2 questions.

Hy3586

The Great Powers 1945-54

Teacher Responsible: Dr. Antony Polonsky, Room E503 (Secretary, Mrs. Vivien Kannor, E402)

Course Intended Primarily for B.A. History
Scope: This special subject covers the period from the break-up of Allied unity from 1945 to the decisions of 1954 which led to the rearmament of the Federal Republic of Germany and its admission to the North Atlantic Treaty Organization. The approach to the subject is global and includes not only the Yalta and Potsdam Conferences, the crises of 1948, the creation of N.A.T.O., the movement towards Western European unity, the politics of the Soviet bloc, and the European Defence Community project, but also problems relating to the Near and Middle East, the formation of the Chinese People's Republic, the Korean War and the crisis in Indo-China. Attention is given also to the role of the United Nations, the Atom and Hydrogen bombs, Western and Soviet strategy and industrial integration in Europe.

Syllabus:

Paper I 1945-1949

The Yalta and Potsdam conferences. The extension of Soviet influence over Eastern Europe. Greece and the Great Powers 1945-49. The Truman doctrine and the Marshall plan. The Great Powers and the Chinese revolution 1945-1949. The German question 1945-1949. The establishment of Nato in 1949. The role of Atomic weapons in international relations 1945-1949.

Paper II 1950-1954

The origins of the Korean war. The conflict between President Truman and General MacArthur. The effect of President Eisenhower's election on US foreign policy. The consequences of the Korean war. The impact of Stalin's death on Soviet foreign policy. The development of British foreign policy 1950-54. The reasons for the failure of the European Defence Community. The Geneva agreements of 1954. The emergence of China as a Great Power.

Pre-Requisites: Students intending to take this course should also take either *The History of*

Europe since 1800 or World History from the end of the Nineteenth Century.

Teaching Arrangements: There will be 10 introductory lectures (Hy156) in the Summer Term. In the Michaelmas and Lent Terms there will be 20 one and a half hour classes.
Compulsory Documents: *The Tehran, Yalta and Potsdam Conference - Documents* (Progress Publishers, Moscow, 1969); *Great Britain: Foreign Office: Select Documents on Germany and the Question; U.S. Department of State: United States Relations with China with special reference to the period 1944-1949* (G.P.O. Washington, 1949); *Documents on International Affairs, 1939-1946*, Vol. II (Hitler's Europe), selected and edited by Margaret Carlyle (O.U.P., 1954), Chapter IX, 5 Document ix-xii; *Documents on International Affairs 1947-1948*, selected and edited by Margaret Carlyle (O.U.P., 1952); *Documents on International Affairs, 1949-1950*, selected and edited by Margaret Carlyle (O.U.P., 1953); *Documents on International Affairs, 1951*, selected and edited by Denise Folliot, (O.U.P., 1954); *Documents on International Affairs, 1952*, selected and edited by Denise Folliot (O.U.P., 1955); *Documents on International Affairs, 1953*, selected and edited by Denise Folliot (O.U.P., 1956); *Documents on International Affairs, 1954*, selected and edited by Denise Folliot (O.U.P., 1957); *The Great Powers and the Polish Question*, A. Polonsky (Ed.), (London, 1976); *The American Diplomatic Revolution*, J. M. Siracusa (Ed.), (Open University, 1978); *The Origins of the Cold War 1941-1947*, Walter La Feber (Ed.), (New York, 1971); *Containment. Documents on American Policy and Strategy 1945-1950*, T. H. Etzold & J. L. Gaddis (Eds.), (New York); *The Beginnings of Communist Rule in Poland*, A. Polonsky & B. Drukier (Eds.), (London, 1980).

Short Reading List:

C. S. Maier (Ed.), *The Origins of Cold War and Contemporary Europe*, London, 1978; Daniel Yergin, *The Shattered Peace*, Boston, 1978; Vojtech Mastny, *Russia's Road to the Cold War*, Columbia, 1979; John L. Gaddis, *The United States and the Origins of the Cold War*, Columbia, 1971; Louis J. Halle, *The Cold War as History*, London, 1967; Gabriel Kolko, *The Politics of War*, London, 1968; Adam Ulam, *Expansion and Coexistence*, London, 1968; W. La Feber, *America, Russia and the Cold War*, New York, 1976; R. Divine, *Since 1945, Politics and Diplomacy in Recent American History*, New York, 1979; M. Macauley (Ed.), *Communist Power in Europe 1944-1949*, London, 1978.

Examination Arrangements: There are two formal three-hour examinations set by the University at the end of the course. Students are required in each paper to answer one compulsory question on the prescribed documents and two others. Work submitted during the year will be taken into account in the final assessment.

Detailed study guides are not provided for the following courses. Intending students should consult the teachers named below.

Hy4400

International History 1688-1740 (Seminar)

Teacher Responsible: Dr. Derek McKay, Room E405

Course Intended Primarily for M.A./M.Sc. International History Paper 1
Teaching Arrangements: Seminars (Hy160), Sessional.

Hy4403

International History 1740-1789 (Seminar)

Teacher Responsible: Professor M. S. Anderson, Room E604

Course Intended Primarily for M.A./M.Sc. International History Paper 1
Teaching Arrangements: Seminars (Hy161), Sessional.

Hy4406

International History 1789-1815 (Seminar)

Teaching Arrangements: This course is not available at present.

Hy4409

International History 1815-1870 (Seminar)

Teacher Responsible: Professor K. Bourne, Room E603

Course Intended Primarily for M.A./M.Sc. International History Paper 1
Teaching Arrangements: Seminars (Hy163), Sessional.

Hy4412
**International History
1870-1914 (Seminar)**
Teacher Responsible: Dr. Antony
Polonsky, Room E503
Course Intended Primarily for M.A./M.Sc.
International History Paper 1
Teaching Arrangements: Seminars (Hy164),
Sessional.

Hy4415
**International History
1914-1946 (Seminar)**
Teacher Responsible: Mr. G. A. Grün,
Room E600, Professor D. C. Watt,
Room E410 and Dr. Antony
Polonsky, Room E503
Course Intended Primarily for M.A./M.Sc.
International History Paper 1
Teaching Arrangements: Seminars (Hy165),
Sessional.

Hy4425
**Diplomatic Theory and Practice,
1500-1815**
Teacher Responsible: Professor M. S.
Anderson, Room E604
Course Intended Primarily for M.A./M.Sc.
International History Paper 2
Teaching Arrangements: Twenty lectures and
seminars (Hy170), Michaelmas and Lent
Terms.

Hy4428
**Diplomatic Theory and Practice,
1815-1919**
Teacher Responsible: Professor M. S.
Anderson, Room E604
Course Intended Primarily for M.A./M.Sc.
International History Paper 2
Teaching Arrangements: Twenty lectures and
seminars (Hy171), Michaelmas and Lent
Terms.

Hy4431
**Diplomatic Theory and Practice,
1919-1946**
Teacher Responsible: Professor D. C.
Watt, Room E410
Course Intended Primarily for M.A./M.Sc.
International History Paper 2
Teaching Arrangements: Ten seminars
(Hy172), Lent Term.

Hy4400
**The Anglo-French Entente
1713-1740**
Teacher Responsible: Dr. Derek
McKay, Room E405
Course Intended Primarily for M.A./M.Sc.
International History Paper 3
Teaching Arrangements: (Hy182).

Hy4455
**Enlightened Despotism in the
later Eighteenth Century**
Teacher Responsible: Professor M. S.
Anderson, Room E604
Course Intended Primarily for M.A./M.Sc.
International History Paper 3
Teaching Arrangements: (Hy183).

Hy4460
**Diplomacy by Conference,
1814-1833**
Teacher Responsible: Dr. R. J. Bullen,
Room E506
Course Intended Primarily for M.A./M.Sc.
International History Paper 3
Teaching Arrangements: (Hy185).

Hy4465
**The Polish Question in
International Relations,
1815-1864**
(Not available 1983-84)
Course Intended Primarily for M.A./M.Sc.
International History Paper 3
Teaching Arrangements: (Hy186).

Hy4470
**Anglo-American Relations,
1815-1872**
Teacher Responsible: Professor K.
Bourne, Room E603
Course Intended Primarily for M.A./M.Sc.
International History Paper 3
Teaching Arrangements: (Hy188).

Hy4475
**The Mehmet Ali Crises,
1833-1841**
Teacher Responsible: Professor K.
Bourne, Room E603
Course Intended Primarily for M.A./M.Sc.
International History Paper 3
Teaching Arrangements: (Hy187).

Hy4480
**Britain and the Triple
Alliance, 1887-1902**
(Not available 1983-84)
Course Intended Primarily for M.A./M.Sc.
International History Paper 3
Teaching Arrangements: (Hy191).

Hy4485
The Coming of War, 1913-1914
Teacher Responsible: Dr. D.
Stevenson, Room E508
Course Intended Primarily for M.A./M.Sc.
International History Paper 3
Teaching Arrangements: (Hy194).

Hy4490
**The Powers and the West
Pacific, 1911-1922**
Teacher Responsible: Professor I. H.
Nish, Room E502
Course Intended Primarily for M.A./M.Sc.
International History Paper 3
Teaching Arrangements: (Hy193).

Hy4495
**The Peace Settlement of
1919-1921**
Teacher Responsible: Mr. G. A. Grün,
Room E600
Course Intended Primarily for M.A./M.Sc.
International History Paper 3
Teaching Arrangements: (Hy196).

Hy4500
**The Foreign Policy of the
Weimar Republic, 1919-1933**
Teacher Responsible: Mr. G. A. Grün,
Room E600
Course Intended Primarily for M.A./M.Sc.
International History Paper 3
Teaching Arrangements: (Hy197).

Hy4505
**The Military Policies of the
Great Powers, 1919-1939**
Teacher Responsible: Professor D. C.
Watt, Room E410
Course Intended Primarily for M.A./M.Sc.
International History.

Hy4510
**The Comintern and its Enemies,
1919-1943**
Teacher Responsible: Mr. E. M.
Robertson, Room E407
Course Intended Primarily for M.A./M.Sc.
International History Paper 3
Teaching Arrangements: (Hy195).

Hy4515
**The Period of Appeasement,
1937-1939**
Teacher Responsible: Professor D. C.
Watt, Room E410
Course Intended Primarily for M.A./M.Sc.
International History Paper 3
Teaching Arrangements: (Hy202).

Hy4520

The European Settlement, 1944-1946
Teacher Responsible: Professor D. C. Watt, Room E410
Course Intended Primarily for M.A./M.Sc. International History Paper 3
Teaching Arrangements: (Hy203).

Hy4525

International History of East Asia from 1900
Teacher Responsible: Professor I. H. Nish, Room E502
Course Intended Primarily for M.A. in Area Studies (Far Eastern Studies)
Teaching Arrangements: (Hy225).

Hy4540

European History since 1945
Teacher Responsible: Dr. A. Sked, Room E408
Course Intended Primarily for M.Sc. in European Studies
Teaching Arrangements: Fifteen lectures (Hy241), Michaelmas and Lent Terms and classes (Hy241a) in the Lent Term.

Hy4550

National and International Problems in Sea-Use Policy Making
Teacher Responsible: Professor D. C. Watt, Room E410

Hy4570

International Socialism and the Problem of War, 1870-1918
(Not available 1983-84)

Hy4575

Anarchism, Movements and Ideas from the 1860's to 1918
Teacher Responsible: Dr. Antony Polonsky, Room E503
Course Intended Primarily for M.A. in Area Studies (European Studies)
Teaching Arrangements: Intercollegiate Seminar (Hy231), Sessional.

Hy4580

The United States and European International Politics, 1900-1945 (Seminar)
Teacher Responsible: Professor D. C. Watt, Room E410
Course Intended Primarily for M.A. in Area Studies (United States Studies)
Teaching Arrangements: Seminars (Hy221), Sessional.

INTERNATIONAL RELATIONS

IR3600

The Structure of International Society

Teacher Responsible: Dr. M. Leifer, Room A137 (Secretary, Ms. A. Morgan, A138)

Course Intended Primarily for B.Sc. (Econ.) Part I

Scope: The aim of the course is to introduce students to the nature of a society of states distinguished by the absence of a common government.

Syllabus: Justification for the use of the term 'society' to describe the collectivity of states. Sovereignty as the basis of international society. International law and diplomacy as pre-requisites for the conduct of orderly relations between states.

The significance of the concept of national interest.

The nature of international politics - the balance of power; the threat and use of force in contemporary international relations. Other ways in which foreign policy is executed. Neutralism as an option for states. The current importance of nationalism and imperialism. International communism. The impact of underdevelopment on international politics. Disarmament and the pacific settlement of disputes.

The search for security: attempts at integration and the role of the U.N.

Teaching Arrangements: There is one lecture course accompanied by a class.

Lectures - IR101, *The Structure of International Society*. 20 Michaelmas and Lent Terms.

Classes - IR101a beginning early Michaelmas - with members of the International Relations Department.

Written Work: Each student is required to write four essays of approximately 1500 words which will be set and marked by class teachers.

Basic Reading List: A fuller course description and extensive reading guide will be made available to all interested students.

Joseph Frankel, *International Relations in a Changing World*; P. A. Reynolds, *An Introduction to International Relations*; F. S. Northedge, *The International Political System*; J. W. Burton, *World Society*; P. Calvocoressi, *World Politics since 1945*.

Examination Arrangements: There is one three-hour formal written examination in the Summer Term. The paper contains twelve questions of which four are to be answered. All questions count equally; there is no course

work component. Copies of previous years papers are included in the fuller course description.

IR3700

International Politics

Teacher Responsible: Michael Banks, Room A229 (Secretary Elizabeth Leslie, A235)

Course Intended Primarily for B.Sc. (Econ.)

Part II International Relations specialists, 2nd year; Diploma in International and Comparative Politics. The lectures (IR102) are also appropriate for those M.Sc. students who wish to strengthen their background in the field.

Scope: This is the core field for specialists in international relations, combining an emphasis on political aspects of the subject with a general survey of international relations as a whole.

Syllabus: The emergence and organisation of the modern system of sovereign states. The political process in the international community and contemporary thought on its character and functioning. The means of pressure and forms of political relationship between states. The dynamic aspect: revolutionary movements, the external projection of political values and the changing distribution of power and leadership. War, mechanisms for ensuring stability, and agencies for directed change.

Pre-Requisites: None, although B.Sc. Econ. specialists are encouraged to have taken *Structure of International Society* at Part I of their degree.

Teaching Arrangements: There are twenty lectures (IR102) in the Michaelmas and Lent Terms. For B.Sc. (Econ.) and General Course students, there are also fifteen classes, beginning in the first week of the Michaelmas Term (IR102a). For Diploma students, there are weekly seminars throughout the Session (IR174).

Written Work: B.Sc. (Econ.) and General Course students will each be assigned three essays to be discussed with their personal tutor. Diploma students will be assigned written work within their seminar groups.

Readings: M. Smith *et alia*, (Eds.), *Perspectives on World Politics*; H. Bull, *The Anarchical Society*; K. J. Holsti, *International Politics*; F. S. Northedge, *The International Political System*; P. Calvocoressi, *World Politics Since 1945* (4th edn.).

Supplementary Materials: At the first lecture, a course package will be provided, covering

detailed reading guidance, sample examination questions, suggested essay titles, topics for class discussion and topics for each lecture. **Examination Arrangements:** There will be separate examination papers for the Diploma and for B.Sc. (Econ.)/General Course, each in late May or early June. The 3-hour paper requires that four questions be answered out of twelve.

IR3702

Foreign Policy Analysis

Teacher Responsible: Dr. C. J. Hill, Room A232 (Secretary, Elizabeth Leslie, A235)

Course Intended Primarily for B.Sc. (Econ.) 3rd Year I.R. specialists, Diploma in International and Comparative Politics, B.A. c.u. French Studies (2nd Year).

Scope: The aim of the course is to analyse the perspectives and means of conduct of states, as the main actors in the international system, towards each other.

Syllabus: An investigation of the behaviour of the individual actors of international relations, focusing mainly, but not entirely, on states; the various influences on decision-making in foreign policy, external and internal; the importance of bureaucracy, of domestic political systems, of economic development and of the groups affected by foreign policy; the problems arising out of the formulation of goals and the choice of policy instruments; psychological elements in policy-making; transnational relations.

Pre-Requisites: I.R. students can only take this course in their 3rd year. Diploma and General Course students do not need any special advance knowledge to choose this as an optional course. French studies candidates should bear in mind that while this course does not focus specifically on French foreign policy, a knowledge of France will be an advantage in tackling the comparative half of the exam (Section A).

Teaching Arrangements: All students are advised to attend lecture series IR106 **Foreign Policy Analysis** and IR107 **Decisions in Foreign Policy** which are given by Dr. Hill consecutively during Michaelmas and Lent Terms. 3rd year undergraduates should have attended in their second year as many of IR105 **The Foreign Policies of the Powers** (various lectures) as possible. Diploma and c.u. students should attend this series this year. Other relevant lectures will be announced from time to time. Separate classes (IR106a), with around 12 students in each,

will be arranged at both B.Sc./B.A. and Diploma levels, with the participation of other members of the department.

Written Work: Students are expected to write at least three essays directly on questions arising out of the course. In order to relieve the pressure on books at any one time, they should choose their questions from one of the past examination papers provided. The three deadlines indicated, however, should be strictly kept to. Marking arrangements are as follows:

3rd Year IR undergraduates: Hand in your essays on the appointed dates to your tutor, who will mark and return them. Other essays to be done either for your tutor, or your class teacher, by mutual agreement.

General Course, c.u. and Diploma students: Hand in your essays to your class teacher on the set date. They will be returned and commented on individually, except in the Diploma Class, where some general comment will also be provided.

Reading List: No single book is exactly co-terminus with the syllabus. Students should try to buy (all are paperbacks): James Barber and Michael Smith (Eds.), *The Nature of Foreign Policy: A Reader*, Holmes MacDougall and Open University Press, 1974; Roy Macridis (Ed.), *Foreign Policy in World Politics* (5th edn.), Prentice Hall, 1976; Philip Reynolds, *An Introduction to International Relations* (2nd edn.), Longmans, 1980. Also highly recommended are: Stephen Ambrose, *Rise to Globalism* (2nd edn.), Penguin, 1979; Kal Holsti, *International Politics: A Framework for Analysis* (3rd edn.), Prentice Hall, 1977; Lloyd Jensen, *Explaining Foreign Policy*, Prentice Hall, 1982; Paul Kennedy, *The Realities behind Diplomacy: Background Influences on British External Policy, 1865-1980*, Fontana, 1981; J. L. Nogee & R. H. Donaldson, *Soviet Foreign Policy Since World War II*, Pergamon, 1981; James Rosenau, *The Scientific Study of Foreign Policy* (2nd edn.), Frances Pinter, 1980.

Examination Arrangements: Two separate three-hour examinations will be set in the Summer Term, one for Diploma students and one for undergraduates. Each will be divided into equal halves: Section A (Comparative and theoretical questions) and Section B (Questions on the foreign policies of the U.K., U.S.A., and U.S.S.R.). One question must be answered from each section. The papers are similar in form but marked at different levels. All students have to answer 4 questions in all. Copies of previous years' papers, together with lecture and class topics, deadlines, and further references, are provided in a separate handout.

IR3703

International Institutions

Teacher Responsible: Dr. P. G. Taylor, Room A129 (Secretary, Ms. A. Morgan, A138)

Course Intended Primarily for B.Sc. (Econ.) Part II, IR Specialists; Diploma in International and Comparative Politics; M.Sc. International Relations.

Scope: The aim of the course is to consider the role of international institutions in relation to governments and individuals. **Syllabus:** How international organizations came to play a part in the relations of states; the ideas and needs that generated them; and the uses to which they have been put. The course will explore the issues and conflicts surrounding the design and operation of inter-governmental institutions and their relation to the foreign and domestic interests and policies of their member states. It will do so with special reference to organizations concerned with world order, peace and conflict resolution; to organizations for mutual defence and security; for regional cooperation, political and economic; and to organizations concerned with the management of money, trade, and development in the world economy.

Pre-Requisites: IR students take this course in and after the session 1982-83 in their second year, though classes linked with the course extend into the 3rd year. The examination will normally be taken in the 3rd year. There are no pre-requisites for Diploma students. M.Sc. students take the lectures with Mr. Sims' Advanced Seminar, IR160, for which there is a separate worksheet.

Teaching Arrangements: Lecture course (IR108). Classes (IR108a&b) for IR second year students start in week 6 of Term 2; 5 more classes are held in Term 3, and 5 more in Term 1 of year 3. A list of lecture topics and bibliography is provided, together with a list of class and essay topics.

Written Work: IR students are expected to write 3 essays on subjects which may be chosen from the list provided. Class tutors will set and collect the essays, and provide additional bibliography. Diploma students, and M.Sc. students also have written work allocated in class.

Reading List: Students should familiarize themselves with: A. Leroy Bennett, *International Organizations* (2nd edn.), Prentice-Hall, 1979; Harold K. Jacobson, *Networks of Interdependence*, Alfred Knopf, 1979; Inis Claude Jr., *Swords into Plowshares: the problems and progress of international*

organizations (4th edn.), 1976, (available from City Book Exchange, 01-359 1928); P. Taylor & A. Groom, *International Organization: a conceptual approach*, Frances Pinter, 1978; Evan Luard, *The United Nations*, Macmillan, 1979; Paul Taylor (Ed.), *A Survey of International Institutions*. Lectures given at the 1981 NALGO International School, Trinity Hall, Cambridge, Nalgo Educational Department, 1982 (available at £2.50 from NALGO, 1 Mabledon Place, London WC1).

Examination Arrangements: There will be a three hour written examination for undergraduates and another for postgraduates. It is taken normally in May by undergraduates and in June by postgraduates. The paper will not be divided into sub-sections in and after summer 1983. Copies of previous examination papers are provided in a separate handout.

IR3704

Problems of Foreign Policy: The United States and the Vietnam War 1955-65

Teacher Responsible: Dr. Christopher Coker, Room A230 (Secretary, Elizabeth Leslie, A235)

Course Intended Primarily for B.Sc. (Econ.) Part II students and other interested students by permission.

Syllabus: A detailed survey based on the study of available original sources of American involvement in Vietnam from the Geneva conference to the Tonkin Gulf resolution. The survey will focus in particular on American objectives in south east Asia, the events which prompted the US to intervene after 1961 and to commit ground forces in 1965.

Teaching Arrangements: Ten lectures (IR143) will be given in the Michaelmas Term to which interested students are welcome. Ten classes (IR143a) will be held in the Lent Term at which students will be invited to make contributions.

Reading List: *The Pentagon Papers*, (Bantam edn.); M. Charlton, *Many Reasons Why: American Involvement in Vietnam*, 1978; R. Galluci, *Neither Peace nor Honour: the Politics of American Military Power in Vietnam*, 1975; L. Gelb, *The System Worked: the Irony of Vietnam*, 1979; A. Goodman, *The Lost Peace: America's search for a negotiated settlement of the Vietnam War*, 1978; G. Herring, *America's Longest War*, 1979; L. Berman, *Planning a Tragedy: the Americanisation of the Vietnam War*, 1982; H. Summers, *On Strategy: a critical analysis of the Vietnam War*, 1982; G.

Kahin & J. Lewis, *The United States in Vietnam*, 1980.

Examination Arrangements: There is a three hour formal examination in the Summer Term based on the lecture course and topics covered in class and requiring familiarity with the primary sources, copies of which will be held on reserve. The paper will contain about twelve questions of which three are to be answered.

IR3750
IR4632

The International Legal Order

Teacher Responsible: Dr. I. Delupis, Room A119 (Secretary, Ms. A. Morgan, A138)

Course Intended Primarily for B.Sc. (Econ.) Part II and M.Sc. International Relations.

Scope: The aim of the course is to introduce students to the nature and function of international law in the international community.

Syllabus: The distinctive nature of international law; its impact in foreign relations; the sources of international law; the basis of legal obligation; ideology in international law; unequal treaties, enforcement and sanctions; the United Nations in international law; certain disorders: terrorism, hi-jacking, espionage; the international judicial process.

Pre-Requisites: No previous knowledge required.

Teaching Arrangements: There is one course (IR135) of ten lectures in the Michaelmas Term and 10 classes (IR135a) for undergraduates in the Lent Term and 10 seminars (IR169) for graduates in the Lent Term.

Reading List: Henkin, *How Nations Behave*; Kaplan & Katzenbach, *The Political Foundations of International Law*; C. de Visscher, *Theory and Reality in Public International Law*; Kunz, *The Changing Law of Nations*; Delupis, *International Law and the Independent State*; Higgins, *Conflict of Interests: International Law in a Divided*

World; Bin Cheng (Ed.), *International Law: Teaching & Practice*.

Examination Arrangements: One three-hour written examination paper in the Summer Term.

IR3752

The Politics of International Economic Relations

Teachers Responsible: Dr. M. D. Donelan, Room A135 and Mr. J. B. L. Mayall, Room A234 (Secretaries, Ms. A. Morgan, A138 and Ms. E. Leslie, A235 respectively)

Course Intended Primarily for B.Sc. (Econ.) Part II 3rd year.

Syllabus: The syllabus for the course is:

(i) The economic factor in foreign policy. The economic ambitions of states. Economic causes of war. Peace-making and peace-keeping. Economic resources for foreign policy. Economic instruments.

(ii) The development of thought about the relationship between international politics and the international economy. Mercantalism, Laizzez-faire and economic nationalism. The evolution of the Bretton Woods institutions and ideas about international commercial and monetary management. The challenge from the Third World.

Teaching Arrangements and Written Work: (Lectures, IR137 and Classes, IR137a).

Students deliver class papers and write essays for the class teachers on topics notified at the beginning of the Session.

Reading List: The basic books are: J. Sperc, *The Politics of International Economic Relations*; D. K. Fieldhouse, *The Theory of Capitalist Imperialism*; W. Barle, *A History of Economic Thought*.

A detailed reading list is distributed at the beginning of the Session.

Examination Arrangements: Summer Term, formal, three hours, four questions chosen from twelve. Past examination papers may be seen in the Teaching Library.

IR3753
IR4650

Strategic Aspects of International Relations Strategic Studies

Teacher Responsible: Dr. Hugh Macdonald, Room A236 (Secretary, Elizabeth Leslie, A235)

Course Intended Primarily for B.Sc. (Econ.) XIII International Relations 3rd Year (Papers 5 & 6 (e)). Diploma in International and Comparative Politics. M.Sc. International Relations (Papers 2 & 3 (g)).

Scope: In general terms the course considers the place of war in international relations, and the social, political, and economic consequences of the use of force among and within states. The greater part of the course is, however, concerned with force in international relations since 1945.

Syllabus: The course adopts the 'classical' approach to strategy as the employment of force for political ends, discusses the contribution of Clausewitz, and criticisms of his work, considers differences in the role of force in nineteenth and twentieth century patterns of international order, introduces the ideas of a number of schools of thought and individuals, and considers the impact of science and technology, and of social forces such as nationalism and imperialism, upon war. The greater part of the course is concerned with force in international relations since 1945. It considers the origins and development of superpower conflict, the impact of nuclear weapons upon international relations, and thought about war and peace, the doctrines of the superpowers and their allies, the ideas of deterrence, limited war, arms control, and alliance management, the phenomena of guerrilla warfare, proliferation of weapons systems, diffusion of military power, and conflict among developing countries, and the implications for international security of the present pattern of order in East-West, North-South, and regional relationships.

Pre-Requisites: A working knowledge of international history since 1815 and of traditional theories of international politics is desirable.

Teaching Arrangements: The lecture course (IR138) (20 Michaelmas and Lent Terms) is accompanied or followed by classes for B.Sc. (Econ.) 3rd year (138a), (15 Lent and Summer Terms), and for Diploma in International and Comparative Politics, (15 Lent and Summer Terms). For M.Sc. students a seminar (IR170), (25 Sessional) is held weekly through

most of the academic year. Classes will be taught by Mr. Philip Windsor, (Room A120), Dr. Macdonald, (Room A236) and others. The M.Sc. seminar will be run jointly by Mr. Windsor and Dr. Macdonald. Topics covered in classes and seminars will vary according to the level of teaching. The scope of teaching for each examination will be coordinated among individual teachers, who will make their own arrangements for informing students at the beginning of classes or seminars. But in practice the majority of taught topics will be on strategic aspects of postwar international relations and, as in the past, examination questions will reflect this. A related lecture course (IR139, IR149) on **Disarmament and Arms Limitation** is run by Mr. Nicholas Sims, (Room A231).

Written Work: The normal work load for undergraduate and diploma classes is *at least* one oral presentation (10 minutes) and three essays (1500 words each). Working arrangements in the M.Sc. Seminar will vary according to the size and composition of the group, but as a guide students may be expected to present two short papers (15-20 minutes each), which may be written, and up to three essays (2000 words each).

Reading List: There is no one book covering the entire syllabus. The subject matter and pertinent literature is extremely wide and students are advised to read accordingly. Moreover a number of the most significant works in this subject have recently gone out of print. The following short list is intended to suggest some of the most important and some of the best currently available books. An asterisk indicates publication in paperback edition. A longer reading list arranged by topics is available.

*B. Brodie, *Strategy in the Missile Age*, Princeton University Press/Oxford University Press; C. M. von Clausewitz, *On War* (Eds. P. Paret & M. E. Howard), Princeton University Press; *A. W. De Porte, *Europe between the Superpowers*, Yale University Press; L. Freedman, *The Evolution of Nuclear Strategy*, Macmillan; F. Griffiths & J. Polanyi (Eds.), *The Dangers of Nuclear War*, Toronto University Press; *A. Grosser, *The Western Alliance*, Macmillan; *P. Hanson and K. Dawisha (Eds.), *Soviet-East European Dilemmas*, Heinemann; *M. E. Howard, *War in European History*, Oxford University Press; *D. Leebaert (Ed.), *Soviet Military Thinking*, Allen & Unwin.

Examination Arrangements: For all students (except General Course students, who may elect) there are three-hour formal examinations held in Summer Term. For

B.Sc. (Econ.) four questions must be answered from twelve. For M.Sc. and Diploma in International and Comparative Politics, three questions must be answered from twelve or more. Examples of recent past examination papers will be found appended to the general reading list for strategic studies.

IR3755

The Ethics of War

Teacher Responsible: Mr. M. D.

Donelan, Room A135 (Secretary, Ms. A. Morgan, A138)

Course Intended Primarily for B.Sc. (Econ.) Part II 3rd year.

Syllabus: The beginnings of the ethical tradition: the right to go to war. Conditions governing the right. The pacifist challenge to the ethics of war. The realist challenge. Political control and economy of force as a substitute for ethics. The development of rules of warfare, Geneva and Hague. The basis of the rules: innocence and guilt, humanity and necessity. Ethical principles of warfare: discrimination, proportion, minimum force. Guerrilla warfare. The ethics of nuclear deterrence. Terrorism. The justification of the arms trade. World armaments and world poverty.

Teaching Arrangements and Written Work: (Lectures, IR136 Classes, IR136a). Students deliver class papers and write essays for the class teacher on topics notified at the beginning of the Session.

Reading List: The basic books are: G. Best, *Humanity in Warfare*; G. Goodwin (Ed.), *Ethics and Nuclear Deterrence*; M. Howard (Ed.), *Restraints on War*.

A detailed reading list is distributed at the beginning of the Session.

Examination Arrangements: Summer Term, formal, three hours, four questions chosen from twelve.

IR3770
IR4661

International Communism International Politics: The Communist Powers

Teacher Responsible: Geoffrey Stern,
Room A140 (Secretary, Ms. A.
Morgan, A138)

Course Intended Primarily for M.Sc. students specialising in the *Communist Powers*, but it is also designed for B.Sc. students intending to take *International Communism* as an approved subject.

Scope: The aim of the course is to examine the development of Marxist-Leninist parties, factions and fronts throughout the world. Particular attention is given to the inter-relationships of those organisations and their degree of sensitivity to changes in the domestic and foreign policy of the USSR. The main emphasis is on behaviour and on the factors which influence it. Since behaviour is influenced though not determined by theory, the lecture begins with a brief examination of relevant theories.

Syllabus: International implications of the Bolshevik Revolution of 1917. The development of Communist parties, factions and fronts in Europe, Asia, the Middle East, Latin America and elsewhere: their inter-relationships and their degree of sensitivity to changes in Soviet domestic and foreign policies. The institutional structure of the Comintern, Cominform, Comecon and the Warsaw Pact: the effectiveness of those organisations in the achievement of their presumed goals. The Sino-Soviet dispute and the emergence of polycentrism in the Communist world.

Pre-Requisites: Students will not be expected to have studied the subject before, but some familiarity with both Marxist theory and Soviet history would be an advantage.

Teaching Arrangements and Written Work: Students of the *Communist Powers* are advised to attend lecture series IR116 *International Communism* in the Michaelmas and Lent Terms. It is also advisable to attend lectures on Soviet, Chinese and American policy in the series IR105 *The Foreign Policies of the Powers*. These start in the second half of the Michaelmas Term and continue into Lent and Summer. Additionally, students may find it useful to attend seminars on *Soviet & East European Politics* which are held throughout the Michaelmas and Lent terms on Tuesdays in Room A40. These are under the aegis of the Government Department and students may contact Anne Kennedy in Room L301 for details.

A programme of 8 seminars on the *Communist Powers* (IR156) dealing exclusively with ruling parties will be held in the Lent and Summer Terms. These will meet fortnightly in the Lent Term and weekly in the Summer Term.

No class paper or other written work is involved, but students may submit essays on relevant topics to their supervisor.

Lecture Topics:

1. *The subsystem.* 'International Communism' defined, following an analysis of what 'Communism' means in theory and how Marxist-Leninist states operate in practice. Political, economic and social structures in the

Communist-ruled states. An analysis of inter-Communist conflicts and their implications.

2. *The Marxist foundation.* A brief examination of the key concepts of Marx and Engels. Diverse trends in Marxist thought and organisation prior to the first world war and their relevance to an understanding of inter-Communist relations.

3. *The Leninist edifice.* Menshevism and Bolshevism examined in context. Lenin's concept of the Vanguard party and of 'democratic centralism'. His adaptation and transformation of Marxism in attempting to apply it to a predominately peasant, under-capitalised society.

4. *The revolution ebbs.* The political, social and economic consequences of attempting to implement a Socialist programme in a country lacking many of the prerequisites and at a time when revolutionary hopes in Germany, Hungary, Austria and the 'colonies' and 'semicolony' are fading. The notion of 'peaceful coexistence'.

5. *Socialism in one country.* An assessment of the political and ideological implications of the policy both for the Soviet Union and the members of the Comintern. The restructuring of the Comintern including the 'bolshevisation' of the Sections and the policies they are called upon to pursue. The United Front in China, Britain and elsewhere and the repercussions on international Communism of the 'class against class' policy.

6. *From 'class against class' to the Popular Front.* Implications of the Comintern's changes of line on the Communist movement in general and on the Soviet, German, Chinese, French and Spanish parties in particular.

7. *The Nazi Soviet pact.* Analysis of the origins, aftermath and implications of the pact. Communist policy in the occupied and unoccupied territories.

8. *'Socialist patriotism'.* From Great Patriotic War - Communist tribulations and triumphs to the creation of a 'Socialist zone' in Eastern Europe and East Asia. The Cominform and the disappearance of the short-lived concept of 'the national road to Socialism'. The notion of 'proletarian/Socialist internationalism'.

9. *The Communist monolith and the 'weak link'.* A case by case study of the economic and political impact of Stalinism in Eastern Europe and beyond. The implications of Yugoslavia's break with Moscow and of the victory of the Chinese Communist Party.

10. *Destalinisation and revolt.* The death of Stalin and its impact in Russia, Eastern Europe and the wider Communist fraternity. The process of destalinisation and the

unsettling effect in Eastern Europe, China and beyond of Khrushchev's attack on Stalin and his revisions of accepted doctrine. The turmoil in Poland and Hungary compared and contrasted. The significance of the use in East Germany and Hungary of the Red Army.

11/12. *Eastern Europe since 1956.* Case studies illustrating the polycentric character of the area and the reasons for diversity.

13. *COMECON.* History, problems and prospects.

14. *The Warsaw Pact.* History, problems and prospects.

15. *Mao and the Chinese road to Socialism.* The Maoist contribution to revolutionary theory and practice 1927-1954. China 'leans to one side'. The repercussions of the Korean War.

16. *The Sino-Soviet dispute.* The multifaceted nature of the conflict - historical, territorial, geopolitical, ideological, etc. The balance of power and the American dimension. The repercussions of the dispute in polarising Communist sympathies in Indochina, Mongolia and elsewhere.

17. *Cuba.* The rise and decline of a distinctive Socialist model. Cuba as a centre of Afro-American and of Hispanic Marxism-Leninism. Havana's role in Africa and relations with Moscow.

18. *Marxism-Leninism. Nationalist or Internationalist?* Ruling and non-ruling parties: their priorities and preoccupations. The challenge of 'Eurocommunism' and of 'the New Left'. The absence of an agreed centre or of a universal inter-Communist organisation.

Theoretical and practical problems. Prospects. **Reading List:** A detailed list of books is provided on a separate sheet. It is a lengthy compilation, but its object is not to exhaust the student with overwork, but to indicate the range of available material for specialist and generalist work.

The following are basic texts for the course: Z. Brzezinski, *The Soviet Bloc*; K. Dawisha & P. Hanson (Eds.), *Soviet-East European Dilemmas*; E. Fejto, *A History of the People's Democracies*; K. Grzybowski, *The Socialist Commonwealth of Nations*; C. Jacobsen, *Sino-Soviet Relations since Mao*; R. Lowenthal, *Model or Ally? The Communist Powers & Developing Countries*; M. McCauley (Ed.), *Communist Power in Europe 1944-49*; O. Narkiewicz, *Marxism and the Reality of Power*; H. Schwartz, *Tsars, Mandarins and Commissars*; B. Szajkowski, *Marxist Governments*; R. Tucker, *The Marxian Revolutionary Idea*; M. Waller, *The Language of Communism*; P. Wiles (Ed.), *The New Communist Third World*.

Examination Arrangements: For M.Sc.

students taking the Communist Powers option there will be a three-hour examination in the Summer Term. It will contain twelve questions of which three are to be answered and will be based on material arising out of the relevant lectures and seminars. For B.Sc. students taking **International Communism** as an approved subject there will be a three-hour examination in the Summer Term. It will contain twelve questions of which four are to be answered and will be based on material arising out of the lecture course and seminar.

IR3771
IR4631
IR4751

The Politics of Western European Integration

Teacher Responsible: Dr. P. G. Taylor, Room A129 (Secretary, Ms. A. Morgan, A138)

Course Intended Primarily for B.Sc. (Econ.) Part II; M.Sc. International Relations and M.Sc. European Studies; optional for Diploma in International and Comparative Politics.

Scope: The lecture course focuses upon the progress and problems of regional integration in Western Europe since 1945.

Syllabus: The emergence of the European Communities: the European idea; the dynamics of integration. The institutions: structure and policy-making processes (O.E.E.C.-O.E.C.D., Council of Europe, the E.E.C. and E.C.S.C.). The impact of the institutions upon state policy. Theoretical aspects: the notion of supranationality. The Federalist, the Confederalist and the Functionalist approaches to the integration of the Six. European security and European integration. M.Sc. students should also take course IR123, **External Relations of the European Community**.

Pre-Requisites: IR students may take this course in their 3rd or 2nd year, depending upon timetabling constraints. There are no formal pre-requisites but, as the course deals in part with contemporary problems of economic policy in Europe, an interest in such issues and an ability to deal with them is essential.

Teaching Arrangements: In addition to the lectures (IR122) seven classes (IR122a) for undergraduates are arranged for the Lent Term. For postgraduate students there are 15 meetings of a Seminar (IR161) for International Relations and European Studies

specialists and other postgraduate students, in Michaelmas and Lent Terms, for which there is a separate hand-out. M.Sc. students also attend lectures and seminars with IR123.

Written Work: Four undergraduate essays are allocated in class. For postgraduate subjects substantial class presentations are allocated at the first meeting of the seminar and essays are allocated by individual tutors.

Reading: No single book is exactly co-terminus with the syllabus. The following are useful introductions: Paul Taylor, *The Limits of European Integration*, Croom Helm, 1983; Denis Swann, *The Economics of the Common Market*, Penguin, 1978; Hugh Arbuthnot & Geoffrey Edwards, *A Common Man's Guide to the Common Market*, Macmillan, 1978; W. Wallace, H. Wallace & Carole Webb, *Policy Making in the European Community*, Wiley, 1976.

Examination Arrangements: There will be a three hour written examination for undergraduates in late May or early June. The paper for postgraduates will be in June, and is called **European Institutions for M.Sc. International Relations and the Politics of Western European Integration for European Studies M.Sc. students and others.**

IR4600

International Politics

Teacher Responsible: Mr. M. D. Donelan, Room A135 (Secretary, Ms. A. Morgan, A138)

Course Intended Primarily for M.Sc.

Syllabus: The course focuses on conflict between states. The following aspects are studied:

- (i) Contending views of the history of the modern states-system, explanations of the causes of conflict between states, and ways of handling it.
- (ii) Alliances as a custom of international society and their role in inter-state conflict.
- (iii) Intervention by states in the internal conflicts of others.
- (iv) Attitudes to war and warfare.
- (v) Conflict about the distribution of wealth in the world economy.

Teaching Arrangements and Written Work: (Lectures, IR151 and Seminars, IR152). Students deliver seminar papers and write essays for their supervisors on topics notified at the beginning of the Session.

Reading List: The basic books are: C. Beitz, *Political Theory and International Relations*; J. Mayall (Ed.), *The Community of States*; M. Smith & others, *Perspectives on World Politics*.

A detailed reading list is distributed at the beginning of the Session.

Examination Arrangements: Summer Term, formal, three hours, three questions chosen from twelve. Past examination papers may be seen in the Teaching Library.

IR4610

Foreign Policy Analysis

Teacher Responsible: Dr. C. J. Hill, Room A232 (Secretary, Elizabeth Leslie, A235)

Course Intended Primarily for M.Sc. students (International Relations) as an option. M.Sc. students in other departments, or other postgraduate students, many follow the course by special permission.

Scope: The M.Sc. course in Foreign Policy Analysis differs from that for the B.Sc. largely in level and approach. Relatively little time will be spent on outlining the basic constraints on and processes of, foreign policy-making. Instead, particular problems will be dealt with which arise out of the basic sub-divisions of the subject, but which are not necessarily to be found in neatly encapsulated chapters of your text book. Case-studies will be used in the seminar, but neither they nor individual countries will be examined directly. Rather, students are expected to combine an interest in the theoretical and comparative aspects of the subject with a fair knowledge of the major foreign policy events of the twentieth century.

Syllabus: This course deals with the ways in which international actors - primarily but not exclusively states - formulate decisions and strategies for dealing with other members of the international community. It concentrates on the interplay between domestic and external forces, on the organization, psychology and politics of small-group decision-making, on the purposes behind foreign policy and on the instruments available to those who make it. Problems of comparison, choice, and rationality are treated extensively, as are contemporary criticisms of the concept of a separate 'foreign' policy.

Pre-Requisites: Students need not have studied Foreign Policy Analysis before, but a basic familiarity with modern international history will be an advantage as in any International Relations course. Students wishing to familiarize themselves with the broad outline of the subject should refer to the text books on the B.Sc. (Econ.) Study Guide.

Teaching Arrangements: All students are

advised to attend lecture series IR106 **Foreign Policy Analysis**, and IR107 **Decisions in Foreign Policy** which are given by Dr. Hill consecutively during Michaelmas and Lent Terms and IR118 **New States in World Politics** by Dr. Lyon in the Michaelmas Term. It is also important to attend as many of the lectures in the series IR105 **The Foreign Policies of the Powers**, as possible. These start in the second half of the Michaelmas Term and continue into Lent and Summer. A seminar programme (IR153) will run from the beginning of the Lent Term until two or three weeks before the Summer examinations.

Written Work: Students taking this option will be able in many cases to write essays in the subject for their supervisors. In any case all students will be expected to write two essays of about 3000 words for Dr. Hill who will be running the seminar. One of these should be handed in at the end of the 5th week of the half term, and one at the very end of that term. Each student will also be expected to introduce one seminar topic, on the basis of notes rather than a prepared text, so as to stimulate discussion and provide practice in public speaking.

Reading List: The following books are a necessary but not sufficient reading requirement. They provide access to most of the main themes of the course as well as to a considerable amount of empirical material: Graham Allison, *Essence of Decision*, Little, Brown, 1971; Irving Janis, *Victims of Groupthink*, Houghton Mifflin, 1972; Robert Jervis, *Perception and Misperception in International Politics*, Princeton University Press, 1976; Kal Holsti, *Why Nations Realign: Foreign Policy Restructuring in the Post-War World*, Allen & Unwin, 1982; Ernest May, *'Lessons' of the Past: The Use and Misuse of History in Foreign Policy*, Oxford University Press, 1973; Jiri Valenta, *Soviet Intervention in Czechoslovakia, 1968: Anatomy of a Decision*, John Hopkins University Press, 1979; William Wallace, *The Foreign Policy Process in Britain*, 1976.

Examination Arrangements: A three hour examination will be taken in the Summer Term, consisting of questions of a comparative and theoretical nature. Students will be expected to use analytical and historical knowledge of major foreign policy issues in answering these questions, of which three have to be completed in the time available.

Copies of previous years' papers, together with lecture and seminar programmes are provided in a separate handout.

IR4621
Concepts and Methods of International Relations

Teacher Responsible: Michael Banks, Room A229 (Secretary, Elizabeth Leslie, A235)

Course Intended Primarily for M.Sc. International Relations, as an optional field for examination. The course is also designed as general background for students taking the Diploma in Comparative and International Politics; B.Sc. Econ. in International Relations, 3rd year; and the Dartmouth College one-term exchange programme. **Scope:** A critical examination of the nature, assumptions and implications of the contemporary literature of international relations.

Syllabus: Evolution and characteristics of the international relations discipline and associated fields. Schools of thought: traditionalist behaviouralist and contemporary. State-centric, pluralist and structuralist paradigms. Conflict analysis, peace theory and future studies. Current trends and controversies.

Pre-Requisites: The course assumes an elementary knowledge of international relations.

Teaching Arrangements: There are ten lectures (IR104) in the Michaelmas Term. A weekly seminar (IR164) for M.Sc. candidates for examination in the subject will be held in the Lent and Summer Terms, open also to General Course students by specific permission. There are no classes for Diploma and B.Sc. Econ. students, but the lectures are intended to assist them in the study of international politics, foreign policy analysis and other subjects.

Approximate lecture topics, IR104: History of thought; Behaviouralism; Contemporary Theory I; Contemporary Theory II.

Paradigms; The World Society; Conflict: causes, properties; Conflict: dynamics; Conflict: management, resolution; Peace.

Written Work will be specified for M.Sc. students as appropriate in the course of the seminar in the Lent and Summer Terms.

Reading List: No one text exists for this field, but the following gives an indication of the range of materials available. A detailed supplementary reading list is provided with the lectures. John W. Burton, *Dear Survivors: Planning after Nuclear Holocaust and War Avoidance*, Frances Pinter, London, 1982, pb; James E. Dougherty & Robert L. Pfaltzgraff, Jr., *Contending Theories of International Relations - A Comprehensive Survey* (2nd

edn.), Harper & Row, New York & London, 1981, pb; Johan Galtung, *The True Worlds: A Transnational Perspective*, The Free Press, New York, 1980; Patrick M. Morgan, *Theories and Approaches to International Politics: What are We to Think?* (3rd edn.), Transaction Books, New Brunswick, New Jersey & London, 1981; Ralph Pettman, *State and Class: A Sociology of International Affairs*, Croom Helm, London, 1979, pb; Michael P. Sullivan, *International Relations: Theories and Evidence*, Prentice-Hall International, London, 1976; Trevor Taylor (Ed.), *Approaches and Theory in International Relations*, Longman, London, 1978, pb.

Examination Arrangements: The M.Sc. examination in Concepts and Methods consists of a 3-hour paper taken in mid-June, with three questions out of twelve to be answered. Sample question papers from the previous three years are attached to the supplementary reading list which is distributed during the lectures.

IR4630
International Institutions

Teacher Responsible: Mr. N. A. Sims, Room A231 (Secretary, Mrs. E. Leslie, A235)

Course Intended Primarily for International Institutions as an option within the M.Sc. International Relations degree. (Other Study Guides will deal with International Institutions courses for undergraduate and Diploma students.)

Scope: The short duration of this course obliges us to be highly selective. We focus principally on the Covenant and Charter, and subsequent practice in the League and United Nations experiences, in order to illustrate some of the major ideas and issues of international organisation.

Syllabus: International organisation as a dimension of international relations. 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.

Pre-Requisites: 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. 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.

Teaching Arrangements and Written Work: The teaching exclusive to M.Sc. students taking this option consists of a weekly seminar throughout the Lent Term. Students and teacher take it in turn briefly to introduce discussion on topics chosen from the syllabus, according to a systematic programme devised at the beginning of term. No "class paper" or other written work is involved in the seminar; but students may submit essays to their supervisors, by mutual agreement, on international organisation as on other subjects they are studying.

In addition to the seminar, M.Sc. students should attend the lectures in the series common to all (including undergraduate and Diploma students) taking an **International Institutions** course: IR108. The seminar programme presupposes regular attendance at these lectures. **Reading List:** As with LSE courses generally, private reading is most important, and the seminar work depends for maximum usefulness upon students reading themselves into a greater familiarity with the subject-matter. There is no one textbook spanning the whole syllabus. A. LeRoy Bennett, *International Organizations: Principles and Issues* (2nd edn.), Prentice-Hall, 1980, probably comes nearest. Newcomers to international organisation studies should also make a point of reading Inis L. Claude, *Swords into Plowshares: The Problems and Progress of International Organization* (4th edn.), Random House, 1971. Four of the most convenient introductions to the League and UN, in addition to Bennett and Claude, are Ruth B. Henig (Ed.), *The League of Nations*, Oliver & Boyd, 1973; and George Scott, *The Rise and Fall of the League of Nations*, Hutchinson, 1973; Evan Luard, *The United Nations: How it Works and What it Does*, Macmillan, 1979 and H. G. Nicholas, *The United Nations as a Political Institution* (5th edn.), Oxford University Press, 1975. There is an extensive literature, to which the reading list for the lecture series IR108 serves as a guide, supplemented as necessary by the seminar teacher.

Examination Arrangements: International Institutions is examined, in common with the other options in the degree, by means of a three-hour "unseen" examination taken in the third week of June. Candidates are required to answer any three questions from a choice of twelve. Copies of the examination papers set in recent years will be issued at the start of the course.

Office Hour: Mr. Sims is normally available to see students briefly without prior appointment during his regular "office hour" in A231 (extension 472). For longer meetings appointments may be made with his Secretary in A235 (extension: 488).

IR4631
The Politics of Western European Integration
See IR3771

IR4632
The International Legal Order
See IR3750

IR4633
International Law and Organisation of Latin America
Teacher Responsible: Dr. F. Parkinson, Faculty of Laws, University College, London (all enquiries to be addressed to Miss. Hazel Leake, Institute of Latin American Studies, 31 Tavistock Square, London, WC1H 9HA).

Course Intended Primarily for M.Sc. in International Relations and M.Sc. in International Politics. Also for LL.M. and Diploma in Comparative and International Politics.

Scope: A critical examination of (a) the place of Latin America in the international legal order; (b) the law governing (i) inter-American, (ii) intra-Latin American and (iii) Caribbean international institutions in the political, military and economic fields; and (c) the impact of universal and semi-universal international institutions on Latin America.

Syllabus: International order in nineteenth century Latin America. The origin and solution of territorial disputes in the area and in the Antarctic. The status of adjacent waters. The genesis of the Western hemisphere idea. Latin America in world society: the two world wars and the "cold war". Characteristics of the foreign policies of the major Latin American powers. The concept of collective security in the League of Nations and the United Nations, and Latin America's place in it. Patterns of military co-operation during the Second World War and after: the genesis of Rio Treaty and its incorporation in the Organization of American States. The Latin America nuclear-free zone. The Inter-American Economic and Social Council of the Organization of American States. The United Nations Economic Commission for Latin

America and the Caribbean. Latin American theories of economic imperialism. The Alliance for Progress. The Latin American Free Trade Association. The Central American Common Market. The Andean Group. The River Plate and Amazon River organizations. Latin America in the world trading system. The Inter-American Development Bank. The position of individuals under international law: the status of foreigners and their property. The institution of diplomatic asylum. The Inter-American Commission of Human Rights. The status of *guerrilleros*.

Pre-Requisites: The course assumes an elementary knowledge of international relations. A reading knowledge of Spanish is an additional advantage, but not essential for an effective coverage of the course.

Teaching Arrangements: The course consists of approximately twenty-four seminars (IR173) spread over two-and-a-half Terms. A long-term programme of seminar topics will be agreed at the beginning of the course.

Written Work: While there is no legal obligation to submit essays, students are urged in their own interest (a) to write three essays per Session and (b) to prepare at least one discussion paper.

Reading List: An exposition of reading techniques appropriate to the course, as well as an indication of the location and nature of library resources will be provided at the beginning of the course. A comprehensive reading list will be made available at the first meeting of the seminar.

Students wishing to engage in some preliminary reading will be advised to consult the following: S. Clissold, *Latin America*, 1972; F. Parkinson, *Latin America, the Cold War and the World Powers, 1945-1973*, 1975; G. Schwarzenberger, *A Manual of International Law* (1977 edn.); G. Connell-Smith, *The Inter-American System*, 1966; A. Krieger Vasena and J. Pazos, *Latin America: A Broader World Role*, 1973.

Examination Arrangements: Three hours formal examination in the Summer Term; twelve questions set in all; three questions to be attempted.

IR4640

The Politics of International Economic Relations

Teachers Responsible: Mr. M. D. Donelan, Room A135 and Mr. J. B. L. Mayall, Room A234 (Secretaries, Ms. A. Morgan, A138 and Ms. E. Leslie, A235 respectively)

Course Intended Primarily for M.Sc. International Relations.

Syllabus: The syllabus for the course is: (i) The economic factor in foreign policy. The economic ambitions of states. Economic causes of war. Peace-making and peace-keeping. Economic resources for foreign policy. Economic instruments.

(ii) The development of thought about the relationship between international politics and the international economy. Mercantalism, Laissez-faire and economic internationalism. The evolution of the Bretton Woods institutions and ideas about international commercial and monetary management. The challenge from the Third World.

Teaching Arrangements and Written Work: (Lectures IR124 and IR137 and Seminars IR166). Students deliver seminar papers and write essays for the seminar teachers or their supervisors on topics notified at the beginning of the Session.

Reading List: The basic books are: J. Spero, *The Politics of International Economic Relations*; D. K. Fieldhouse, *The Theory of Capitalist Imperialism*; W. Barle, *A History of Economic Thought*.

A detailed reading list is distributed at the beginning of the Session.

Examination Arrangements: Summer Term, formal, three hours, four questions chosen from twelve. Past examination papers may be seen in the Teaching Library.

IR4641

International Business in the International System

Teacher Responsible: Professor Susan Strange, Room A136 (Secretary, Hilary Parker, A139)

Course Intended Primarily for M.Sc. International Relations and other interested students by permission.

Scope: The course aims at a broad introduction to the subject and the literature.

Syllabus: The nature of international business. Who are the 'multinationals'? Theoretical conflicts - explanations, hopes and fears. Policy problems for the state. International business and economic development. International organisation and the control of large corporations.

Pre-Requisites: None.
Teaching Arrangements: Five lectures (IR124) will be given in the Michaelmas Term to which any interested students are welcome. The lecture course IR137 is also relevant. A seminar (IR168) for students taking the examination will begin with guest speakers in

the Michaelmas Term and continue with student contributions in the Lent Term.

Reading List: R. Gilpin, *United States Power and the Multinational Corporation*, 1976; P. Buckley & M. Casson, *The Future of the Multinational Enterprise*, 1975; S. Lall & P. Streeten, *Foreign Investment, Transnationals and Developing Countries*, 1977; R. Vernon, *Storm over the Multinationals*, 1977; R. Barnett & R. Muller, *Global Reach: the power of the multinational corporations*, 1974; G. Curzon & V. Curzon (Eds.), *Multinational Companies in a Hostile World*, 1977; United Nations, *Transnational Corporations in World Development: a re-examination*, 1978; N. Hood & S. Young, *The Economics of the Multinational Enterprise*, 1979; S. Lall, *The Multinational Corporation*, 1980.

Examination Arrangements: There is a three-hour formal examination in the Summer Term based on the lecture course and topics covered in the seminars, and requiring some familiarity with the extensive literature. The paper will contain about twelve questions, of which three are to be answered. It is important to answer all three. Copies of previous years' papers are available.

IR4642

Politics of Money in the World Economy

Teacher Responsible: Professor Susan Strange, Room A136 (Secretary, Hilary Parker, A139)

Course Intended Primarily for M.Sc. International Relations and other graduates by permission.

Scope: This course is designed as an adjunct to the study of an international system in which the management and mismanagement of money are matters of increasing consequence, both for international political relations and for domestic politics. It may also be of particular help to students specialising in the politics of international economic relations, whether graduate or undergraduate.

Syllabus: It will deal with basic concepts regarding the use, creation and management of money in society; and second, with the central issues of monetary management in the world economy: the use of national and international reserve assets; the rules of exchange rate adjustment; the operations of banks and other institutions in international money and capital markets, and the choices of monetary policy open to developed and developing countries.

Pre-Requisites: The course does not presume

any knowledge of monetary economics but some familiarity with political and economic history of the twentieth century especially will be helpful. Students with very little background in economics may find it helpful to attend Professor Dorrance's course on **Basic Economic Concepts**.

Teaching Arrangements: One lecture course (IR125) and one seminar course (IR167). Lectures begin in the Michaelmas Term and continue in the Lent Term. Seminars begin in the Michaelmas Term with guest speakers and continue with student contributions in the Lent Term.

Reading List: No one book covers the entire syllabus, but the following general works will provide a useful introduction: W. M. Clarke, *Inside the City*; B. Cohen, *Organising the World's Money*; R. Aliber, *The International Money Game*; S. Mendelsohn, *Money on the Move*; C. Coombs, *The Arena of International Finance*; R. Solomon, *The International Monetary System*; S. Strange, *International Monetary Relations*; J. Galbraith, *Money - whence it came and where it went*; B. Tew, *The Evolution of the International Monetary System*; E. Versluysen, *The Political Economy of International Finance*.

Examination Arrangements: There is a three-hour formal examination in the Summer Term based on the lecture course and work covered in the seminars. The paper contains about twelve questions, of which three are to be answered.

IR4650

Strategic Studies

See **Strategic Aspects of International Relations IR3753**

IR4660

IR4750

International Politics: The Western Powers International Politics: Western Europe

Teacher Responsible: Dr. Hugh Macdonald, Room A236 (Secretary, Elizabeth Leslie, A235)

Course Intended Primarily for M.Sc. International Relations (Papers 2 and 3 (h)) and M.Sc. European Studies (Paper 3 (d))

Scope: The aim of the course is to study the political relations between the major states of Western Europe, the United States and Canada, and between them and the rest of the world. Attention is also given to Western-

oriented countries outside the North Atlantic area, such as Australia and New Zealand, and to such Westernised states as Japan.

Syllabus: Common interests and attitudes between the Western Powers and the divergence of outlook between them: the United States and Europe, their co-operation and the sources of their conflicts: British, Federal German, French and Italian foreign policies and the aims, motivations and interests characterising them: the Scandinavian states and the extent of their community of views on international questions: defence issues in the Western alliance and problems in the formation of a common strategic doctrine: the economic dimension of Western international politics, varieties of policies and programmes for economic stability and growth, and the institutions for economic co-operation: East-West relations and the continuing debate in the Western alliance about coexistence with the communist world: the European Community and its place in the Western alliance: the developing nations and their impact on the society of Atlantic nations.

Pre-Requisites: Some basic knowledge of International Relations as an academic discipline is desirable, together with some acquaintance with the general course of world politics in the twentieth century.

Teaching Arrangements: There is no specific lecture course designed to cover this subject, but students are advised to attend relevant lectures in the **Foreign Policies of the Powers** (IR105) given in the Lent and Summer Terms. The most suitable lectures in this series are those dealing with the foreign policies of the Federal German Republic, France, Italy, Japan, the United Kingdom and the United States (IR155 and IR162).

In addition, a seminar on this subject is held weekly during the Lent Term and for about the first four or five weeks of the Summer Term. Attendance at this is essential.

Reading List: No one book covers the entire syllabus. Students are advised to purchase: Alfred Grosser, *The Western Alliance*, London, 1979 (available in paperback). Books which students may wish to read are the following. A fuller list will be handed out at the first meeting of the Seminar. Elisabeth Barker, *Britain in a Divided Europe, 1945-1970*, London, 1971; A. W. De Porte, *Europe between the Super-powers*, New Haven and London, 1979; K. W. Deutsch & L. J. Edinger, *Germany Rejoins the Powers*, New York, 1973; Stanley Hoffmann, *Primacy or World Order*, New York, 1978; F. S. Northedge, *Descent from Power: British Foreign Policy, 1945-1973*, London, 1974; H.

Tint, *French Foreign Policy Since the Second World War*, New York, 1972; D. W. Urwin, *Western Europe Since 1945* (3rd edn.), London, 1981; F. Roy Willis, *France, Germany and the New Europe, 1945-1967* (2nd edn.), London, 1968; P. Windsor, *Germany and the Management of Detente*, London, 1971.

Examination Arrangements: The examination paper in this subject is taken along with the other M.Sc. papers by students who choose to take it in the Summer Term, normally in June. The normal length of the paper is twelve questions, of which candidates are invited to answer any three.

IR4661

International Politics: The Communist Powers

See International Communism
IR3770

IR4662

International Politics: Asia and the Pacific

Teacher Responsible: Dr. M. Leifer, Room A137 (Secretary, Ms. A. Morgan, A138)

Course Intended Primarily for M.Sc. (Econ.) - International Relations and M.A. Area Studies - South East Asia.

Scope: The international political experience of primarily post-colonial states in a region beset by recurrent conflict and external intervention.

Syllabus: The relationship between domestic order and regional environment; the impact and legacy of the transfers of power; the interests and roles of 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.

Pre-Requisites: Desirable to possess a first degree in politics and/or history but special interest in region of prime importance.

Teaching Arrangements: Lectures: The principal lecture course is **International Relations in Southern Asia** (IR119) - ten lectures, Michaelmas Term. A seminar on **Asia and the Pacific in International Relations** (IR157) will be held in the Lent and 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** (IR105), Lent and Summer Terms and New

States in World Politics (IR118) ten lectures, Michaelmas Term is also relevant.

Written Work: Essays will be written for supervisors and an opportunity will be provided for short papers to be presented to the seminar. Students also have the option of writing their short dissertation on a topic selected from Asia and the Pacific.

Basic Reading List: (A full reading guide will be made available to interested students). Wayne Wilcox *et al.* (Eds.), *Asia and the International System*; Werner Levi, *The Challenge of World Politics in South and South-East Asia*; Michael Leifer, *The Foreign Relations of the New States*; Harold Hinton, *Three and a Half Powers: The New Balance in Asia*; M. Zacher & R. J. Milne (Eds.), *Conflict and Stability in Southern Asia*; Alastair Lamb, *Asian Frontiers*.

Examination Arrangements: There is one three-hour formal written examination in the Summer Term. The paper contains ten questions, of which three are to be answered. All questions count equally; there is no course work component. Copies of previous years' papers are readily available.

IR4663

International Politics: Africa and the Middle East

(i) Africa

Teacher Responsible: James Mayall, Room A234 (Secretary, Elizabeth Leslie, A235)

Course Intended Primarily for M.Sc. International Relations and M.A. Area Studies Africa.

Scope: The relations of African states with one another and with the major external powers.

Syllabus: Decolonization and Pan-Africanism. The African regional order: the formation and operation of the O.A.U. Boundary Conflicts; irridentism, secession and external intervention in African conflicts. The role of African States in the International System: The U.N., UNCTAD and the non-aligned movement. The role of the ECA. Association with the EEC. The struggle for power in Southern Africa. The Relations with the West, Communist Powers and the Arab States.

Teaching Arrangements:

(1) A course of ten lectures (IR120) is given in the Michaelmas and Lent Terms (five by Mr. Mayall and five by Mr. Panter-Brick, beginning in week 6 of the Michaelmas Term). The topics are as follows:

1. The Political and Diplomatic background

2. The OAU: principles and practice
3 and 4. Problems of regional order:

(i) Irridentism and secession
(ii) Accommodation and confrontation in Southern Africa

5. External intervention: The great powers in Southern Africa

6-8. Case studies in African diplomacy:

(i) France and Africa
(ii) Afro-Arab relations
(iii) Chad

9. Regional Cooperation: EAC, UDEAC, ECOWAS

10. Association with the EEC.

(2) A weekly seminar (IR158) is held in the Lent and Summer Terms. Students present papers on agreed topics.

The following courses offered by the Departments of International Relations and Government may also be of interest: Gv162 **Politics in Africa**, IR106 **Foreign Policy Analysis**, IR118 **New States in World Politics**. Students taking the M.Sc. in International Relations will be assigned a Personal Tutor in the International Relations Department who will supervise their overall preparation for the examination. Mr. Mayall will, however, provide guidance relating to this paper for those students who are not his personal tutees.

(N.B. M.Sc. students who take the Africa and Middle East paper may concentrate solely on Africa or on the Middle East. Alternatively, they may follow both courses and answer questions from both parts of the paper in the final examination.)

Mr. Mayall also supervises the work of the M.A. Area Studies students. Those taking the paper as a minor are required to write two essays during the Session on topics to be agreed with Mr. Mayall. In addition candidates taking the subject as a major are also required to write a 10,000 word dissertation which will be supervised by Mr. Mayall.

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 a recent paperback edition.

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*; D. E. Albright (Ed.), *Africa and International Communism*; *G. W. Carter & P. O'Meara (Eds.), *Southern Africa: The Continuing Crisis*, Indiana University Press, 1979 or 1982.

Examination Arrangements: Separate three hour examination papers are set for the M.Sc. African Government and Politics; M.Sc. in International Politics of Africa and the Middle East; M.A. Area Studies Africa. Candidates answer three of the questions set. In the first two of these papers the questions follow the syllabus - for examples see the annexe to the supplementary reading list. In the case of the M.A. the paper is designed to reflect the special interests of the candidates on subjects to be discussed with Mr. Mayall during the Michaelmas and Lent Terms.

(ii) The Middle East

Teachers Responsible: Mr. Philip Windsor, Room A120 and Dr. Lukasz Hirszowicz.

Course Intended Primarily for M.Sc. in International Relations students.

Scope: The course is intended to provide an analysis of the regional politics of the Middle East, and of their interaction with problems of international security, global resources and super-power policies.

Syllabus: The contemporary significance of the Middle East in the context of great power relations; the emergence and development of the Middle Eastern states system; sources of conflict; the interplay of domestic politics, regional conflicts and international rivalries in the policies of Middle Eastern governments; the importance of oil and other economic interests; great power rivalry and the strategic position of the Middle East.

Pre-Requisites: A knowledge of the international political system and of the major issues in its contemporary development.

Teaching Arrangements: There will be a minimum of ten lectures, accompanied by a seminar.

Lecture: IR121
Seminar: IR159

The lecture course IR105 *The Foreign Policy of the Powers* may also be of interest.

Reading List: Students are not particularly advised to purchase any book, since the more comprehensive introductions are not necessarily in print. However, they are advised to have read, before the beginning of the

course: S. N. Fisher, *The Middle East: a History*.

In addition they are recommended to consult: M. Kerr, *The Arab Cold War*; M. Khadduri, *Socialist Iraq*; H. Sh. Chubin and S. Zabih, *The Foreign Relations of Iran*; W. B. Quandt, *Decade of Decisions: American Policy Towards the Arab-Israeli Conflict*; R. Freedman, *Soviet Policy Toward the Middle East since 1970*; C. F. Doran, *Myth, Oil and Politics*.

Examination Arrangements: A three-hour formal examination in the Summer Term, based on the full syllabus of the lecture course and questions covered in the seminar.

IR4700

World Politics (Seminar)

Teachers Responsible: Dr. C. Coker, Room A230 (Secretary, Liz Leslie, A235) and Professor Susan Strange, Room A136 (Secretary, Hilary Parker, A139)

Course Intended Primarily for Diploma in International and Comparative Politics.

Scope: The aim of the course is to give students a broad understanding of world politics.

Syllabus:

(1) The nature of world politics. Elements of the world system. The main actors in world politics. The ends and means of foreign policy as conducted by states in international relations; intervention, alliances, economic integration and interdependence, neutrality, isolation and non-alignment.

(2) War and 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 for wealth and justice; rich nations and poor nations, and financing of world development; industry and commodity trade; energy, technology and resources. Some major issues of world politics - the Law of the Sea; population, pollution; conservation.

Pre-Requisites: Students admitted to the Diploma in International and Comparative Politics are expected to have a Second Class degree not necessarily in International Relations, from a reputable university, or equivalent professional qualifications or experience. No previous knowledge of world politics except general interest in current affairs is expected.

Teaching Arrangements: Two lecture courses on *International Politics* are available, and students with little or no background in international relations studies are

recommended to attend either or both. Mr. Banks gives a 20 lecture series for B.Sc. students (IR102) and Mr. Donelan a 10 lecture series for M.Sc. students (IR151). The main teaching for the *World Politics* course will be done in small seminar groups, taken by the three responsible teachers beginning in the Michaelmas Term and continuing throughout the Session.

Reading List: K. Holsti, *International Politics*; J. D. B. Miller, *The Wealth of States*; J. Burton, *World Society*; P. Calvocoressi, *World Politics Since 1945*; H. Bull, *The Anarchical Society*; D. Blake & R. Walters, *Politics of the International Economy*; J. Spero, *Politics of International Economic Relations* (2nd edn.).

Examination Arrangements: Students are required to write six essays at roughly three-week intervals throughout the session. Marks for these will account for 20% of the final result. The remainder will be for a three-hour examination in the Summer Term based on the full syllabus for the *World Politics* course. Students will be asked to answer four out of 12-14 questions.

IR4750

International Politics: Western Europe

See *International Politics: The Western Powers* IR4660

IR4751

The Politics of Western European Integration

See IR3771

IR4755

International Politics of Africa

Teacher Responsible: Mr. S. K. Panter-Brick, Room L204 (Secretary, Mrs. P. da Gama Pinto, L103)

Course Intended Primarily for M.Sc. Government and Politics of Africa.

Scope: The relations of African States with one another and with the major external powers.

Syllabus: Decolonization and Pan-Africanism. The African regional order: The formation and operation of the O.A.U. Boundary conflicts; irridentism, secession and external intervention in African conflicts. The role of African States in the International System: The U.N., UNCTAD and the non-aligned movement. The role of the ECA. Association with the EEC. The struggle for power in Southern Africa. The relations with the West,

Communist Powers and the Arab States.

Teaching Arrangements: (I) A course of ten lectures (IR120) in the Michaelmas Term (five by Mr. Mayall and five by Mr. Panter-Brick). The topics are as follows:

1. The Political and Diplomatic background.
2. The OAU: principles and practice.
- 3-4. Problems of regional order: (i) Irridentism and secession. (ii) Accommodation and confrontation in Southern Africa.
5. External intervention: The great powers in Southern Africa.
- 6-8. Case studies in African diplomacy: (i) France and Africa. (ii) Afro-Arab relations. (iii) Chad.
- 9-10. Regional Cooperation: EAC, UDEAC, ECOWAS.

(II) A weekly seminar (IR158) in the Lent Term in which students present papers on topics provisionally specified as follows:

1. Pan-Africanism and its ideological competitors in African politics.
2. The role of the OAU in keeping the peace in Africa.
3. Development strategy and foreign policy.
4. Human rights and refugee problems.
5. Decolonization and self-determination with special reference to the Western Sahara dispute.
6. The role of the Front Line States and Nigeria in Southern African diplomacy.
7. The Policy of the Soviet Union in Africa, particularly since 1974.
8. The Policy of the United States in Africa, particularly since 1974.
9. The Horn of Africa dispute.
10. State sovereignty in the African context.

(III) **Written Work:** Papers presented to the Lent Term seminar and written assignments prescribed during the course of the session.

Preliminary Reading List: I. Wallerstein, *Africa: The Politics of Unity*, 1967; Z. Cervenka, *The Unfinished Quest for Unity*, 1977; Saadia Touval, *The Boundary Politics of Independent Africa*, 1972; J. Mayall, *Africa: The Cold War and After*, 1971; A. Gavshon, *Crisis in Africa: Battleground of East and West*, 1982; T. Shaw & N. Sola Ojo, *Africa and the International Political System*, 1982; W. T. Levine & T. W. Luke, *The Arab-African Connection: The Political and Economic Realities*, 1979; D. E. Albright (Ed.), *African and International Communism*, 1980; G. W. Carter & P. O'Meara (Eds.), *Southern Africa: The Continuing Crisis*, 1979; A. E. Frey-Wouters, *The European Community and the Third World*, 1980; H. F. Jackson, *From the Congo to Soweto*, 1982; W. Weinstein & T. H. Henniksen (Eds.), *Soviet and Chinese Aid to African Nations*; S. C. Nolutshungu, *South Africa in Africa*, 1975; I. V. Gruhn,

Regionalism Reconsidered: The Economic Commission for Africa, 1979; J. Ravenhill, "Regional Integration and Development in Africa: Lessons from the East African Community", *Journal of Commonwealth and Comparative Politics*, Vol. XVII, No. 3, 1979. A more complete reading list is issued at the start of the course.

Examination Arrangements: A three hour examination paper taken in June. Candidates answer three questions out of ten.

NON-EXAMINABLE COURSES

IR100 International Problems of the Twentieth Century

This study guide was not available at the time of going to press. Prospective students should apply to Professor F. Northedge, Room A134.

IR123 The External Relations of the European Community

This study guide was not available at the time of going to press. Prospective students should apply to Dr. C. J. Hill, Room A232.

IR139 Disarmament and Arms Limitation

This study guide was not available at the time of going to press. Prospective students should apply to Mr. N. Sims, Room A231.

IR140 International Verification

This study guide was not available at the time of going to press. Prospective students should apply to Mr. N. Sims, Room A231.

IR150 General International Relations Seminar

This study guide was not available at the time of going to press. Prospective students should apply to Professor S. Strange, Room A136, or Professor F. Northedge, Room A134.

IR151 International Relations Research Seminar

This study guide was not available at the time of going to press. Prospective students should apply to Professor F. Northedge, Room A134.

IR154 International Political Economy Workshop

This study guide was not available at the time of going to press. Prospective students should apply to Professor S. Strange, Room A136.

IR163 Theories of International Politics

This study guide was not available at the time of going to press. Prospective students should apply to Mr. M. Donelan, Room A135.

IR171 Disarmament and Arms Limitation

This study guide was not available at the time of going to press. Prospective students should apply to Mr. N. Sims, Room A231.

LANGUAGES

Ln3800 French Part I B.Sc. (Econ.)

Teacher Responsible: Dr. K. George, Room C615 (Secretary, Mrs. E. Johnson C615)

Course Intended Primarily for B.Sc. (Econ.) Part I

Scope: Study of a range of French texts drawn from the social sciences.

Syllabus: Translation into English; Essay in French; Oral practice in French.

Pre-Requisites: A good A-level pass in French, or its equivalent, will normally be required.

Teaching Arrangements: Weekly language class (Ln212) (Sessional), supplemented by native oral tuition as available.

Written Work: Weekly language exercises.

Reading List: The course book will be: *Le français en faculté* (Hodder & Stoughton).

Examination Arrangements: One three hour written examination, which will test the ability to translate from French into English and to write an essay in French, plus a 20 minute oral examination in French.

Ln3801

Ln3804

German Part I

Teacher Responsible: Mrs. B. E. Hay, Room C614 (Secretary, Mrs. E. Johnson, C619)

Course Intended Primarily for: B.A./B.Sc. c.u.; B.Sc. (Econ.) Part I.

Scope: The aim of the course is to consolidate the student's command of written and spoken German post- 'A' level.

Syllabus: Translation of modern texts. Discussion and essay work based on newspaper articles, short stories, recorded material etc.

Pre-Requisites: 'A' level German or a good 'O' level, subject to the tutor's approval.

Teaching Arrangements: Two hours of class work (Ln400; Ln403) per week plus regular listening practice in the Language Lab.

Written Work: Weekly translations occasional grammar exercises. Five essays.

Reading List: There are no 'set books'. For purposes of discussion, students are encouraged to use the stock of modern German books in the Teaching Library as well as to invest in some cheap paperback editions. The Language Lab provides German newspapers, periodicals, dictionaries and other reference books.

Examination Arrangements: A three-hour paper: 1) translation into German, 2) translation into English, 3) a general essay. Also a 15 minute oral examination of a general, conversational nature.

Ln3802 Russian Part I B.Sc. (Econ.)

Teacher Responsible: Dr. B. S. Johnson, Room C515 (Secretary, Mrs. E. Johnson, C619)

Course Intended Primarily for students of B.Sc. (Econ.) Part I with specific interests in USSR and/or Eastern Europe.

Scope: Practical study of Russian language. **Syllabus:** Extension of students' knowledge of Russia and Russian, translation from English into Russian and from Russian into English and oral practice in Russian.

Pre-Requisites: Normally an A-level pass in Russian or its equivalent. Applicants with O-level or less may be accepted but more intensive preparation will be required.

Teaching Arrangements: Twice-weekly language class (Ln509) (Sessional).

Weekly oral practice (Ln505).

Written Work: Weekly language exercises, preparation and practice.

Reading List: Course book: Borrás & Christian, *The Penguin Russian Course Russian Syntax*, 2nd edn., Oxford University Press.

Examination Arrangements: One three hour written examination comprising translation passages English-Russian and Russian-English, plus an oral examination in Russian.

Ln3803

Ln3806

Spanish Part I B.Sc. (Econ.) and Spanish I (Course-Unit)

Teacher Responsible: Mr. Anthony Gooch, Room C514 (Secretary, Miss Betty Smale, C613)

Course Intended Primarily for Students of Government, International Relations, International History, Economics, Sociology and Anthropology who have a strong, specific interest in Spain or any Spanish-speaking country or countries.

Scope: The aim of the course is to expand and deepen the student's knowledge of modern Spanish, and Spanish affairs.

Syllabus: The student will be presented with a wide variety of texts in Spanish and English for discussion, linguistic commentary and

translation. The stress will be on material of a political and sociological nature. Specific works will be prescribed for detailed study of both content and language, and the student will be expected to read extensively as an integral part of the course.

It is essential for the student to have as basic tools a good bilingual dictionary such as those published by Larousse, Collins and Cassell and a substantial reference grammar such as Harmer & Norton's *A Manual of Modern Spanish* or Ramsey & Spaulding's *A Textbook of Modern Spanish*. In addition, the series *Problemas basicos del español*, published by Ediciones Aravaca, is strongly recommended.

Pre-Requisites: Admission to the course will normally be granted only to applicants with a good A-level qualification. However, in exceptional circumstances, others will be considered.

Teaching Arrangements and Written Work:

Two classes (Ln301; Ln302) per week throughout the three terms, together with tutorials for the discussion of written work arranged in accordance with individual requirements. Normally one translation or other piece of written work will be set each week to be handed in the week following.

Reading List: The following works are recommended: R. Carr, *Spain 1808-1939*; R. Carr, *Modern Spain 1875-1980*; D. L. Shaw & G. Brown, *A Literary History of Spain - 19th and 20th centuries*; P. Baroja, *Memorias de un hombre de accion*; A. Buero Vallejo, *Un sonador para un pueblo*; *Las meninas*; *El sueño de la razón*; S. de Madariaga, *Inglese, franceses, españoles*; J. L. Martin Vigil, *Carta a un adolescente*; J. Ortega y Gasset, *España invertida*; *Meditaciones del Quijote*; *Meditacion de Europa*; E. Pardo Bazan, *Los Pazos de Ulloa*; B. Perez Galdos, *Episodios nacionales*; R. Sanchez Ferlosio, *El Jarama*; F. Umbral, *España cani*; M. de Unamuno, *Andanzas y visiones españolas*; *En torno al casticismo*.

The student is strongly advised to read regularly a newspaper such as *El País* and/or a magazine such as *Cambio 16*.

Examination Arrangements: There is a three-hour formal examination in the Summer Term which will consist of two passages for translation, one from Spanish into English and one from English into Spanish. At least one of the passages will be of a political or sociological nature.

German Part I See Ln3801

Ln3804

Spanish I (Course-Unit) See Spanish Part I B.Sc. (Econ.) Ln3803

Ln3806

Ln3810

Elementary Linguistics

Teacher Responsible: Jean Aitchison,
Room C520 (Secretary, Mrs. E.
Johnson, C619)

Course Intended Primarily for: B.Sc. c.u. main fields Soc. Anth. 3rd yr., Soc., Soc. Psych.; B.Sc. (Econ.) Part II; B.A. French Studies; M.Sc.

Scope: An introduction to linguistics oriented towards Chomsky's transformational-generative grammar.

Syllabus: The scope of linguistics.

Characteristics of language, and the search for a universal framework. Language types. The identification of basic linguistic units and sentence patterns. Chomsky's approach. Problems with Chomskyan theory. Meaning.

Pre-Requisites: None required, though a predilection for puzzle-solving would be useful.

Teaching Arrangements: 25 one-hour lectures (Ln100) and 25 one-hour classes. Each lecture is accompanied by a linguistic puzzle, whose solution is handed out the following week. Classes 1-10: Learning the International Phonetic Alphabet, and practising transcription; 11-20: writing transformational grammars; 21-25: revision.

Written Work: Informal exercises are set in class each week. Five pieces of written work (essay/exercise) are formally marked in the course of the year.

Reading List: The course is mainly a practical one, relying on problem solving rather than reading. Selected passages from the following are likely to be recommended as back-up reading for the written assignments.

(* denotes recommended purchase):

*J. Aitchison, *Linguistics*, Hodder & Stoughton, TY books, 1982 reprint; J. Aitchison, *The Articulate Mammal*, Hutchinson, 1976; M. Atkinson, D. Kilby & I. Roca, *Foundations of General Linguistics*, Allen and Unwin, 1982; B. Comrie, *Language Universals & Linguistic Typology*, Blackwells, 1981; J. Lyons, *Language, Meaning and Context*, Fontana, 1981; A. Radford, *Transformational Syntax*, Cambridge University Press, 1981; N. V. S. Smith & D. Wilson, *Modern Linguistics*, Penguin, 1979.

Examination Arrangements: There is a 3-hour examination at the end of the year, in which there is a choice of four out of ten questions.

This counts for 90% of allotted marks. The written work described above accounts for the remaining 10%.

Ln3820

French Part II B.Sc. (Econ.)

Teacher Responsible: Dr. K. George,
Room C615 (Secretary, Mrs. E.
Johnson, C619)

Course Intended Primarily for: B.Sc. (Econ.) Part II.

Scope: Language and society in Modern France.

Syllabus: Sociolinguistic study of Modern France, including the following topics: standard v. non-standard usage; linguistic elitism; jargon and slang; regional variation and the decline of dialect; lexical borrowing; the language of the media and of advertising. A variety of written sources will be used.

Pre-Requisites: A good A-level pass in French, or its equivalent, will normally be required.

Teaching Arrangements: Weekly lecture/class (Ln213-216) (Sessional), plus native oral tuition as available.

Written Work: 3 essays per term.

Reading List: The following should be purchased: C. Desirat & T. Horde, *La langue française au XXe siècle*, Bordas; P. Guiraud, *Le français populaire*, Que sais-je?; P. Trudgill, *Accent, Dialect and the School*, Arnold.

Students should also consult: R. Etienne, *Parlez-vous français?* Gallimard; M. Galliot, *Essai sur la langue de la réclame contemporaine*, Privat; N. Gueunier, E. Genouvrier & A. Khomsi, *Les Français devant la norme*, Champion; P. Guiraud, *L'argot*, Que sais-je?; P. Rickard, *A History of the French Language*, Hutchinson; P. Trudgill, *Sociolinguistics*, Penguin.

Examination Arrangements: One three hour written examination, plus a 30 minute oral examination in French.

Ln3821

Ln3824

German Part II & German II (Course Unit)

Teacher Responsible: Mrs. B. E. Hay,
Room C614 (Secretary, Mrs. E.
Johnson, C619)

Course Intended Primarily for: B.Sc. (Econ.) Part II; B.A./B.Sc. course unit.

Scope: A two-year course designed for students with a sound grasp of the language who wish to gain proficiency in the skills of writing, speaking and translating at an advanced level.

Syllabus: Year I: Translation of general and

specialised modern texts. Analysis and discussion of selected writings by modern authors.

Year 2: Consolidation of linguistic skills. Study of *either* the work of one German writer *or* a chosen aspect of German history or society.

Pre-Requisites: *Either* Part I German *or* a good 'A' level pass.

Teaching Arrangements: Two hours of class work (Ln401-402; Ln404-405) per week plus regular listening practice in the Language Laboratory.

Written Work: Regular weekly translations. Preparation of reading material for discussion and occasional paper or project.

Reading List: There are no 'set books'.

Students are encouraged to make full use of the resources of German books in the Library as well as of reference books, newspapers and periodicals in the Language Lab. In addition, each student receives a selected reading list geared to his or her chosen topic.

Examination Arrangements: A three-hour paper in the Summer Term of the final year, comprising the compulsory passages for translation: 1) into German, 2) into English. There is an oral examination of about 30 minutes when candidates are given an opportunity to talk on their special topic.

Ln3822

Russian Part II B.Sc. (Econ.)

Teacher Responsible: Dr. B. S.
Johnson, Room C515 (Secretary,
Mrs. E. Johnson, C619)

Course Intended Primarily for: students of B.Sc. (Econ.) Part II, option XXIII (Russian, Government and History), and others with specific interests in USSR and/or Eastern Europe.

Scope: Practical study of Russian language with reference to Soviet History, Government, Politics, Economy through selected texts.

Syllabus: Advancement of students' knowledge of Russian; translations from and into Russian; study of texts of general and social science orientated content. Oral practice in Russian.

Pre-Requisites: Normally an A-level pass in Russian and completion of the B.Sc. (Econ.) Part I Russian course, or equivalent qualifications. Exceptionally, other applicants may be accepted but a more intensive course will be required.

Teaching Arrangements: Twice weekly language classes (Ln507-508; Ln510-511) during two sessions and weekly oral practice.

Written Work: Weekly language exercises.

preparation and practice.

Reading List: Borrás & Christian, *Russian Syntax* (2nd edn.) Oxford University Press; D. Ward, *Russian Today*; H. Billington, *The Icon and the Axe*; Comrie & Stone, *The Russian Language since the Revolution*, Oxford University Press; V. Klepko, *A Practical Guide to Russian Stress*, FLPH, Moscow; A. Vilgelmina, *The Russian Verb*, FLPH, Moscow; Akad, *Naibolee upotrebitel'nyje glagoly sovremennogo russkogo Yazyka*, Nauk, USSR.

Examination Arrangements: One three hour written examination comprising translation passages English-Russian and Russian-English, plus an oral examination.

Ln3823

Ln3826

Spanish Part II B.Sc. (Econ.) and Spanish II (Course Unit)

Teacher Responsible: Mr. Anthony Gooch, Room C514 (Secretary, Miss Betty Smale, C613)

Course Intended Primarily for Students of Government, International Relations, International History, Economics, Sociology and Anthropology who have a strong, specific interest in Spain or any Spanish-speaking country or countries.

Scope: The aim of the course is to bring the student's knowledge of Spanish to a high degree of refinement, especially in the areas of semantic discrimination and style, and to deepen his or her knowledge of Spanish affairs.

Syllabus: The student will be presented with a wide variety of texts in Spanish and English for discussion, linguistic commentary and translation. The stress will be on material of a political and sociological nature. Specific works will be prescribed for detailed study of both content and language, and the student will be expected to read extensively as an integral part of the course.

It is essential for the student to have as basic tools a good bilingual dictionary such as those published by Larousse, Collins and Cassell and a substantial reference grammar such as Harmer & Norton's *A Manual of Modern Spanish* or Ramsey & Spaulding's *A Textbook of Modern Spanish*. In addition, the series *Problemas basicos del español*, published by Ediciones Aravaca, is strongly recommended.

Pre-Requisites: Admission to the course will be granted only to applicants who have successfully completed Part I or who can

furnish other evidence of the necessary degree of proficiency. Native speakers of Spanish who wish to take the course must furnish evidence of a satisfactory command of English.

Teaching Arrangements and Written Work:

Two classes (Ln303; Ln304) per week throughout the three terms, together with tutorials for the discussion of written work arranged in accordance with individual requirements. Normally one translation or other piece of written work will be set each week to be handed in the week following.

Reading List: The following works are recommended: R. Carr & J. P. Fusi, *Spain: Dictatorship to Democracy*; M. Azana, *La velada en Benicarlo Memorias politicas y de guerra*; A. Buero Vallejo, *La doble historia del doctor Valmy*; Jueces en la noche; J. Busquets, *Pronunciamientos y golpes de Estado en España*; C. J. Cela, *San Camilo, 1936*; Leopoldo Alas Clarin, *La Regenta*; M. Delibes, *Cinco horas con Mario*; J. Goytisolo, *Reivindicacion del Conde don Julian*; L. Martin-Santos, *Tiempo de silencio*; J. Ortega y Gasset, *Vieja y nueva politica; Discursos politicos; La rebelion de las masas; La caza*; B. Perez Galdos, *Fortunata y Jacinta*; C. Rojas, *Azana*; J. Semprun, *Autobiografia de Federico Sanchez*; F. Umbral, *Cronicas postfranquistas*; Valle-Inclan, *El ruedo iberico cycle*; F. Vizcaino Casas, *De "camisa vieja" a chaqueta nueva y al tercer ano, resucito*.

The series *Espejo de España* and *Textos* (Planeta).

The student is strongly advised to read regularly a newspaper such as *El Pais* and/or a magazine such as *Cambio 16*.

Supplementary Reading List: The student will also find the following of considerable interest and value: R. Carnicer, *Sobre el lenguaje de hoy; Nuevas reflexiones sobre el lenguaje; Tradicion y evolucion en el lenguaje actual*; E. Lorenzo, *El español, lengua en ebullicion*.

Examination Arrangements: There is a three hour formal examination to be taken normally in the Summer Term of the student's final year, although, in special circumstances, it may be taken at the end of the second year. The examination will consist of two passages for translation, one from Spanish into English and one from English into Spanish. At least one of the passages will be of a political or sociological nature.

Ln3824

German II (Course Unit)

See German Part II Ln3821

Ln3826

Spanish II (Course Unit)

See Spanish Part II B.Sc. (Econ.)

Ln3823

Ln3831

Language, Mind and Society

Teacher Responsible: Jean Aitchison, Room C520 (Secretary, Mrs. E. Johnson, C619)

Course Intended Primarily for B.A./B.Sc. c.u., any main field.

Scope: An introduction to psycholinguistics (language and mind) and sociolinguistics (language and society).

Syllabus: (1) The innateness question; human language v. animal communication; possible biological adaptations of humans to language. (2) Child language development. (3) Theories of speech comprehension. Slips of the tongue as clues to speech production. Word storage and retrieval. (4) Linguistic variation and its relationship to social variables such as class, sex, age, ethnic group. Language change. Pidgins and creoles.

Pre-Requisites: None required, though students who have already done **Elementary Linguistics** might have some advantage.

Teaching Arrangements: 22 one-and-a-half hour lectures (Ln101; Ln102); 11 one-and-a-half hour classes. In the classes, students prepare (in rotation) papers on various aspects of the syllabus, which are then discussed.

Written Work: Students must hand in at least three essays in the course of the year. These are normally revised versions of the papers which have been presented in class.

Reading List: Topic-by-topic reading lists are circulated for each section of the course.

These include important papers and selected chapters from books. The following books are likely to feature prominently: (* denotes recommended purchase): *J. Aitchison, *The Articulate Mammal*, Hutchinson, 1976; *J. Aitchison, *Language Change: Progress or Decay?*, Fontana, 1981; M. D. S. Braine, *Children's First Word Combinations*, Chicago, 1976; J. Bresnan, *The Mental Representation of Grammatical Relations*, MIT Press, 1982; H. H. Clark & E. V. Clark, *Psychology & Language*, Harcourt, 1977; P. Fletcher & M. Garman, *Language Acquisition*, Cambridge University Press, 1979; V. Fromkin, *Speech Errors as Linguistic Evidence*, Mouton, 1973; V. Fromkin, *Errors in Linguistic Performance*, Academic Press, 1980; M. Halle, J. Bresnan & G. A. Miller, *Linguistic Theory and Psychological Reality*, MIT Press, 1978; E. H.

Lenneberg, *Biological Foundations of Language*, Academic Press, 1967; L. Milroy, *Language & Social Networks*, Blackwell, 1980; *P. Trudgill, *Sociolinguistics*, Penguin, 1974; P. Trudgill, *On Dialect*, Blackwell, 1982; E. Wanner & L. R. Gleitman, *Language Acquisition: the State of the Art*, Oxford University Press, 1982.

Examination Arrangements: One three-hour examination in which four out of ten questions must be answered. This counts for 90% of the marks. The written assignments (outlined above) account for the remaining 10%.

Ln3840

Literature and Society in Britain 1830-1900

(Not available 1983/84)

Teacher Responsible: Professor R. Chapman, Room C620 (Secretary, Mrs. E. Johnson, C619)

Course Intended Primarily for: B.A./B.Sc. c.u.; B.Sc. (Econ.) Part II

Syllabus: Work of selected authors, with particular attention to specified texts as indicated on the reading-list. Consideration of general critical principles arising from the literature of the period.

Pre-Requisites: No formal qualifications; A-level or equivalent in English Literature useful but not essential.

Teaching Arrangements: The class normally follows the lecture (Ln603) and is given mainly to discussion of lecture-topics.

Lectures: 20

Classes: 24

Written Work: 4 or 5 essays, each on a topic selected from a short list. Students are expected to take part in class discussions.

Reading List: The following books are recommended for purchase and general background: D. Thomson, *England in the Nineteenth Century*, Penguin; B. Ford (Ed.), *From Dickens to Hardy*, Penguin.

For information and criticism to supplement the lectures read as many as possible of the following: R. Chapman, *The Victorian Debate*; J. H. Buckley, *The Victorian Temper*; B. Willey, *Nineteenth Century Studies*; A. Briggs, *Victorian People*; P. Gregg, *A Social and Economic History of Britain*; G. Kitson Clark, *The Making of Victorian England*; C. Brinton, *English Political Thought in the Nineteenth Century*; W. E. Houghton, *The Victorian Frame of Mind*; R. Robson, *Ideas and Institutions of Victorian Britain*; D. C. Somervell, *English Thought in the Nineteenth Century*; J. Evans, *The Victorians*.

There are no 'set books' but it may be useful to know that the following works will be considered in some detail and should be read with care and critical application: Disraeli, *Coningsby* and *Sybil*; Dickens, *Bleak House*; *Hard Times*; *Oliver Twist*; Morris, *News from Nowhere*; Eliot, *Middlemarch*; Butler, *The Way of All Flesh*; Hardy, *The Return of the Native* and *Jude the Obscure*; Bronte, *Wuthering Heights*; Thackeray, *Vanity Fair*; Tennyson, *Poems* (1842 volume) and *In Memoriam*; Browning, *Men and Women*.

Ln3841

Literature and Society in Britain 1900 — Present Day

Teacher Responsible: Professor R. Chapman, Room C620 (Secretary, Mrs. E. Johnson, C619)

Course Intended Primarily for B.A./B.Sc. c.u.; B.Sc. (Econ.) Part II

Syllabus: Work of selected authors, with particular attention to specified texts as indicated on the reading-list. Consideration of general critical principles arising from the literature of the period.

Pre-Requisites: No formal qualifications; A-level or equivalent in English Literature useful but not essential.

Teaching Arrangements: The class normally follows the lecture (Ln603) and is given mainly to discussion of lecture-topics.

Lectures: 20

Classes: 24

Written Work: 4 or 5 essays, each on a topic selected from a short list. Students are expected to take part in class discussions.

Reading List: Fiction: The following novels will be studied in connection with the wider achievement of their authors: D. H.

Lawrence, *Sons and Lovers*; Virginia Woolf, *Mrs. Dalloway*; Aldous Huxley, *Brave New World*; George Orwell, *Nineteen Eighty-four*; James Joyce, *Portrait of the Artist as a Young Man*; William Golding, *Lord of the Flies*; Graham Greene, *Brighton Rock*; E. M. Forster, *A Passage to India*; Iris Murdoch, *Under the Net*; C. P. Snow, *The New Man*; John Braine, *Room at the Top*. Poetry: Poets of 1914-18; W. B. Yeats; T. S. Eliot; Auden and the 'New Century poets'; Dylan Thomas. Drama: Shaw; Beckett; Pinter; Osborne; Wesker.

Supplementary Reading List: *B. Ford (Ed.), *The Modern Age*, Pelican History of English Literature; *G. S. Fraser, *The Modern Writer and his World*; *D. Thomson, *England in the*

Twentieth Century, Pelican History of England; P. Gregg, *A Social and Economic History of Britain 1760-1950*; C. B. Cox & A. E. Dyson (Eds.), *The Twentieth-Century Mind*, 3 Vols; A. J. P. Taylor, *English History 1914-1945*; C. Gillie, *Movements in English Literature 1900-1940*; W. Allen, *Tradition and Dream*; V. de S. Pinto, *Crisis in English Poetry*; F. R. Leavis, *New Bearings in English Poetry*; D. Daiches, *The Novel and the Modern World*; J. I. M. Stewart, *Oxford History of English Literature*, Vol. 12; W. Robson, *Modern English Literature*.

The titles asterisked are recommended for purchase and general background.

Examination Arrangements: 3-hour paper in the Summer Term; 3 essay-questions selected from about 15 topics.

Ln3930

French Theatre of the Avant-Garde

Teacher Responsible: Dr. Anne Green, Room C513 (Secretary, Miss B. Smale, C613)

Course Intended Primarily for B.A. French Studies final year.

Scope: A detailed study of a range of French plays and writings on the theory of drama.

Syllabus: A study of modern French drama, with special reference to texts by Artaud, Adamov, Ionesco, Beckett and Genet.

Pre-Requisites: A-level French (or equivalent) is essential. Ln204(a) is advisable.

Teaching Arrangements: One lecture plus one class weekly throughout the session.

Written Work: Students are normally asked to write five essays during the course. The frequency of class papers will depend on the size of the class. Work is set, marked and discussed by Dr. Green.

Reading List: Antonin Artaud, *Le Théâtre et son double*; Arthur Adamov, *Le Sens de la marche*; *Le Ping-Pong*; *Paolo-Paoli*; *La politique des restes*; Eugene Ionesco, *Notes et contre-notes*; *La cantatrice chauve*; *Victimes du devoir*; *Amédée*; *Tueur sans gages*; *Macbett*; Samuel Beckett, *En attendant Godot*; *Fin de parti*; *La dernière bande*; *Oh! les beaux jours*; Jean Genet, *Les Bonnes*; *Le Balcon*.

All these texts will be studied in detail, and should preferably be bought by the student.

Supplementary Reading List: General: M. Esslin, *The Theatre of the Absurd*; J. Fletcher (Ed.), *Forces in Modern French Drama*; J. Guicharnaud, *Modern French Theatre from Giraudoux to Genet*; L. C. Pronko, *Avant-garde: the experimental theatre in France*; G. Serreau, *Histoire du "nouveau théâtre"*; J. Duvignaud et J. Lagoutte, *Le Théâtre*

contemporain; J. Duvignaud, *Sociologie du théâtre*; E. Jacquart, *Le Théâtre de dérision*; C. Roy, "Le Théâtre de la cruauté en Europe", *Nouvelle Revue Française* CXLIX, May 1965.

Artaud: A. Virmaux, *Antonin Artaud et le théâtre*; G. Durozoi, *Artaud, l'alienation et la folie*; M. Esslin, *Artaud*; R. Hayman, *Artaud and After Artaud* (Colloque Cerisy).

Adamov: A. Adamov, *Ici et maintenant*; J. H. Reilly, *Arthur Adamov*; R. Gaudy, *Arthur Adamov*; P. Melese, *Arthur Adamov*; B. Dort, "Paolo Paoli ou la découverte du réel", *Les Temps modernes*, 13, 1957, pp. 1106-14; C. Lyles, "Adamov or 'le sens littéral' in the theatre", *Yale French Studies*, no. 40, 1954-55, pp. 48-56.

Ionesco: R. N. Coe, *Ionesco: a Study of his Plays*; R. C. Lamont (Ed.), *Ionesco: a Collection of Critical Essays*; C. Bonnefoy, *Entretiens avec Eugène Ionesco*; S. Benmussa, *Ionesco*; R. Laubreaux (Ed.), *Les Critiques de notre temps et Ionesco*; M. -F. Ionesco (Ed.), *Ionesco: situation et perspectives*, Colloque Cerisy.

Beckett: R. N. Coe, *Beckett*; C. Duckworth, *Angels of Darkness. Dramatic effect in Beckett and Ionesco*; R. Cohn, *Back to Beckett*; M. Esslin (Ed.), *Samuel Beckett: a Collection of Critical Essays*; J. Pilling, *Samuel Beckett*; A. Reid, *All I can manage, more than I could: an approach to the plays of Samuel Beckett*; J. Fletcher & J. Spurling, *Beckett: a Study of his Plays*; H. Kenner, *Samuel Beckett: a Critical Study*; A. Alvarez, *Beckett*.

Genet: R. N. Coe, *The Vision of Jean Genet*; J. P. Sartre, *Saint Genet, comédien et martyr*; P. Thody, *Jean Genet, a study of his novels and plays*; J. H. MacMahon, *The Imagination of Jean Genet*.

Examination Arrangements: A three-hour formal examination in the Summer Term; ten questions in all, three to be attempted.

Ln3931

The French Language in the Twentieth Century

Teacher Responsible: Dr. K. George, Room C615 (Secretary, Mrs. E. Johnson, C619)

Course Intended Primarily for B.A. French Studies (final year)

Scope: Linguistic study of aspects of contemporary spoken and written French.

Syllabus: Phonetics and phonology; lexicology; register, including popular French and slang; Anglicism; purism.

Pre-Requisites: A-level in French, plus at least

one year's intensive study of contemporary French usage.

Teaching Arrangements: One lecture (Ln218) plus one class per week throughout the session.

Written Work: 3 essays per term. Weekly phonetic transcription exercises in Lent Term. Reading List: The following should be purchased: F. Caradec, *Dict. du français argotique et populaire*, Larousse; C. Desirat & T. Horde, *La langue française au XXe siècle*, Bordas; R. Etiemble, *Parlez-vous français?*, Gallimard; P. Guiraud, *L'argot, Que sais-je?*; P. Guiraud, *Le français populaire*, id.; H. Mitterand, *Les mots français*, id. Detailed lists of relevant articles will be issued as appropriate.

Examination Arrangements: A 3 hour written examination, plus a 1 hour practical test (phonetic transcription of tape), both in Summer Term.

Ln3932

French Thought in the 20th Century

Teacher Responsible: Dr. Anne Green, Room C513 (Secretary, Miss B. Smale, C613)

Course Intended Primarily for B.A. French Studies, Final year.

Syllabus: A detailed study of aspects of contemporary French thought with special reference to Claude Levi-Strauss, Roland Barthes, Michel Foucault and Jacques Derrida.

Pre-Requisites: A-level French (or equivalent) is essential; Ln203 is advisable.

Teaching Arrangements: One lecture (Ln217) plus one class weekly throughout the session.

Written Work: Students will normally be expected to write a minimum of four essays during the course. The frequency of class papers will depend on the size of the class. Work is set, marked and discussed by Dr. Green.

Reading List: Prescribed texts: C. Levi-Strauss, *La Pensée Sauvage*, 1962; R. Barthes, *Mythologies*, Seuil, 1970; Roland Barthes par Roland Barthes, Seuil, 1975; M. Foucault, *La Volonté de Savoir*, Gallimard, 1976; J. Derrida, *De la Grammatologie*, Editions de Minuit, 1967.

Supplementary Reading: V. Descombes, *Modern French Philosophy*, Cambridge University Press, 1979; E. R. Leach, *Levi-Strauss*, Fontana, 1970; J. Sturrock (Ed.), *Structuralism and Since. From Levi-Strauss to Derrida*, Oxford University Press, 1979; J.

Culler, *Barthes*, Fontana, 1983; A. Lavers, *Roland Barthes: Structuralism and After*, Methuen, 1982; A. Sheridan, *Michel Foucault, the Will to Truth*, Tavistock, 1980; V. B. Leitch, *Deconstructive Criticism. An Advanced Introduction*, Hutchinson, 1983; C. Norris, *Deconstruction, Theory and Practice*, Methuen, 1983.

Examination Arrangements: Three-hour formal examination in the Summer Term; eight questions in all, three to be attempted.

Ln3941

Aspects of Russian Literature and Society Part II (B.Sc. (Econ.))

Teacher Responsible: Dr. B. S. Johnson, Room C515 (Secretary, Mrs. E. Johnson, C619)

Course Intended Primarily for students of B.Sc. (Econ.) Part II, Special Subject XXII (Russian, Government and History).

Scope: Themes and problems of Russian and Soviet Society as portrayed in XIXth and XXth century Russian literature.

Syllabus: Study of two out of four recurrent themes 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.

Pre-Requisites: Normally an A-level pass and completion of the B.Sc. (Econ.) Russian Course, plus participation in B.Sc. (Econ.) Part II Russian Course.

Teaching Arrangements: Weekly class (Ln512) during two sessions, plus tutorials.

Written Work: Fortnightly essay.

Reading List: 1. *The Peasant Question*: W. S. Vucinich, *The Peasant in Nineteenth-Century Russia*; J. Blum, *Lord and Peasant in Russia*; M. Lewin, *Russian Peasants and Soviet Power*; E. Strauss, *Soviet Agriculture in Perspective*; Radishchev, *Puteshestviye iz Peterburga v Moskvu*; Pushkin, *Derevnya*; Turgenev, *Zapiski Okhotnika*; Grigorovich, *Derevnya*; Anton Goremyka; Nekrasov, *Moroz, krasnyy nos*; Hertsen, *Soroka-vorovka*; Pisemsky, *Ocherki iz krest'yanskogo byta*; 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*; Puti-pereput'ya; Praslina; 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, *Chelkash*; *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, *Khozheniye po mukam*; Serafimovich, *Zheleznyy potop*; Babel, *Konarmiya*; Simonov, *Dni i nochi*; V. Nekrasov, *V okopakh Stalingrada*; Leonov, *Vzyatiye Velikoshumska*; Bek, *Volokolamskoye shosse*; Baklanov, *Yul' 1941*; Balter, *Do svidaniye, malchiki*.

4. **Tribulations of Soviet Man:** Ivanov, *Bronyepoezd 14-39*; Furmanov, *Chapayev*; Fadeev, *Razgrom*; Gladkov, *Tsement*; Leonov, *Sol'*; Ostrovsky, *Kak zakalyalas' stal'*; Platonov, *Kotlovan*; Ilf and Petrov, *Zolotoy telyonok*; Polevoi, *Povest' o nastoyashchem cheloveke*; Granin, *Iskateli*; Nekrasov, *V rodnom gorode*; Dudintsev, *Ne khlebom yedinym*; Kochetov, *Braty'a Yershovy*; Solzhenytsin, *Odin den' Ivana Denisovicha*.

Examination Arrangements: One three-hour written examination in the final year. Candidates will be required to answer question(s) on both their chosen themes.

NON-EXAMINABLE COURSES

Ln513

Russian Language (Beginners) (Classes)

Teachers Responsible: Dr. B. S. Johnson, Room C515 (Secretary, Mrs. E. Johnson, C619) and Mrs. Chambers, Room C516

Course Intended Primarily for M.Sc. in Government and other graduate students.

Scope: A basic practical course of Russian grammar and syntax for reading purposes.

Teaching Arrangements: Classes (Ln513), Sessional. This course includes Language Laboratory work.

Russian Language (Intermediate) (Classes)

Teachers Responsible: Dr. B. S. Johnson, Room C515 (Secretary, Mrs. E. Johnson, C619) and Mrs. Chambers, Room C516

Course Intended Primarily for M.Sc. in Government and other graduate students.

Scope: A continuation of Ln513 above. Study and translation of selected nineteenth and twentieth century philosophical and literary texts.

Teaching Arrangements: Classes (Ln514), Sessional. This course includes Language Laboratory work.

Ln514 German Language (Intermediate)

Teacher Responsible: Mrs. B. E. Hay, Room C614

Course Intended Primarily for graduate students.

Scope: A continuation of German Language (Beginners) above. Study and translation of modern German texts.

Teaching Arrangements: Sessional classes. This course includes Language Laboratory work.

Ln602

Written English

Teachers Responsible: Professor R. Chapman, Room C620 (Secretary, Mrs. E. Johnson, C619)

Course Intended Primarily for: This course is open to all students.

Syllabus: The basic structure of English.

Choice of words. Meaning and association.

Sentence-formation. Levels of communication.

Punctuation. Preparation and presentation of material.

Recommended Reading: R. Chapman, *A Short Way to Better English*; Ernest Gowers, *Plain Words*; H. W. Fowler, *The King's English*; A. Quiller-Couch, *The Art of Writing*; R. Quirk, *The Use of English*; G. H. Vallins, *Good English*.

Teaching Arrangements: Eight lectures (Ln602), Lent Term.

Extra-curricular Language Courses

German Language (Beginners)

Teacher Responsible: Mrs. B. E. Hay, Room C614

Course Intended Primarily for graduate students.

Scope: A basic practical course primarily for reading purposes.

Teaching Arrangements: Sessional classes. This course includes Language Laboratory work.

Spanish Language

Teacher Responsible: Mr. Anthony Gooch, Room C514

Course Intended Primarily for those intending to carry out research in the Hispanic sphere.

Scope: This is an *ab initio* course. When a sufficient number of students express an interest, an intermediate course is also available.

Teaching Arrangements: Sessional classes beginning in October.

Book: H. Ramsden, *An Essential Course in Modern Spanish*, Harrap.

French Language (Beginners)

Course Intended Primarily for graduate students.

Scope: A basic course designed particularly for reading purposes.

Teaching Arrangements: Sessional classes.

French Language (Intermediate)

Course Intended Primarily for graduate students.

Scope: A continuation of French Language (Beginners) above. Study of modern French texts.

Teaching Arrangements: Sessional classes.

LAW

LL5000

English Legal System

Teacher Responsible: Professor

Michael Zander, Room A457

(Secretary, Mrs. Susan Hunt, A304)

Course Intended Primarily for Intermediate LL.B. and General Course.

Scope: The aim is to introduce students to the basic features of the legal system together with some basic concepts as to the nature of law and its connection with social science.

Syllabus:

The Law-Making Process (LL103):

(a) Making the Law: sources of law; custom; precedent; statutes and statutory interpretation.

(b) Changing the Law: the machinery of law reform; codification.

Law and the Social Sciences (LL104):

Ways of looking at law; the relation of legal theory to social theory.

(i) The problem of order; conflict and dispute processes.

(ii) The treatment of law in social theory – the external view.

(iii) Lawyers' theories of law – the internal view.

Courts and Litigation (LL105):

(a) The courts: their structure, organization, jurisdiction. Tribunals.

(b) Pre-trial: (1) Civil: interlocutory proceedings, pleadings, delay. (2) Criminal: investigation of crime by the police: the Judges' Rules; police powers of search; arrest; bail.

(c) The trial: proceedings before the magistrates, including preliminary hearings; procedure in civil and criminal trials; rules of evidence; The jury. Remedies; enforcement of judgements. The appeal process. The costs of litigation; legal aid; right to counsel.

(d) The legal profession; judges, barristers and solicitors.

Pre-Requisites: None.

Teaching Arrangements: There are three lecture courses, each accompanied by a class, as follows:

Lectures:

LL103 The Law Making Process (10 Michaelmas).

LL104 Law and the Social Sciences (10 Michaelmas).

LL105 Courts and Litigation (22 Lent and Summer).

Classes:

LL103a (10 Michaelmas) – weekly in a large group. The lecture group will be divided into two halves by alphabetical order.

LL104a (10 Michaelmas) – half size fortnightly.

LL105a (13 Lent and Summer) – normal size weekly.

Written Work: This depends on each class teacher, but students should expect to do about 4-6 pieces of written work during the year.

Reading List: For LL103 the basic text (which should be bought) is Michael Zander, *The Law Making Process*.

For LL104 the reading consists of materials handed out to students at the beginning of the course in mimeograph form.

For LL105 the basic text (which should be bought) is Michael Zander, *Cases and Materials on the English Legal System*. In addition students will be directed to parts of the *Report of the Royal Commission on Criminal Procedure* (1981, Cmnd. 8092).

Examination Arrangements: There is a three-hour formal examination in the Summer Term based on the full syllabus for all three lecture courses. The paper is divided into three sections. Section A, based on LL104 has four questions and students are required to answer one. Section B, based on LL103, similarly has four questions and students are required to answer one. Section C, based on LL105, has seven questions of which students must answer two. It is vital to answer four questions in all and they must be from sections as indicated above. Past papers can be obtained from the Library, from Professor Zander or from his secretary.

LL5001**Law of Contract**

Teacher Responsible: Mr. I. G. F. Karsten, Room A362 (Secretary, A302)

Course Intended Primarily for LL.B. students, first year.

Scope: The aim of the course is to introduce students to the basic principles of the law of contract and critically to review the extent to which those principles meet the needs of society.

Syllabus: Offer and acceptance; consideration; intention to create legal relations; certainty; privity; contents of a contract; exemption clauses; duress and unconscionability; misrepresentation; mistake; frustration; illegality; remedies.

Pre-Requisites: There are no pre-requisites for the course.

Teaching Arrangements: The course is taught by means of two lectures (LL101) per week and one class (LL101a) per week. The lectures will be given by a number of different lecturers, but each class will have the same teacher throughout the year. The basic work is done through the classes, and the lectures are designed to introduce the topics on the syllabus, introduce new insights if possible, and encourage critical thinking. Class teachers will give out reading lists in advance of the classes, and these must be fully prepared by students. Lecture notes will also be given out to help students to follow the lectures. In addition, each student will receive a compilation of problems together with past examination papers.

Written Work: This will be set, marked and returned by each class teacher. Normally, a student will be expected to produce two pieces of written work in his first term and two pieces of written work in the second term. The written work will consist either of any essay or of a problem.

A mock examination is set at the beginning of the second term. It covers work up to the date of the examination, and is conducted under examination conditions, but lasts only one and a half hours (as compared to three hours for the actual examination). The purpose of the mock examination is to enable students to monitor their own progress as well as to give their class teachers an opportunity of ensuring that progress is being maintained. Each class teacher marks his own class students' papers. The marks do not in any way count towards the final assessment of the student.

Reading List: Students should follow the advice of their class teachers as to the books to be read. The books most commonly used

are the latest editions of Treitel, *Law of Contract*; and Cheshire and Fifoot, *Law of Contract*; as well as Smith & Thomas, *Casebook on Contract*.

Examination Arrangements: There is a three hour formal examination in the Summer Term, based on the full syllabus. The paper contains ten questions, four in section A and six in section B. Section A consists of essay questions focusing on policy, reform and critical analysis. Section B consists of problems. Four questions must be answered, of which one at least must be from section A and at least two from section B. Candidates will be provided with copies of the Unfair Contract Terms Act 1977. It is important to answer the four questions; no credit is given for a fifth answer, and one quarter of the marks are awarded for each of the four answers. If a student finds himself short of time, it is better to answer the fourth question in note form than not to answer it at all. As to the questions in section A, it is essential that students answer the precise question asked, and do not use the question as an excuse for showing their knowledge about aspects of the topic which are not directly raised by the question. Students should note that one question may cover several topics. Copies of previous years' papers will be found at the end of the compilation of problems referred to above.

There is a resit examination in this paper in September.

LL5002**Law of Property I**

Teacher Responsible: Michaelmas Term: Mr. W. T. Murphy, Room A361 (Secretary, Pam Hodges, A369) Lent & Summer Terms: Dr. S. Roberts, Room A360 (Secretary, Jane Heginbotham, A305)

Course Intended Primarily for LL.B. Intermediate.

Scope: To introduce students to the fundamental concepts of the English law of property with special reference to land law.

Syllabus: Real and Personal Property compared; the interaction of rights and remedies; the basic concepts of real property; the conveyancing framework; the law of leases; mortgages; easements; covenants; the family home.

Pre-Requisites: There are no pre-requisites but a knowledge of modern English social history is an advantage.

Teaching Arrangements: One lecture course (LL102) of between 40 and 44 lectures

accompanied by a weekly class (LL102a).

Reading List: Megarry (Hayton Ed.), *Manual of Real Property Law* (6th edn.); and either: Gray and Symes, *Real Property and Real People*; or Murphy and Clark, *The Family Home*.

Students may find it useful to read John Scott, *The Upper Classes* (Macmillan 1982); before or upon commencing this course.

Examination Arrangements: There is a three hour formal examination in the Summer Term on which the entire assessment for the course is based.

LL5003**Public Law: Elements of Government**

Teacher Responsible: Professor J. A. G. Griffith, Room A501 (Secretary, Colleen Etheridge, A502)

Course Intended Primarily for first year LL.B. students but those studying Government, Public Administration and Social Administration may find the lectures valuable - particularly those given by visiting speakers in the Michaelmas Term.

Scope: The course covers central and local government, Parliament, and the law relating thereto, especially judicial review of administrative action.

Syllabus:

(1) The special characteristics of public law in England.

(2) The institutions of government: (a) The Prime Minister, the Cabinet, the central government departments. The civil service. Political parties. (b) Local authorities: their staff. (c) Public corporations: their staff. (d) Parliament: its composition, functions and privileges. Ministerial responsibilities. Elections. (e) The Judiciary: its constitutional position.

(3) The process of government: The administrative process: its characteristics. The working of government. The functional relations between the institutions of government. The royal prerogative. The legislative process: its characteristics, pre-parliamentary and parliamentary. Subordinate legislation. Private Bills. The judicial process: its characteristics. The impact of the courts on the process of government. Administrative tribunals.

Teaching Arrangements: Lectures (LL100): Michaelmas and Lent Terms - twice weekly in Michaelmas, once weekly in Lent. Classes (LL100a): Sessional - weekly. Teachers: John Griffith, Carol Harlow, Joe Jacob, Mark

Lewis, and Rick Rawlings.

Written Work: will be indicated by the class tutor. At least two essays will be required to be written during each of the Michaelmas and Lent Terms.

Reading List: Students should buy: either T. C. Hartley & J. A. G. Griffith, *Government and Law* (2nd edn. 1981); or S. A. de Smith, *Constitutional and Administrative Law* (4th edn. 1981).

They will also find useful: G. Wilson, *Cases & Materials in Constitutional and Administrative Law* (2nd edn. 1976).

Supplementary Reading List: R. F. V.

Heuston, *Essays in Constitutional Law* (2nd edn.); J. P. Mackintosh, *Government & Politics in Britain* (4th edn.); *The British Cabinet* (3rd edn.); A. H. Hanson & M. J. Wallis, *Governing Britain*; S. A. Walkland & M. J. Ryle (Ed.), *The Commons Today*; J. A. G. Griffith, *The Politics of the Judiciary* (2nd edn.); L. S. Amery, *Thoughts of the Constitution*; B. Crick, *The Reform of Parliament*; R. T. McKenzie, *British Political Parties* (2nd edn.); R. Miliband, *The State in Capitalist Society: Marxism and Politics*; Joe Haines, *The Power of Politics*; John Whale, *The Politics of the Media*; B. Sedgmore, *The Secret Constitution*; Lord Hailsham, *The Dilemma of Democracy*; N. Johnson, *In Search of the Constitution*.

Examination Arrangements: Normal three hour written examination.

English Legal Institutions**Teacher Responsible:** Professor**Michael Zander, Room A457**

(Secretary, Mrs. Susan Hunt, A304)

Course Intended Primarily for B.Sc.

(Economics) Part I and II; B.A./B.Sc. Degree in the Faculties of Arts and Economics.

Scope: The aim is to introduce students to the basic features of the legal system.**Syllabus:** Sources of law; case law and the theory of binding precedent; legislation and statutory interpretation; custom. Reform of the law and codification. The organization of the courts; their jurisdiction and the types of cases with which they deal. Administrative tribunals. Arbitration. Civil and criminal cases, including an outline of pre-trial proceedings; evidence and procedure. The personnel of the law including judges, magistrates, juries, barristers and solicitors. Legal aid and advice. Appeals. Students are not expected to have any knowledge of the substantive rules of law in contract, tort, criminal law or in the other branches of the law.**Pre-Requisites:** None.**Teaching Arrangements:** There are two lecture courses, each accompanied by a class, as follows:

Lectures:

LL103 **The Law Making Process** (10M)LL160 **Courts and the Trial Process** (12LS)

Classes:

LL103b: Fortnightly Michaelmas

LL160a: Fortnightly Lent and Summer

Written Work: Depends on class teacher, but usually four or so pieces of written work.**Reading List:** For LL103 the basic text (which should be bought) is Michael Zander, *The Law Making Process*.For LL160 the basic text (which should also be bought) is Michael Zander, *Cases and Materials on the English Legal System*.Students will also be directed to parts of the *Report of the Royal Commission on Criminal Procedure* (1981, Cmnd. 8092).**Examination Arrangements:** There is a three-hour formal examination in the Summer Term based on the full syllabus. The paper has two sections. Section A has four questions based on LL103 of which students must answer not less than one. Section B based on LL160 has seven questions of which students must answer at least two. Five questions must be completed.**Criminal Law****Teacher Responsible:** Ms. J. Temkin,

Room A459 (Co-ordinating Member

of Staff) (Secretary, Mrs. S. Hunt,

A304) Lent and Summer Terms

1984: **Mr. J. E. Hall Williams, Room****A504 (Secretary, Mrs. J.****Heginbotham, A305)****Courses Intended Primarily for** LL.B. Part I students.**Scope:** 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.**Syllabus:** 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); blackmail (in outline only); forgery (in outline only).**Pre-Requisites:** The course is compulsory for LL.B. Part I students. There are no pre-requisites for it.**Teaching Arrangements:** Teaching is by weekly seminar (LL107) lasting for two hours.

Detailed reading lists are provided and students are expected to be fully prepared beforehand in order to be able to participate. There will be seven seminar groups. Three of these will be taken by Ms. Temkin, two by Mr. J. E. Hall Williams (office number A504) and two by Professor L. H. Leigh (office number A540)

Written Work: This will be set by the teacher in charge of the seminar. A minimum of two pieces of written work will be required, usually one essay and one problem.**Reading List:** Students will be expected to have read the relevant chapters on the topics set out above under Syllabus in one of the two major textbooks, viz. Glanville Williams, *Textbook of Criminal Law*; J. C. Smith & B. Hogan, *Criminal Law* (1978). They will also be expected to read all cases and materials marked as primary on the detailed reading lists provided. Additional reading in the shape of cases and materials designed as secondary is also set out on the reading sheets.**Examination Arrangements:** One three-hour paper. Four questions to be answered out of nine.**Law of Tort****Teacher Responsible:** Mr. I. G. F.**Karsten, Room A362 (Secretary,****A302)****Course Intended Primarily for** LL.B. students, 2nd year.**Scope:** The aim of the course is to introduce students to the principles of English law governing civil wrongs known as torts and critically to review the extent to which those principles meet the needs of the society.**Syllabus: Introduction:** the interests protected by the law of tort; the bases of liability; the efficiency of the law of tort as a means of compensation for personal injuries; alternative schemes of compensation.*International torts causing personal injuries:* trespass to the person; the relationship between trespass and negligence; assault; battery; *Wilkinson v. Downton*; defences to intentional torts.*Negligence causing personal injuries:* the rise of negligence; elements of the tort; the duty of care; the standard of care; *res ipsa loquitur*; nervous shock; remoteness of damage; occupiers' liability contributory negligence; *volenti non fit injuria*; principles of assessment of damages; reform generally.*Additional functions of the law of tort:*nuisance; *Rylands v. Fletcher*; fire; conspiracy; intimidation; inducing breach of contract; statements causing economic loss; deceit; injurious falsehood; negligent statements; liability for economic loss caused by negligence; false imprisonment; abuse of process and malicious prosecution; defamation.*Other topics:* joint tortfeasors; vicarious liability; breach of statutory duty; abuse of rights; remedies for maladministration.**Pre-Requisites:** Students must have passed the intermediate LL.B. examination.**Teaching Arrangements:** The course is taught by means of two lectures (LL106) per week and one class (LL106a) per week. The basic work will be done through the classes, with the same class teacher being responsible for his class throughout the course. The lectures are intended to supplement rather than duplicate the classes: they will be given by a number of different lecturers, who will introduce particular topics forming part of the syllabus, with the intention of stimulating further thought.

It follows that the lectures will not cover the entire syllabus, although they will cover a substantial part of it. The classes will cover most of the syllabus, but there may be one or two minor topics which will only be covered

in the lectures.

Written Work: This will be set by class teachers who will mark and return the work. Normally, a student will be expected to produce two pieces of written work in the first term of the course and two pieces of written work in the second term. The written work will normally consist either of an essay or of a problem.**Reading List:** Students are strongly recommended to take the advice of their class teacher as to the books to be read. The books most commonly used are the latest editions of Winfield & Jolowicz, *Law of Tort*; and Salmond, *Law of Torts*; together with Atiyah, *Accidents, Compensation and the Law*; but each class teacher will give his students detailed guidance.**Examination Arrangements:** There is a 3 hour formal examination in the Summer Term, based on the full syllabus for the course. The paper contains ten questions, five in section A and five in section B. Section A contains essay questions involving issues of policy, reform and critical analysis. Section B contains problems. Four questions have to be answered, of which one at least must be from section A and at least one must be from section B. It is important to answer the four questions; no credit is given for a fifth answer, and one quarter of the marks are awarded for each of the four answers. Students who find themselves running out of time during the examination would do better to tackle a fourth question by answering in note form rather than by not answering at all. In relation to the questions in section A, it is essential that students address themselves to the exact question asked, and do not use the question as an excuse for showing their knowledge about aspects of the topic which are not directly raised by the question. Students should note that one question may cover several topics. Copies of the 1981 and 1982 papers will be distributed to all students taking the course.

There is a resit examination in this paper in September.

LL5060
LL5061

Commercial Law (title for course unit degree: Elements of Commercial Law)

Teacher Responsible: Mr. D. A. Chaikin, Room A359 (Secretary, Pam Hodges, A369)

Course Intended Primarily for B.Sc. (Economics) Part II students. B.Sc. (Management Sciences) 2nd or 3rd year. Diploma in Accounting. Diploma in Business Studies.

Scope: The aim of this course is to introduce non-law students to the fundamental principles and problems of contract law, company and revenue law.

Syllabus:

(1) Contract: essentials of a valid contract; capacity; privity; content; factors of invalidation; discharge; remedies.
(2) Company Law: incorporation; constitutional documents; ultra vires doctrine; liability of the company; directors; majority rule and minority protection; maintenance of capital.
(3) Revenue Law: tax avoidance and tax evasion; income tax and corporation tax; capital gains tax and capital transfer tax.

Pre-Requisites: There is no pre-requisite law subject for this course.

Teaching Arrangements: Each week for twenty weeks there are two lectures (LL161) of one hour duration, accompanied by a class (LL161a).

Lectures:

Contract – R. Schuz and J. Freedman
Company – D. Chaikin and J. Freedman
Revenue – J. Freedman

Equal time will be devoted to contract, company and revenue. (7 weeks each).
Classes: Selected problems and essays will be discussed in class.

Reading List: (1) Recommended: G. H. Treitel, *An Outline of the Law of Contract*; Northey & Leigh, *Introduction to Company Law*; Pinson, *Revenue Law*.

Supplementary Reading List: G. H. Treitel, *The Law of Contract*; G. C. Cheshire and C. H. S. Fifoot, *The Law of Contract*; L. C. B. Gower, *The Principles of Modern Company Law*.

Examination Arrangements: There is a three hour formal examination in the Summer Term, based on the full syllabus. The paper contains eleven questions, of which four are to be answered. The examination counts for 100% of the assessment of the course.

LL5062

Elements of Labour Law

Teacher Responsible: Mr. R. C. Simpson, Room A461 (Secretary, Rosemary Rickard, A305)

Course Intended Primarily for 2nd or 3rd year B.Sc. (Econ.) Part II & B.Sc. Management Sciences.

Scope: The aim of the course is to examine the role of the law in British industrial relations. It is divided into two parts. The first covers collective labour relations between trade unions and employers. The second is concerned with the individual labour relationship between each individual worker and his or her employer.

Syllabus: Collective labour law:

Trade unions organisational rights; legal status of trade unions; the individual right to organise and right to dissociate; time off work for union activities; the closed shop.

Internal trade union management: admission and expulsion; members' rights; union democracy; union political activities; mergers, inter-union relations.

Collective bargaining and the law: union recognition; legal status of collective agreements; disclosure of information; "fair wages"; wages councils.

Legal regulation of strikes and other forms of industrial conflict: picketing; individual workers' rights; civil liabilities for organising industrial action; state emergency powers.

Individual labour law:

Legal nature of individual employment relationships: employees contrasted with self-employment; relationship of individual contract to collective agreements.

Individual rights during employment: pay; hours – time off work; holidays; sickness – statutory sick pay.

Discrimination in employment: women's rights – equal pay, sex discrimination, maternity; discrimination on racial grounds. Termination of employment: different types of termination; rights of dismissed employees – wrongful dismissal, unfair dismissal; redundancy.

Health and Safety at work.

Pre-Requisites: While any previous knowledge and/or experience of the law in industrial relations is an advantage it is NOT essential.

Teaching Arrangements:

Lectures: LL162 Elements of Labour Law 20 Michaelmas and Lent.

Classes: LL162a 20 Michaelmas and Lent. The lectures and classes are complementary. The lectures will cover all the above syllabus. The classes will follow the lectures and cover the topics in the same order as the lectures.

Students will be required to do one piece of written work in each term. Classes will normally be conducted on the basis of general discussion of a particular topic.

Written Work: See above.

Reading List: Students are advised to purchase the following: Lewis & Simpson, *Striking a Balance? Employment Law after the 1980 Act*; Kahn Freund, *Labour and the Law*.

They should consult the following regularly: Davies & Freedland, *Labour Law, Text & Materials*; Hepple & O'Higgins, *Employment Law*.

Supplementary Reading List: Elias, Napier, Wallington, *Labour Law, Cases and Materials*; Wedderburn, *The Worker and the Law*; Rideout, *Principles of Labour Law*; McMullen, *Rights at Work; Employment Law under the Tories*. The "Donovan" Report of the Royal Commission on Trade Unions and Employers' Associations.

Examination Arrangements: There is a three hour formal examination in the Summer Term based on the syllabus above. The paper contains 10 questions of which 4 have to be attempted.

LL5100

Jurisprudence

Teacher Responsible: Mr. D. N. Schiff, Room A460 (Secretary, Pam Hodges, A369)

Course Intended Primarily for 3rd year LL.B. students.

Scope: Introduction to philosophy of law and to topics in moral and political philosophy of special interest to lawyers.

Syllabus: Philosophy of Law: Theories of Austin, Hart, Dworkin.

Political Theory: Theories of Mill, Marx, Hayek and Rawls.

Selected issues: Role of Courts in a democracy, rights of association and collective action, free speech, limits of the criminal law, freedom of contract.

Pre-Requisites: None.

Teaching Arrangements: 1 or 2 lectures (LL108) each, normally 1 class (LL108a) each, though occasionally larger seminars will be substituted.

Written Work: Students are encouraged but not required to write one essay each term.

Reading List: Austin, *Province of Jurisprudence Determined*; Hart, *The Concept of Law*; Dworkin, *Taking Rights Seriously*; Mill, *On Liberty*; Principles of Political Economy, Books II & V; Hayek, *The Constitution of Liberty*; Marx, Selections in *Marx and Engels on Law*; Rawls, *A Theory of Justice*; Devlin, *The*

Enforcement of Morals; Bickel, *The Least Dangerous Branch*.

Examination Arrangements: 3 hour formal examination in Summer Term.

LL5105

Property II

Teacher Responsible: Michaelmas Term: Mr. W. T. Murphy, Room A361 (Secretary, Pam Hodges, A369) Lent and Summer Terms: Mr. B. R. Green, Room A357 (Secretary, Shirley Rayner, A302)

Course Intended Primarily for LL.B. Part I and II.

Scope: The aim of the course is to explore key conceptual problems and policy issues in Equity and the Law of Trusts.

Syllabus: The general principles of the law of trusts: the formation of private and charitable trusts. Discretionary and Protective Trusts. Implied constructive and resulting trusts. The administration of a trust. Duties and discretions of trustees. Breach of trust and remedies therefor. The general nature of equitable principles and remedies. Historical and contemporary social and economic functions of the trust form: the trust and wealth accumulation; the trust and tax-avoidance.

Pre-Requisites: A knowledge of land law and the distinction between law and equity is essential.

Teaching Arrangements: One lecture course (LL110) of between 40 and 44 lectures accompanied by a weekly class (LL110a).

Reading List: D. B. Parker & A. R. Mellows, *The Modern Law of Trusts*; R. H. Maudsley & E. H. Burn, *Cases and Materials on Trusts and Trustees*; J. A. Nathan & O. R. Marshall, *Cases and Commentary on the Law of Trusts*.

Examination Arrangements: There is a three hour formal examination in the Summer Term on which the entire assessment for the course is based.

Mercantile Law

Teacher Responsible: Andrew Nicol, Room A456 (Secretary, Mrs Jane Heginbotham, A305)

Course Intended Primarily for LL.B. students – generally in 3rd year.

Scope: A study of selected commercial law topics presently, sale of goods, agency and consumer credit.

Syllabus: *Sales:* all aspects of sale of goods, but particularly implied terms, consumer protection legislation, the passing of property in goods and transfer of title by non-owners, remedies.

Agency: the acquisition, use and loss of an agent's authority to act on behalf of a principal; rights and remedies of agents and principals between themselves and towards third parties.

Consumer Credit: common law background and Consumer Credit Act 1974 with particular emphasis on hire purchase and conditional sales.

Pre-Requisites: Knowledge of Contract essential; Tort and equity very useful.

Teaching Arrangements: There will be two lectures (LL114) a week and weekly classes (LL114a). Andrew Nicol teaches both. An outline with main topics, cases and other references is distributed at the beginning of each of the three sections. Work sheets are given out for each class.

Lectures: Rooms and times to be announced.

Classes: Rooms and times to be announced.

Written Work: Generally three pieces (problem and essays) in the course of the year will be set and discussed in classes.

Reading List: 1. **Textbooks:** Sweet & Maxwell's, *Commercial Law Statutes*; Atiyah, *The Sale of Goods* (6th edn.); Fridman's, *Law of Agency* (4th edn.); Diamond, *Consumers and Commercial Credit*.

2. **Reference:** Benjamin's, *Sale of Goods* (2nd edn.); Cranston, *Consumers and the Law*; Miller & Lovell, *Product Liability*; Markesinis & Munday, *An Outline of the Law of Agency*; Bowstead on *Agency* (14th edn.); R. Powell, *The Law of Agency*; S. J. Stoljar, *The Law of Agency*; Goode, *The Consumer Credit Act, A Student's Guide*; *Commercial Law*.

This will be supplemented by reference to articles and other books in the lecture outline.

Examination Arrangements: Students have a choice of methods of assessment. They may opt either for a 3 hour examination at the end of the year; or to write 3 essays during the course of the year.

The 3 essays: are each of about 3000 words and coincide with the three sections of the

LL5110

course. The title must be chosen from a list given out approximately 2-4 weeks after lectures on the relevant section commence. There is about a month between this time and the deadline for the submission of the essay. A short oral exam is held in mid-May.

The examination: The paper is divided into three sections, corresponding approximately to the sections of the course. Each section has both essay and problem questions. At least one of the four questions required must be taken from each section. Sweet & Maxwell's *Commercial Law Statutes* can be taken into the exam.

Students wishing to write the essays must make their choice known by the beginning of November, but can change their minds and decide to take the examination up to the beginning of the Lent Term.

LL5111

Law of Business Associations

Teacher Responsible: Mr. D. A. Chaikin, Room A359 (Secretary, Pam Hodges, A369)

Course Intended Primarily for 3rd year LL.B. Part II students.

Scope: This course considers the main legal principles governing the various types of enterprises carrying on business in England. It will cover the main incidents of the law of partnership and registered corporations. It will also briefly refer to other special types of associations such as unincorporated associations, unit trusts, insurance companies and Trustee Savings Banks.

Syllabus:

(1) *Partnership:* The nature of partnership; relation of partners externally and *inter se*; partnership property; dissolution of partnership.

(2) *Basic Company Law:* (a) Introduction to history of company law and company law reforms; company administration. (b) Types of companies and their functions; the process of incorporation; preincorporation contracts; corporate personality. (c) Constitution; the doctrine of ultra vires; the contract in the articles; the liability of the company in contract, tort and crime; the distribution of power in a company. (d) Duties of directors, fraud on the minority, class rights. (e) Company finance – classes of securities, floating charges; maintenance of capital; regulation of public offers. (f) Reconstruction, Mergers, Winding Up and Takeovers. (g) Enforcement of Company Law, Investigations.

Pre-Requisites: Some background knowledge

of contract and agency principles, as well as trust law, is desirable but not essential.

Teaching Arrangements: There are 35 lectures (LL117), two lectures per week, each accompanied by a class (LL117a) as follows:
Lectures: D. Chaikin

Classes: D. Chaikin, J. Freedman, and R. Schuz

Selected essay questions and problems in partnership (7 lectures) and company law (28 lectures) will be discussed in class.

Written Work: There will be two written assignments each term.

Reading List: Recommended: Northey & Leigh's, *Introduction to Company Law* (2nd edn. 1981); Gower's, *Principles of Modern Company Law* (4th edn. 1979) and Supplement (1981); Underhill's, *Principles of the Law of Partnership* (11th edn. 1981); *The Company Lawyer*, (bi-monthly periodical, Oyez Longman).

Supplementary Reading List: L. S. Sealy, *Cases and Materials on Company Law* (2nd edn. 1978); H. R. Hahlo, *Casebook on Company Law* (2nd edn. 1977); Butterworths, *Company Law Handbook* (3rd edn. 1982); Sweet and Maxwell, *Companies Act* (1st edn. 1980).

Examination Arrangements: There is a three hour formal examination in the Summer Term, based on the full syllabus. The paper contains 9 questions of which 4 must be answered. The paper counts for 100% of the assessment. Student are permitted to bring into the examination their own copies of the *Partnership Act 1890* and the *Companies Acts 1948-1981*.

LL5112

Labour Law

Teachers Responsible: Professor Lord Wedderburn, Room A301, Exts. 372 or 817 (Secretary, Angela White, A303, Ext. 471) Mr. R. C. Simpson, Room A461 (Secretary, Rosemary Rickard, A305) Dr. J. Fulbrook, Room A368 (Secretary, Colleen Etheridge, A502)

Course Intended Primarily for LL.B. students.

Lectures are also suitable for students studying Labour Law in the M.Sc. (Id115) Diploma in Management Studies and Trade Union Studies. Students taking LL224 (LL.M., Law of Management in Labour Relations) who have inadequate knowledge of up-to-date British labour law, should attend lectures in this course in Michaelmas Term.
Syllabus: (in outline) The contract of employment; "employees" and "workers". Formation and content of the contract.

Statutory and common law regulation of obligations and rights of employer and employee. Discrimination in employment. Equal pay.

Termination of employment – redundancy; unfair dismissal; notice; remedies. Industrial tribunals.

Collective bargaining and the law. The right to organise; closed shops; recognition of unions and disclosure of information. Statutory support for collective bargaining. Collective agreements.

Trade unions, legal structure and members' rights. Industrial conflict – strikes, lock-outs etc. Trade disputes; social security; conciliation and arbitration.

Pre-Requisites: A good knowledge of the basic legal subjects (especially Contract, Tort, Property and Criminal Law). The option is open to LL.B. students in their second and third year, but most students find it better to study this subject in their third year.

NOTE: Further information is available in the Law Department's annual *Memorandum on Options available for Parts I and II of the LL.B. Degree*.

Teaching Arrangements: There are normally lectures and classes as follows:

LL115: 40 lectures, two each week in Michaelmas and Lent Terms.

LL115(a): 24 classes, one each week in Michaelmas and Lent Terms and 4 in Summer Term.

Reading List: Students should read a basic text book. Usually B. Hepple & P. O'Higgins, *Employment Law* is recommended. They will also need either Butterworth's *Employment Law Handbook* or Sweet and Maxwell's *Labour Relations, Statutes and Materials and Supplement* (plus any statutory material later in date).

Various other works will be recommended in the course, such as O. Kahn-Freund, *Labour and the Law*; K. W. Wedderburn, *The Worker and the Law*; P. Davies & M. Freedland, *Labour Law, Text and Materials*; R. Lewis & R. C. Simpson, *Striking a Balance? Employment Law After the 1980 Act*.

Examination Arrangements: There is a three-hour written examination. Candidates are allowed to take with them into the examination an *unmarked* copy of the statutory materials specified for the relevant year. The paper is normally in two parts and candidates are asked to answer questions in both parts. When answers are required to a certain number of questions, failure to answer that number can lead to failure in the subject even if the answers offered are above the pass level.

LL5113

Law of Evidence

Teacher Responsible: Mr. Hall

Williams, Room A504 (Secretary,
Jane Heginbotham A 305)

Course Intended Primarily for LL.B. Part I or
II (Whole Unit)

Scope: This course will appeal to students interested in legal practice, specially those interested in advocacy as members of the bar or solicitors or in preparing and conducting litigation. Although it can be seen as a preparation for the professional examinations it confers no exemption, and the course is more academic than the professional courses, being concerned to examine principles and concepts and to discuss reform of the law. It is not really suitable for anyone without a basic training in law as it presupposes considerable legal knowledge.

Syllabus:

1. Form of trial at Common Law. Influence of relationship of judge and jury and adversary system on rules of evidence; decline of jury.
2. What may be proved: (i) Facts in issue (ii) fact probative of facts in issue; (iii) facts relevant to reliability and credibility; (iv) facts conditioning admissibility.
3. Rational basis of proof: direct and inferential proof; validity and limitation of circumstantial proof; non-permissible inferences; prejudice; evidence of character of parties and similar facts; *res gestae*.
4. Incidence of proof: burdens; presumptions and standard of proof.
5. Form of evidence: (i) oral testimony: validity and sources of error; attendance of witnesses; competence and compellability; examination in court; techniques developed to test reliability and credibility, specially cross-examination; self serving and inconsistent statements; character and credit of witnesses; position of accused under the Criminal Evidence Acts 1898 and 1979; corroboration (ii) documentary evidence: public, judicial and private documents; discovery; proof of contents and execution; extrinsic evidence; (iii) real evidence. (iv) new scientific and technical forms of proof: tape recorders, lie detectors, medical tests and photographs etc. Importance of the expert witness.
6. Exclusion of unreliable evidence: (i) best evidence rule; (ii) opinion; (iii) hearsay and its exceptions, including further considerations of *res gestae*.
7. Exclusion of evidence on grounds other than reliability: (i) privilege; (ii) state interest; (iii) judicial control of police investigation; confessions and the Judges' Rules; illegally

obtained evidence; (iv) identification evidence.
8. Facts which need not be proved: (i) judicial notice; (ii) formal admissions.
9. Facts which cannot be proved: estoppels, by record, deed and in pais.

Pre-Requisites: First year law training, and preferably second year as well. It is better viewed as a final year subject.

Teaching Arrangements: A weekly two-hour seminar in the Michaelmas, Lent and Summer Terms, and no class. Mr. Hall Williams presents an outline of the subject during the first hour, and distributes hand-outs. The second hour is devoted to discussion.
Seminars: LL111 25 Sessional.

Written Work: Essays and past examination questions will be set once or twice in the Michaelmas and Lent Terms.

Reading List: R. Cross, *Evidence* (5th edn.) 1979; R. Cross and N. Wilkins, *An Outline of the Law of Evidence* (5th edn.) 1980; P. B. Carter, *Cases and Statutes on Evidence* (1981).

Examination Arrangements: There will be one three-hour examination.

LL5114

Conflict of Laws

Teacher Responsible: Mr. T. C.

Hartley, A467 (Secretary, Colleen
Etheridge, A502)

Course Intended Primarily for LL. B. degree.

Scope: This subject concerns the legal problems resulting from a situation which has contacts with more than one country: how does the English legal system deal with international cases of a private (not government-to-government) nature?

Syllabus:

General: Introduction; domicile; jurisdiction; foreign judgements; theories of choice of law; procedure and proof of foreign law; characterisation; renvoi; the incidental question; public policy.

Contact: Proper law doctrine; essential validity; interpretation, effects and discharge of contracts.

Torts: Choice of law; proper law; American doctrines; places of commission of a tort.

Family Law: Formal and essential validity of marriage; polygamy; divorce jurisdiction; recognition of foreign divorces; nullity jurisdiction; recognition of foreign nullity decrees.

Property: Movables and immovables; assignment of movables; matrimonial property.

Succession: Intestate succession; formal and essential validity of wills; construction; administration of estates.

Pre-Requisites: A good knowledge of law: students are not recommended to take this course before their third year of the LL.B. course.

Teaching Arrangements: Lecture course and seminars:

Lectures: LL113 Twice weekly Sessional
Classes: LL113a - 20 Michaelmas and Lent Terms.

Reading List: To be bought: J. H. C. Morris, *Conflict of Laws*.

Reference: G. C. Cheshire, *Private International Law*; J. H. C. Morris, *Cases on Private International Law*; A. V. Dicey & J. H. C. Morris, *Conflict of Laws*; Sir Otto Kahn-Freund, *Principles of Private International Law*.

Full reading lists and problem sheets are provided for the seminars and students are expected to work through these in advance.

Some topics dealt with in lectures and seminars are not covered in the textbooks.

For this reason good attendance is important.

Examination Arrangements: Normal three hour written examination paper.

LL5115

Administrative Law

Teacher Responsible: Dr. C. Harlow,
Room A463 (Co-ordinating Member
of Staff) (Secretary, Mrs. J.
Heginbotham, A305)

Course Intended Primarily for 2nd or 3rd year
LL.B. students.

Scope: The course examines the law relating to public administration and, in particular, the possibilities, limitations and desirability of legal intervention.

Syllabus: History and theories of Administrative Law; the Administrative Process and its characteristics; Administrative Tribunals; Judicial Review and the Ombudsmen; Administrative Compensation and Liability. Special studies will be made of the relationship between Administrative Law and (i) Land Use Planning; (ii) Welfare Benefits; (iii) Immigration Control.

Pre-Requisites: None.

Teaching Arrangements: (1) Seminars (LL126) held weekly. These are conducted by Dr. Harlow and Mr. R. Rawlings (Secretary, Mrs. S. Hunt, A304). (2) Occasional seminars, conducted jointly with visiting speakers in the Lent Term.

Written Work: A minimum of two essays will be required.

Reading List: Since no book covers the entire syllabus the following will be used. Books

marked with an asterisk have two copies available in the Teaching Library. Articles will be recommended and supplied when necessary. M. Dimock, *Law and Dynamic Administration* (1980)*; K. C. Davis, *Discretionary Justice* (1969)*; G. Ganz, *Administrative Procedures* (1974)*; D. Foulkes, *Administrative Law* (1972)*; H. W. R. Wade, *Administrative Law*; Bailey, Cross & Garner, *Cases and Materials in Administrative Law*; M. Partington & J. Jowell, *Welfare Law and Policy*; M. Adler & A. Bradley, *Justice, Discretion and Poverty*; M. Adler and R. Asquith, *Welfare Law and Discretion*; J. B. Cullingworth, *Town and Country Planning*; P. McAuslan, *Ideologies of Planning Law*; C. Jones, *Immigration and Social Policy in Britain*; L. Grant & I. Martin, *Immigration, Law and Practice*; C. Harlow, *Compensation and Government Torts* (1982); R. Gregory & P. Hutchesson, *The Parliamentary Ombudsman*; N. Lewis & B. Gateshill, *The Commission for Local Administration: A Preliminary Appraisal*; R. Wraith & P. Hutchesson, *Administrative Tribunals*; R. Wraith & G. Lamb, *Inquiries as an Instrument of Government*.

Examination Arrangements: One three hour examination. The paper will contain nine questions of which four are to be answered.

Legislation

Teacher Responsible: Joe Jacob, Room A469 (Secretary, Shirley Rayner, A302)

Course Intended Primarily for LL.B. Parts I and II.

Scope: The examination is by extended essay on a subject of the student's choice and approved by Joe Jacob rather than by a written paper. The teaching is therefore of two types. There is a series of seminars on various aspects of the legislative process. Some of these will be given by outside speakers including, it is hoped as in previous years, Ministers, former Ministers, civil servants (or officials of Parliament). These occasions give students the opportunity to hear and discuss issues with first-hand experts in their fields.

The second aspect of the teaching relates to the essay. The essay itself should throw some new light on the legislative process. This may be done either by a case study of e.g. the passage of a Bill or by examining the operation of a legislative institution. It is to be noted that some of the most rewarding case studies have been on a basis which includes looking at Departmental files at the Public Record Office.

In approving the subject of an essay, account is taken of whether it is within the syllabus and the proposed methodology including the availability of materials. Although Joe Jacob makes every endeavour to be available to discuss or read drafts or parts of drafts of the essay, it is important to note that writing an extended essay imposes a measure of self-discipline on the student in relation to the time table for its submission and his work in other subjects.

Syllabus:

1. Sources of Legislation: Pressure Groups; Royal Commission and Committee Reports; The Law Commission; The Civil Service; Cabinet Committees.
2. Parliamentary Procedure and Scrutiny of Legislation: Standing Committees; Delegated Legislation; The Role of the House of Lords.
3. The Role of Private Members: (a) Government Bills and (b) Private Members Bills.
4. Ethics: Lobbying; Conflict of Interest.
5. Draftsmanship and Parliamentary Counsel.
6. Interpretation of Statutes and the Role of the Courts.
7. Statutory Instruments.
8. Access to Legislation.
9. The reform of each of the above matters.

LL5116

Pre-Requisites: There are none beyond entry to Part I.

Teaching Arrangements: Seminar (LL121), two hours each week. See *Scope* above.

Reading List: S. Walkland, *The Legislative Process in Great Britain*; The Renton Report, *The Preparation of Legislation* Cmnd. 6053 (1975); J. A. G. Griffith, *Parliamentary Scrutiny of Government Bills*; A. Barker & M. Rush, *The Member of Parliament and his Information*; B. Crick, *The Reform of Parliament*; A. Hanson & B. Crick (Eds.), *The Commons in Transition*; D. Leonard & V. Harman (Eds.), *The Backbencher and Parliament*; P. Richards, *The Backbenchers*; M. Rush and M. Shaw, *The House of Commons: Services and Facilities*; Thornton, *Legislative Drafting*; Craies, *Statute Law*; Maxwell, *Interpretation of Statutes*; Erskine May, *Parliamentary Practice*; I. Burton & G. Drewy, *Legislation and Public Policy*.

Examination Arrangements: The essay will be about 10,000-12,000 words in length. It is preferred that it is typed. It must be submitted by the end of the Lent Term. There will be an oral examination soon after the beginning of the Lent 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.

LL5117

Local Government Law

Teacher Responsible: Professor J. A. G. Griffith, Room A501 (Secretary, Colleen Etheridge, A502)

Course Intended Primarily for 2nd and 3rd year LL.B.

Syllabus: The nature of local government. The development of local government in England and Wales since 1834. The structure of local authorities. The movement for reform in Greater London and elsewhere. The financing of local government. The local government franchise. The composition of local authorities. The committee system and the position of local government officers. The administrative, legislative and judicial powers and procedures as they affect the housing, town and country planning, and education functions of local authorities. Judicial review of administrative action as it affects local authorities. The criminal, contractual and tortious liability of local authorities. The doctrine of *ultra vires*.

Teaching Arrangements: There will be a course

of six 2-hourly lectures (LL118) delivered during the first three weeks of the Session. Thereafter supervision is on a one to one basis. Teachers: Mike Elliott and John Griffith.

Reading List: W. O. Hart, *Introduction to the Law of Local Government and Administration* (9th edn.); R. Buxton, *Local Government* (2nd edn.); C. A. Cross, *Principles of Local Government Law* (5th edn.); J. A. G. Griffith & H. Street, *Principles of Administrative Law* (5th edn.); J. A. G. Griffith, *Central Departments and Local Authorities*; W. A. Robson, *Local Government in Crisis* (2nd edn.); J. F. Garner, *Administrative Law* (4th edn.); S. A. de Smith, *Judicial Review of Administrative Act* (3rd edn.); H. W. R. Wade, *Administrative Law* (4th edn.); P. G. Richards, *The Reformed Local Government System* (revised 3rd edn.); N. P. Hepworth, *The Finance of Local Government* (revised 4th edn.); B. Keith-Lucas & P. G. Richard, *A History of Local Government in the Twentieth Century*.

Examination Arrangements: There will be no examination paper. Instead, each student will be required to write an essay on one subject and to submit to an oral examination on the subject of the essay and its background. The essay will be about 10,000 - 12,000 words in length.

LL5118

Domestic Relations

Teacher Responsible: D. C. Bradley, Room A462 (Secretary, Shirley Rayner, A302, Ext. 248)

Other Teachers: R. Rawlings, Room A356 (Secretary, Susan Hunt A304)
Course Intended Primarily for LL.B. 2nd or 3rd year and LL.B. with French Law 4th year.

Scope: The aim of the course is to examine issues of contemporary importance in the law of domestic relations and to investigate the development and policy of this branch of the law.

Syllabus: (a) Introduction: the function and development of domestic relations law; scope of the protective jurisdiction; alternatives to judicial regulation: contracts between spouses and between married cohabitants; procedure and institutions.

(b) Legal marriage: recognition of alternative institutions: polygamous marriages; marriage between affines, transsexual and homosexual capacity; unmarried cohabitation.

(c) Legal intervention during marriage; 'support' for marriage: youthful marriages; financial provision during marriage.

assessment of maintenance in small income cases, links with public support schemes; the developing law of matrimonial property; ownership, control and occupation rights; co-ownership schemes; treatment of domestic and other violence; injunctions.

(d) Marriage breakdown: issues of divorce law reform; conciliation and reconciliation; implementation of Part I Matrimonial Causes Act 1973, financial provision and property adjustment on divorce and death; children in divorce; the concept of custody; principles and procedure for the resolution of custody disputes; children caught between two parties; access, adoption and change of name.

(e) Aspects of law relating to children; independence of children in disputes between their parents; extra-marital children; adoption; representation of children; wardship; control of local authorities.

Pre-Requisites: A willingness to exercise independent judgement and commitment to the aims of the course outlined above.

Teaching Arrangements: There are two lectures and one class every week.

Lectures:

LL116 Domestic Relations.

Classes:

LL116(a)

A course outline will be distributed. This will introduce the topics covered in the course, contain case, statute, periodical and other references and will raise issues for discussion in classes. It is intended to provide the framework for the course and examination. Students should note that some topics to be discussed in classes will not be covered in lectures and should be prepared to work independently in the first instance where this is the case. Three or more copies of important articles and other material will be on short loan in the Library or otherwise available.

Written Work: may be required by class teachers. D. C. Bradley will set 2 - 4 essays which are intended to enable students to revise sections of the course.

Reading List and Texts: The Course Outline will contain references etc. The recommended texts are either Cretney, *Principles of Family Law* (3rd edn.); or Bromley, *Family Law* (6th edn.); Eekelaar, *Family Law & Social Policy* (2nd edn.); Sweet & Maxwell's, *Family Law Statutes* (3rd edn.).

Examination Arrangements: Three hour examination in the Summer Term. Four questions out of at least ten should be answered. There are no compulsory questions. All questions carry equal marks. The paper is not divided into sections.

Students may use their own copy of Sweet & Maxwell's *Family Law Statutes* in the examination in accordance with School and University Regulations.

LL5130 The Law Relating to Civil Liberties

Teacher Responsible: Professor L. H. Leigh, Room A541 (Secretary, Mrs. S. Hunt, A304)

Course Intended Primarily for LL.B. Part I and Part II.

Scope: The aim of this course is to discuss civil liberties in England from a domestic standpoint. It accordingly deals with the following: theories of civil liberties; public order, police powers; obscenity; terrorism; contempt of court; freedom of expression; freedom of religion and bills of rights.

Syllabus:

- A. Theories of civil liberty.
- B. Public order: (1) General and historical; (2) Breach of the peace; (3) Legislation relating to public order; (4) Picketing.
- C. Police Powers: (1) Approaches to powers; (2) Ancillary powers; (3) Arrest; (4) Stop and search; (5) Powers on arrest; (6) Entry, search and seizure; (7) Disciplining the police; (8) Institutional position of the police.
- D. State Security, including the Official Secrets Act and D Notices.
- E. Obscenity, including obscene literature, films etc.
- F. Freedom of expression, including contempt of court.
- G. Freedom of religion (various manifestations).
- H. Bills of Rights - should we have them and if so what model?

Pre-Requisites: There are no pre-requisites for this course, save successful completion of the Intermediate stage.

Teaching Arrangements: This is a seminar course. Twenty 2-hour seminars (LL129) are held in Michaelmas and Lent Terms. There are no lectures. Seminars are held on Thursday afternoon between 4-6 p.m., room to be notified.

Written Work: Term essays will be required but these do not count towards the class of degree. In general two essays per term will be required. **Professor Leigh** and **Mr. A. G. Nicol** will be responsible for setting, marking and discussing work.

Reading List: Detailed reading lists are available from Mrs. Hunt. In general students might see the following: J. S. Mill, *On Liberty*; H. Street, *Freedom, The Individual and the Law*; G. Marshall, *Constitutional Theory*; P. O'Higgins, *Cases and Materials on Civil Liberties*; D. J. Harris & B. L. Jones, *Civil Liberties, Cases and Materials*; S. A. de Smith, *Constitutional and Administrative Law*; I. Brownlie, *Law of Public Order and National*

Security (2nd edn. M. Supperstone, 1982); W. Laqueur & M. Rubin, *The Human Rights Reader* (1979).

Supplementary Reading List: For this, please refer to Mrs. Hunt. The following are however of interest: I. Berlin, *Two Concepts of Liberty*; J. Childress, *Civil Disobedience and Political Obligation*; J. Rawls, *A Theory of Justice*.

Examination Arrangements: This course is examined by a three hour written examination in the Summer Term. In general ten questions are set of which four are to be answered.

Any student seriously considering this course should secure the detailed reading list from Mrs. Hunt.

LL5131

Public International Law

Teacher Responsible: Professor R. Higgins, Room A372 (Secretary, Mrs. Susan Hunt, A304)

Course Intended Primarily for LL.B. Parts I and II; B.Sc. (Econ.) Parts I and II; B.Sc. c.u.

Scope: The aim of the course is to introduce students to the nature, role and content of public international law.

Syllabus: Theoretical questions concerning the nature and basis of international law, the basis of obligation, methods of development. Sources. Relationship with national law. Participants in the international legal system: how international law affects states, governments, corporations, individuals. The concept of recognition. Title to territory; nationality. Aliens and international law: state responsibility, duties owed to aliens, human rights. Jurisdiction: the authority to assert competence over persons, property and events. Immunity from jurisdiction. The law of treaties; international claims; dispute settlement. The use of force: permitted and impermitted uses of force; self-defence; intervention; an introduction to the relevant provisions of the UN Charter.

Teaching Arrangements: Lectures: The lecture course is given by **Professor Higgins** and **Dr. J. F. Weiss**, and consists of two hours for 10 weeks in Michaelmas and Lent Terms. LL112. Classes: LL.B. students receive one hour of classes per week for 10 weeks in Michaelmas and Lent Terms; and one hour for 4 weeks in Summer Term. LL112(a).

B.Sc. and other students receive fortnightly teaching of one hour in Michaelmas and Summer Terms, and weekly teaching in Lent Term. LL112(b).

Reading List: LL.B. students are advised to buy Brownlie, *Principles of Public*

International Law (3rd edn.); and B.Sc. and other students Harris, *Cases and Materials on International Law*. All students will need Brownlie, *Basic Documents on International Law* (2nd edn.). Reading of book extracts from these and other books, along with articles and cases, is assigned on a weekly basis.

Examination Arrangements: 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.

LL5132

International Protection of Human Rights

Teacher Responsible: Professor R. Higgins, Room A372 (Secretary, Mrs. Susan Hunt, A304)

Course Intended Primarily for LL.B. Parts I and II; B.Sc. (Econ.) Part II.

Scope: Introduction to the rapidly developing international law of human rights, both at a universal and regional level.

Syllabus: *Conceptual Issues:* definitions of human rights; distinguishing features from international law generally; the individual and the state; the relevance of different cultures; stages of development, ideologies; human rights as absolute or qualified rights. *The UN System* and human rights. Detailed examination of the various UN institutions and techniques for the protection of human rights.

The Inter-American System and the OAU and human rights. Various non-institutional methods for promoting human rights, including treaty making and the question of the incorporation of international rights into domestic law.

The European Convention on Human Rights: about one third of the course is devoted to a study of the institutions of the European Convention and the case law on particular rights (drawing in large measure on European Convention case law). Among the rights examined through the case law are freedom of expression; access to courts; fair trial; freedom from torture; and others.

Pre-Requisites: Students need to have already taken a course in **Public International Law** or in **Civil Liberties Law**.

Teaching Arrangements: This course is taught by 1½ hour weekly seminars (LL226) 10 in Michaelmas Term, 10 in Lent Term;

supplemented by writing requirements and consultation on these.

Reading List: All students should purchase Brownlie, *Basic Documents on Human Rights*, (3rd edn.) and Jacobs, *The European Convention on Human Rights*. Required reading of extracts from books, articles, journals and cases are available in the syllabus issued, and are assigned on a weekly basis.

Examination Arrangements: There is a three hour formal examination in the Summer Term, based on the syllabus in the Michaelmas and Lent Terms. There are usually 8 questions, of which 4 are to be answered. The paper comprises both essay and problem questions.

LL5133

Introduction to European Law

Teacher Responsible: Mr. T. C. Hartley, Room A467 (Secretary, Colleen Etheridge, A502)

Course Intended Primarily for LL.B. degree.

Scope: An introductory course on the constitutional and administrative law of the E.E.C. together with the law relating to social policy.

Syllabus: *Introduction:* the institutions of the Community; their structure and functions. *Constitutional and Administrative Law of the Communities:* nature and sources of Community law; Community law and the national law of Member States; preliminary rulings by the European Court; judicial remedies against Member States; judicial review of Community action (and failure to act); contractual and non-contractual liability of the Community. *Community Law and the Individual:* Free movement of workers; freedom to provide services; freedom from discrimination.

Pre-Requisites: A reasonable knowledge of law. This course is recommended for second and third year LL.B. students.

Teaching Arrangements: There are two lectures (LL123) a week, Sessional, and one class (LL123a) a week, Sessional. The lectures will be by **Mr. Hartley**. Reading lists and class sheets are provided and students are advised to cover the items on them: they should not rely on the textbook alone.

Reading List: T. C. Hartley, *The Foundations of European Community Law*; Henry G. Shermers, *Judicial Protection in the European Communities*; N. Brown & F. Jacobs, *The Court of Justice of the European Communities*; D. Lasok & J. W. Bridge, *Introduction to the Law and Institutions of the European*

Communities; Lawrence Collins, *European Community Law in the U.K.*; T. C. Hartley, *EEC Immigration Law Legislations*; Bernard Rudden & Derrick Wyatt, *Basic Community Laws*.

Students should buy Rudden and Wyatt and either Hartley's *Foundations* or Schermers' book.

Examination Arrangements: Normal three-hour written examination paper. Unmarked copies of Rudden and Wyatt, *Basic Community Laws* or Sweet and Maxwell's *European Community Treaties* may be taken into the examination.

Note: No knowledge of a foreign language is necessary.

LL5134

Basic Principles of Soviet and Yugoslav Legal Systems

Teacher Responsible: Professor I. Lapenna, Room K300 (Secretary, Mrs. Pam Hodges, A369)

Course Intended Primarily for LL.B. Parts I and II 2nd and 3rd year.

Scope: The aim of the course is to introduce students to the constitutional structure and the fundamental legal principles of the two countries, but some attention is paid to the law of other East European countries with a Soviet type of government.

Syllabus: Introduction; impact of Marxist ideology, Roman law, legal traditions and local customs; system (branches and institutions) and sources (statutes, codes, decrees, etc); hierarchy of legal enactments and the concept of "socialist legality". Constitutional law: State ("social") property as basis of the economic structure; national and state sovereignty; federalism; soviets-councils and the Yugoslav commune; human rights in theory and practice; constitutional courts in Yugoslavia.

Legal aspects of economic relations: forms of ownership; legal personality and importance of juristic persons; contracts and torts; state economic plans in the USSR and "social" plan in Yugoslavia.

Criminal Law and procedure: crime as social phenomenon; material and formal definition of crime; liability; types of crimes; esp. crimes against the state, official and economic crimes; rights of the accused; system of punishments; educational measures.

Settling disputes: courts, state and departmental arbitrazh, economic courts, comrades' courts and other judicial bodies; the legal profession.

Pre-Requisites: No knowledge of Russian or any East European language is required.

Teaching Arrangements: One lecture (LL120) of 1½ hours and one class (LL120a) of 1 hour as follows:

Lectures: Sessional (Professor Lapenna)

Classes: Sessional (Professor Lapenna)

Written Work: 2 - 3 short essays of 600 - 1200 words on questions within the course.

Professor Lapenna is responsible for setting, marking and discussing the essays.

Reading List: Students are advised to buy:

E. L. Johnson, *An Introduction to the Soviet Legal System* (2nd edn.); I. Lapenna, *Soviet Penal Policy*.

Other Books: A. P. Mendel, *Essential Works of Marxism*; I. Lapenna, *State and Law: Soviet and Yugoslav Theory*; A. Denisov and M. Kirichenko, *Soviet State Law*; R. Sharl, *The New Soviet Constitution of 1977*; I. Lapenna, *Marxism and the Soviet Constitutions*;

Constitutions of the U.S.S.R. and Constitution of the SFR Yugoslavia (latest editions); H. J. Bermann, *Soviet Criminal Law and Procedure*; A. G. Chloros, *Yugoslav Civil Law*; A. K. R. Kiralfi, *The Civil Code and the Code of Civil Procedure of the RSFSR*.

Supplementary Reading List: D. D. Barry & others (Eds.), *Soviet Law After Stalin*, Vol. I, II and III; J. N. Hazard, *Communists and Their Law*; *Settling Disputes in Soviet Society*.

Examination Arrangements: A three-hour written examination in the Summer Term, based on the full syllabus. The paper consists of four sections. A. Theory of State and Law (3 questions), B. Constitutional Law (3 questions), C. Criminal Law and Procedure (4 questions), D. Legal Aspects of Economic Relations (4 questions). Candidates are required to answer four questions, one from each of the four sections. One quarter of the marks are awarded for each of the four answers. Copies of previous years' papers are available.

LL5135

Women and the Law

Teachers Responsible: Ms. J. Temkin, Room A459 (Co-ordinating Member of Staff). (Secretary, Mrs. S. Hunt, A304) and Mr. A. G. Nicol, Room A456 (Secretary, Mrs. J. Heginbotham, A305)

Course Intended Primarily for 2nd and 3rd year LL.B. students.

Scope: The course looks at the position of women in society; discrimination and inequality; and the possibilities and limitations of legal intervention.

Syllabus: Specific topics: abortion; violence against women; prostitution; women and employment - inequality at work; women and the family - home and work; reproduction and sexuality; property.

Pre-Requisites: None.

Teaching Arrangements: One two-hour seminar (LL128) held weekly. Seminars are conducted by Ms. Temkin, Mr. Nicol (office number A456), Mr. Murphy (office number A361) and M. Rawlings (office number A356).

Written Work: Two essays will be required.

Reading List: No one book covers the entire syllabus. Either materials or detailed reading lists are provided on all topics dealt with.

Background reading: J. S. Mill, *On the Subjection of Women*; Susan Brownmiller, *Against Our Will*; Susan Griffin, *Pornography and Silence*; Susan Edwards, *Female Sexuality and the Law*; A. Sachs & J. Wilson, *Sexism and the Law*.

Examination Arrangements: 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.

LL5136

Economic Analysis of Law

Teacher Responsible: Mr. W. D. Bishop, A503 (Secretary, Colleen Etheridge, A502)

Course Intended Primarily for LL.B. 2nd & 3rd year, B.Sc. (Econ.) 2nd & 3rd year.

Scope: An introduction to applications of elementary microeconomics to law.

Syllabus: Economic theories of legal topics such as:

(1) Property Rights - allocation and transfer of rights, pollution control.

(2) Torts - negligence, foreseeability and risk, strict liability, products liability, medical malpractice, valuation of human life.

(3) Contract - consideration, frustration, mistake, specific performance, damages, fraud, penalty clauses, unilateral contracts, bargaining power.

(4) The Legal System - class action suits, reimbursement of costs, contingent fees, payment into court, legal aid, the efficiency of the common law, precedent.

(5) Crime and Law Enforcement.

(6) Racial and Sexual Discrimination.

(7) Divorce and Alimony.

(8) Rent Control.

Pre-Requisites: Students should have some knowledge of elementary microeconomics.

Teaching Arrangements:

Lectures (LL127): 1 a week.

Classes (LL127a): 1 a week.

Written Work: Students are encouraged but not required to write one short paper each term.

Reading List: Posner, *Economic Analysis of Law* (2nd edn.); Burrows & Veljanovski (Eds.), *The Economic Approach to Law*; Ackerman (Ed.), *Economic Foundations of Property Law*; Kronman & Posner (Eds.), *Economics of Contract Law*; Rabin (Ed.), *Perspectives on Tort Law*.

Papers in the following journals: *Journal of Legal Studies*, *Journal of Law & Economics*, *International Review of Law & Economics*, *Yale Law Journal*, *Univ. of Chicago Law Review*.

Examination Arrangements: 3 hour formal exam, Summer Term, 12 questions, four to be attempted.

LL5137 Legal and Social Change Since 1750

Teacher Responsible: Professor W. R. Cornish, Room A455 (Secretary, Jane Heginbotham, A305)

Course Intended Primarily for LL.B. Parts I and II and B.Sc. Econ Part II.

Scope: The course aims to present aspects of the historical development of English law in their social, political and economic context during the period 1750-1950.

Syllabus: The relationship of legal and social change in England from 1750 to the present day. The history of the following will be considered.

1. Changes in methods of law-making, administration of the law and dispute adjudication. The influence of ideas and of interest groups upon such changes.
2. Reforms in one or more of the following areas of substantive law: (a) Land law: settlements, inheritance and land reform; conveyancing reform; tenancies; controls over land use and housing. (b) Commercial law: theories of contract and property; credit and its legal regulation; sale of goods and consumer protection. (c) The law governing the formation of capital; the legal control of market dominance and 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.

Pre-Requisites: The course assumes a basic knowledge of the political and economic history of modern Britain. Students who lack this background should obtain the preliminary reading guide for the course, which is available from Professor Cornish's secretary. This is sent to any student who has opted for the course before the summer vacation.

Teaching Arrangements: The course has two meetings, one for two hours (LL124), the other for one hour. The two-hour sessions last throughout the first two terms and continue into the Summer Term. These deal with the substantive topics selected for the year's study. What these will be is to some extent determined by the interests of the students. They are dealt with partly by lecture and partly by discussion of reading that is set in advance. The one-hour sessions (LL124a) deal with aspects of intellectual history and its influence upon law reform. They also involve

a mixture of lecture and discussion. They finish in the middle of the second term.

Written Work: Students are expected to complete two essays on particular aspects of the course, one at the end of the first term, the other at the end of the second.

Reading List: There is no one book which covers the whole scope. Students may get a useful introduction particularly to the development of the legal system from A. H. Manchester, *Modern Legal History of England and Wales* (Butterworths, 1980). Other reading will be given in the guides issued for each section of the course.

Examination Arrangements: A three-hour formal examination in the Summer Term is based on all the material dealt with in the course during the year. Three questions have to be answered.

LL5138 Introduction to the Anthropology of Law

Teacher Responsible: Dr. S. A. Roberts, Room A360 (Secretary, Jane Heginbotham, A305)

Course Intended Primarily for LL.B. 2nd or 3rd year students, B.Sc. Anthropology, Sociology, Course Unit.

Scope: The aim of the course is to introduce students to the study of order and conflict in those small-scale societies which have traditionally been the concern of social anthropologists.

Syllabus:
(1) *The Problem of Order.* An introduction to the development of research into primitive law; theories of order; problems of identifying institutions of social control in preliterate societies; law in relation to political systems and kinship organisation.

(2) *Dispute Processes.* The different types of agencies for the settlement of disputes; traditional modes of procedure.

(3) *Legal Change.* The evolution of legal rules and legal systems.

(4) *Special Topics.* This year the special topics will be the three following:

- (a) Marriage - the nature of marriage in preliterate societies; formation of marriage; prestations associated with marriage; termination of marriage.
- (b) Inheritance - the nature of inheritance, rules about devolution; administration of estates.
- (c) Land tenure - the kinds of interest in land recognised in small-scale societies; methods of transfer of such interests.

(5) *Pluralism.* The relationship of control institutions in small-scale societies to those of the state.

Pre-Requisites: No special background knowledge is required. The course is particularly appropriate for law students who wish to see their own legal ideas and institutions in a broader context and for anthropology or sociology students who have a special interest in conflict.

Teaching Arrangements: There is a lecture course with supporting classes as follows:

Lectures: LL122 25 Sessional
Classes: LL122a 24 Sessional (rooms to be announced).

The lectures cover the whole foregoing syllabus. The form the classes take is flexible; topics for discussion and recommended readings are announced weekly in advance in the lectures. Each student is encouraged to pursue individual interests within the framework of the syllabus and to prepare a short paper for class discussion in the Lent or Summer Term.

Written Work: As above.

Reading List: No one book matches the syllabus exactly, but students are advised to buy one of the following which cover a large part of it:

E. A. Hoebel, *The Law of Primitive Man* (Harvard, 1954); L. Pospisil, *Anthropology of Law* (Harper and Row, 1971); R. J. Bohannan (Ed.), *Law and Warfare* (University of Texas, 1967), (A set of readings).

Students may wish to look at S. A. Roberts, *Order and Dispute: An Introduction to Legal Anthropology* (Penguin Books, 1979) in advance, to get the general flavour of the subject. A full reading list is provided at the beginning of the course.

Examination Arrangements: There is a three-hour formal examination in the Summer Term, based on the full syllabus for the lecture course, but related to the particular interests pursued in that year. The paper contains some 12 or more questions, of which three have to be answered; the paper is not divided into sections. One third of the marks are awarded for each of the three answers. Assessment is entirely based on the formal examination. Copies of previous years papers are available.

LL5170 Outlines of Modern Criminology

Teacher Responsible: Mr. Hall Williams, Room A504 (Secretary, Jane Heginbotham, A305)

Course Intended Primarily for LL.B. Part I and II (Half Option).

Scope: This course, which is a half unit course for the purpose of the LL.B., lasts one term.

It is suitable for general course students, and a limited number may be admitted on application to Mr. Hall Williams. The course is highly selective and every effort is made to hold the reading requirements within reasonable limits. It provides an introduction to modern criminology.

Syllabus:

1. The significance of criminal statistics.
2. Genetic and bio-chemical factors in crime
3. Psychological explanations
4. Psychoanalytical theories about Crime
5. The Sociological Approach to Deviance.

Pre-Requisites: None, but some familiarity with sociological or psychological literature would be an advantage.

Teaching Arrangements: A weekly two-hour seminar and no class, in the Lent Term. Ms. Temkin and Mr. Hall Williams each give seminars on subjects of interest to them. Seminars LL141 10 Lent Term.

Written Work: Essays or past examination questions will be set from time to time.

Reading List: H. Prins, *Criminal Behaviour* (1973); M. D. Rutter, *Maternal Deprivation Reassessed* (1972); H. J. Eysenck, *Crime and Personality* (1977); I. Taylor, P. Walton & J. Young, *The New Criminology* (1973); N. Walker, *Crimes, Courts and Figures* (1971); A. K. Bottomley, *Criminology in Focus* (1979); J. E. Hall Williams, *Criminology and Criminal Justice* (1982); C. Smart, *Women, Crime and Criminology* (1976).

Examination Arrangements: There will be one two-hour examination.

LL5171
Sentencing and Treatment of Offenders

Teacher Responsible: Mr. Hall Williams, Room A504 (Secretary, Jane Heginbotham, A305)

Course Intended Primarily for LL.B. Part I or II (Half Unit Option).

Scope: This course, which is a half unit course for the purpose of the LL.B. lasts one term. It provides an introduction to the study of sentencing theory and practice, including a discussion of the aims of punishment, and the information received by courts in the exercise of their sentencing function. It goes on to examine the various custodial and non-custodial measures available, and their effectiveness.

Syllabus:

1. Aims and Justifications of Punishment.
2. Sentencing Function of the Courts.
3. Custodial Methods in Dealing with Adults.
4. Custodial Methods for Offenders under 21
5. Non-custodial Methods.

Pre-Requisites: Most students coming to this course will be familiar with the structure of the English courts, both at trial and appeal levels. As the course is geared to the English system it is not really suitable for General Course students.

Teaching Arrangements: A weekly two-hour seminar and no class, in the Michaelmas Term. Mr. Hall Williams presents an outline of the subject and distributes hand-outs during the first hour. The second hour is devoted to discussion. In the Summer Term the students meet Mr. Hall Williams again for two meetings at which papers are presented which they have prepared in the intervening months. Copies of these papers are made available to other students. The choice of subjects is made after discussion with Mr. Hall Williams at the end of the Michaelmas Term. Students may embark on joint projects, and some original research is encouraged. Lectures: LL140 10 Michaelmas Term.

Written Work: None except for the above papers.

Reading List: Will be given at the commencement of the course.

Examination Arrangements: There will be one two-hour examination.

LL5172
LL5173
Social Security Law I and II

Teacher Responsible: Dr. Julian Fulbrook, Room A368 (Secretary, Colleen Etheridge, A502, Ext. 259) and Professor Hasson

Course Intended Primarily for LL.B. - Parts I and II.

Scope: SSI aims to survey the basic legal theory of the subject. SSII is an advanced practical course on lawyering technique.

Syllabus:

(1) *Social Security I:* General Introduction to National Insurance and Supplementary Benefits Law. Terminology and specialist citations. Historical perspectives: the Poor Law, the 1909 Royal Commission, the 1911 Act, the 1934 'double decker' system. The Beveridge structure. Contributions. Types of benefits. National Insurance and Supplementary Benefit Appeal Tribunals. The Commissioners. Ministers Questions. National Insurance Unemployment Benefits. Sickness and Invalidity Benefits. Industrial Injury Benefits. Supplementary Benefits. Social Security and strikes.

(2) *Social Security II:* Interviewing. Audio Visual practice. Negotiating. The administrative process. Tribunal advocacy: cross-examination and final submissions. Tribunal hearing. Audio Visual practice. Appellate work and counselling.

Pre-Requisites: SS I is a pre-requisite for SS II.

Teaching Arrangements: The course is taught partly by lectures (LL144 and LL145) and partly by seminars. Lectures are used to cover a lot of ground quickly, whereas the seminars are to enable us to discuss issues and details on the basis of prior reading. The attempt is to analyse the technicalities of the law but also to put the issues into context - millions of people who every year rely on social security for their basic income.

Reading List: Ogus & Barendt, *The Law of Social Security* (Butterworths, 1978); Tony Lynes, *Penguin Guide to Supplementary Benefits* (4th edn., 1981); Julian Fulbrook, *Law at Work: Social Security* (1980); Social Security Acts 1975 and 1980; LAG, *Lawyer's Guide to S.B.*; Julian Fulbrook, *Administrative Justice and the Unemployed* (1978).

Examination Arrangements:

- (1) SSI: There is a 2 hour paper with two questions: (a) *A legal problem* in which the student is expected to demonstrate the 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 2 hour paper with two questions based on a transcript of an interview, negotiation or tribunal hearing.

LL5174
Law of Landlord and Tenant

Teacher Responsible: Mr. R. L. Nobles, Room A539 (Secretary, Colleen Etheridge, A502)

Course Option for Part I and II - LL.B. degree.

Scope: This course will examine the law of the landlord-tenant relationship from the specific perspective of housing and housing problems in this country. We shall ask not only what the law is but how successful it is in protecting those for whom it was passed, i.e. the effect of housing legislation on the quality, quantity and price (rental) of private sector accommodation. The role of the state in regulating the provision of private sector accommodation will be contrasted with its role as landlord in the public sector and the lack of state regulation of owner occupiers.

Syllabus:

(1) *Rent Regulation:* Fair rents are examined to see the extent to which they do, or should, reflect market values. A member of the Economics Department will conduct one class devoted to considering the impact of rent regulation on the supply of rented accommodation.

(2) *Security of Tenure:* Do the grounds for possession make tenants security of tenure a matter of judicial discretion? Tenants security will be compared with that given to owner/occupiers and council tenants.

(3) *Categories of Property Subject to Control:* The need for unregulated lettings and the problems of 'Evasion': holiday lets, student lets, board and attendance, residential landlords and the lease-license distinction.

(4) *Repairs:* Can the law guarantee minimum standards of amenity and repair in residential accommodation?

Pre-Requisites: Property I.

Teaching Arrangements: Seminars (LL146): (Michaelmas Term only).

Reading List: Martin Partington, *Cases & Materials on Landlord & Tenant*; Rent Act 1977; Housing Act 1980; David Hughes, *"Public Sector Housing"*; Steven Merritt, *State Housing in Britain*; David Hoath, *Council Housing*.

Further reading will be given during the course.

Examination Arrangements: Normal three-hour written examination paper.

LL5175
Health Care and the Law

Teacher Responsible: Joe Jacob, Room A469 (Secretary, Shirley Rayner, A302)

Course Intended Primarily for LL.B. Parts I and II.

Scope: The course is designed to apply, in a unified context, knowledge, techniques and approaches which students will have met elsewhere in the LL.B. The context is, of course, the health care system. Among the other courses from which themes are taken are: **Public Law, Law and the Social Sciences, Courts and Litigation** and the **Law of Torts**. The course has two purposes. First, by applying themes from other courses, to show their interrelationship and the relationship between theory and practice. Second, by looking at the health care system, to understand it both for its own sake and as the working of an important profession and an important aspect of the welfare state.

Syllabus: Section (A) will be taught every year and selected topics from section (B) from year to year. Each topic in both sections will be taught with reference to the medical profession ethics and administrative issues as well as the relevant law.

Section (A)

1. The structure of the National Health Service including the legal system and accountability of the various bodies.
2. The ethical, disciplinary and legal organisation and control of medical staff.
3. The complaints procedures including the relationship between professional, administrative and legal procedures.
4. The ethical and legal rules relating to medical confidences and the proposals for their reform.
5. The meaning and significance of the concept "clinical freedom".
6. The meaning and significance of the concept of "informed consent" to medical procedures.

Section (B)

1. The arrangements for the family practitioner service.
2. Special issues relating to employment in the health service including the appointment of staff and strike action.
3. The provision of health care in the private sector and its relationship to the public sector

including its control.

4. The provision of mental health services, the Mental Health Review Tribunals, and the current proposals for reform.
5. Medical research, including issues of consent, and in outline only the scheme of the Medicines Act 1968 relating to new medicines.
6. Special issues relating to children, including consent, the age of consent and the rights of parents.
7. Operation and significance of the medical and legal definitions of death.
8. The legal and medical questions relating to euthanasia, including the hastening and delaying of death.
9. The ethical and legal questions relating to transplants, including the operation of the Human Tissue Act 1961.

10. Some aspects of the legal, medical and administrative questions raised by medical developments in abortion and fertility control.

Pre-Requisites: There are none beyond those for entry into the Part I. Students with an interest in public law and torts and how they relate to other social sciences in the medical context will find the course particularly attractive. It is hoped that some non-law students from e.g. Social Administration will attend.

Teaching Arrangements: This is a half-unit course (LL142) within the LL.B. The course will be taught in 1½ to 2 hour sessions once a week in the Lent Term. Lecturing will be kept to a minimum and there will be a large element of student involvement.

Reading List: There is no set text for this subject. The following will be found useful: I. Kennedy, *The Unmasking of Medicine*; E. Cassell, *The Healer's Art*; J. Glover, *Causing Death and Saving Lives*; I. Illich, *Limits to Medicine, Medical Nemesis: The Expropriation of Health*; R. Yezzi, *Medical Ethics: Thinking about Unavoidable Questions*; F. Cartwright, *A Social History of Medicine*; Speller's, *Law Relating to Hospitals and Kindred Institutions* (6th edn. J. Jacob); C. W. Martin, *Law Relating to Medical Practice* (2nd edn.); N. Leahy Taylor, *The Doctor and the Law and Medical Malpractice*; J. Leigh Taylor, *Doctors and the Law*; L. Gostin, *A Human Condition* Parts 1 and 2; L. Gostin & E. Rassaby, *Representing the Mentally Ill and Handicapped*; E. Pellegrino & D. Thomasma, *A Philosophical Basis of Medical Practice*; H. W. Chaplin, *Health Care in the United Kingdom*. Periodical literature will be drawn from, *inter alia*, the following journals: *The British Medical Journal*, *The Hospital and Health Service Review*, *The Journal of Medical Ethics*, *The Journal of the Royal Society of Medicine*, *The Lancet* and *The Practitioner*.

Other reading will include some Parliamentary Papers, publications of the DHSS, the British Medical Association (including the *Handbook of Medical Ethics*) and the Annual Reports of the Medical Defence Union and other publications.

Additional reading may be recommended during the course.

Examination Arrangements: There is a two hour formal examination in the Summer Term based on the topics covered in the seminars. There will be a wide choice of questions giving students an opportunity to show the areas of the subject that have most strongly interested them. Students will be required to answer 2 or 3 questions. The number will be notified well in advance.

LL5176

Legal Services to the Community

Teacher Responsible: Professor Michael Zander, Room A457

(Secretary, Mrs. Susan Hunt, A304)

Course Intended Primarily for LL.B. Parts I and II. Half unit option.

Scope: To consider in some detail the problems of providing legal services and of the legal profession.

Syllabus: The role of the private profession; the legal aid system; the public sector in legal services, especially law centres; costs, methods of paying for legal services, and controls on costs and fees; small claims; monopolies and restrictive practices; the unmet need for legal services, its nature and extent; the quality of legal services, negligence liability of lawyers, complaints, the role of disciplinary proceedings; management of the profession and external participation; alternatives to lawyers.

Pre-Requisites: None.

Teaching Arrangements: There is one two hour session (LL143) per week in the Michaelmas Term. Students will be assigned reading for each succeeding week's session. The class consists of a seminar with discussion rather than a lecture.

Written Work: No written work is set, but students will be expected to come to each week's session prepared to discuss the topics assigned on the basis of the readings.

Reading List: The main text is Michael Zander, *Legal Services for the Community* together with the *Report of the Royal Commission on Legal Services*, 1979, Cmnd. 7648. In addition reading lists will be supplied with references to other sources.

Examination Arrangements: The examination

is a short dissertation of 6,000 to 8,000 words on a topic selected by the student with advice from Professor Zander. The paper must be handed in by the last day of the Lent Term. The first draft should normally be written during the Christmas vacation and then discussed and re-written during the Lent Term.

LL5177

Race, Nationality and the Law

Teacher Responsible: Andrew Nicol, Room A456 (Secretary, Mrs. Jane Heginbotham, A305)

Course Intended Primarily for LL.B. students - 2nd or 3rd year.

Scope: The focus will be on immigration and nationality.

Syllabus:

- (a) Attitudes to aliens, race and religion in nineteenth century - early attempts to control immigration - contemporaneous social and economic problems.
- (b) Concept of nationality - consequences of citizenship - effect of Empire and Commonwealth.
- (c) International thresholds - Conventions on Human Rights, Refugees, Stateless persons and Establishment.
- (d) Political and Economic background to Commonwealth immigration - legislation of 1962, 1965 and 1968.
- (e) Current restrictions on entering and remaining in the U.K. including special provisions for EEC nationals.
- (f) Expulsions - deportation and removal from the U.K.
- (g) Administration of control - by the Home Office and by other government agencies.
- (h) Review of controls - by Immigration Appeals authorities, by the courts, by Parliament.

(i) Acquisition and Loss of British nationality.

Except as they are relevant to these topics, race discrimination and the Race Relations Act 1976 will not be given detailed treatment.

Pre-Requisites: None.

Teaching Arrangements: The course (LL147) will be given in the Lent Term. There will either be 20 × 1 hour or 10 × 2 hour seminars.

Reading List: This will be distributed in October.

Examination Arrangements: To be arranged.

LL5178

Public Law and Economic Policy

Teacher Responsible: Mr. Michael Elliott, Room A355 (Secretary, Rosemary Rickard, A305)

Course Intended Primarily for LL.B. Parts I and II.

Scope: British Governments have been dominated since the last war by a perceived need to guarantee economic "success", and towards that end a variety of institutional structures and methods have been established or extended. Yet until the last few years public lawyers have had virtually nothing to say about these topics, to such an extent that economic policy has been pursued in a legal and constitutional void. There may be good reason for this - economic problems may not be susceptible to legal or constitutional analysis or control, - alternatively, this void may allow economic policy to be framed by a benign, questionably competent and uncontrollable State. This course attempts to provide some resolution of the dichotomy above, and to do so by probing particular areas of economic policy.

Syllabus: Section (a) will be taught every year, and selected topics from sections (b) - (h) taught from year to year.

(a) *Introduction:* The particular nature of constitutional problems and the economy; the tension between flexibility and accountability. Formal and informal methods of policy formulation and realisation. The characteristics of the possible accountability agencies and methods in the field (courts, Parliamentary Committees, the PCA, financial control, self-regulation, licensing bodies etc). A brief history of governmental intervention in Britain, concentrating in particular on the experience of World War II and the White Paper on Employment Policy in 1944.

(b) *Governmental Regulation of the Market:* The administration (though not the legal or economic detail) of anti-trust in relation to both mergers and competition, the problem of justiciability; licensing and approved self-regulation.

(c) *The Government as Market Actor:* The economic and constitutional significance of Government contracts; the legal regime of contracting; contracting as a policy instrument and its control.

(d) *The Government as Monopolist:* The aims and methods of nationalisation. The relationship between the NIs and the Government; the accountability of the NIs to courts and Parliament. Consumers and equity shareholders and the NIs. The legal regime of employee/NI relationships. The legal regime

of competition between the NIs and the private sector of industry.

(e) *The Government and Selective Intervention in the Market*: The history of intervention; support schemes to individual industries. Intervention in the 1960s; the IRC. The 1970s; the Industry Acts 1972, 1975 and 1980; the NEB. The choice of intervention agency and the accountability of paragonmental agencies. Disengagement. The legal problems of the public/private firm and the tension between accountability to the representatives of the public, to employees and to shareholders. The legal problems of discretionary intervention.

(f) *The Government and Finance*: The constitutional position of the central bank, with a comparison of foreign models. The Bank of England Act 1946; the relationships between the Bank and other bankers. 'Moral suasion' and formal law. The Banking Act 1979 and its administration. Governmental relations with the Stock Market, the discount houses and institutional investors. The PSBR and the National Loans Act 1968. The constitutional basis of monetary policy and the formulation, authority and policing of monetary targets.

(g) *Budgetary and Expenditure Policy*: The constitutional basis of taxation. Parliament and the budgetary process. Judicial review of review decisions. The legal, constitutional and economic aspects of public expenditure. Formulation and control of same. Parliamentary Committees, the Exchequer and Audit Acts, the Comptroller and Auditor General.

(h) *Europe*: The influence of accession to the EEC on certain of the above topics, in particular (c), (d) and (e). The making and control of the Community Budget.

Pre-Requisites: A wide range of material will be recommended, but very little of it will be technical and – emphatically – no prior knowledge of economics is required. An interest in modern politics and government – and better still, economic policy, will, however be a distinct advantage.

Teaching Arrangements: 10, 1½ hour sessions (LL149), Lent Term, evenings from 6.30 - 8.00 p.m.

Reading List: Tivey, *Nationalism in British Industries*; *Nationalism in the 1960s*; Ganz, *Government and Industry*; Stevens & Yamey, *The Restrictive Practices Courts*; Daintith, *The Economic Law of the United Kingdom*; Turpin, *Government Contracts*; Young & Lowe, *Intervention in the Mixed Economy*; Chorley, (Parts of) *Modern Banking Law*; Robinson, *Parliament and Public Expenditure*. Periodical literature will be drawn from, *inter*

alia, the following journals: *Journal of Business Law*; *Modern Law Review*; *British Tax Review*; *Common Market Law Review*; *Public Law*; *British Journal of Law and Society*; *Political Studies*; *Government and Opposition*; *Parliamentary Affairs*; *The Parliamentary* and *Public Administration*. Plus numerous official and Parliamentary papers.

Examination Arrangements: The assessment method for this course will be a two-hour exam worth 40% and a long paper worth 60%.

LL5179

Sociological Theory and the Idea of Law

Teacher Responsible: Mr. D. N. Schiff, Room A460 (Secretary, Pam Hodges, A369)

Course Intended Primarily for LL.B. Part I and II.

Scope: (1) To introduce sociological theory as attempts to express knowledge about special phenomena.

(2) To introduce and evaluate ideas about law not written by those who, as lawyers, have an interest in the validation of the law in some form or other, but those who, external to the workings of the legal system, have proffered significantly different and often extreme views of law in the context of their theories of society as a whole.

(3) To develop an understanding of what is meant by the social impact and the social context of law.

This course is sociological theory and is not designed (i) as an applied social science course (the empirical findings of those who have studied the functioning of law will only be considered by the way) (ii) as an introduction to research methods.

Syllabus:

1. Introduction to sociological theory
2. Mechanical sociology and the idea of law
3. Social behaviour and the law
4. Social control and law
5. Social change and law
6. Law as an index of social change
7. Law and development
8. Law and symbolisation
9. The limits of law
10. Socialization and law

Teaching Arrangements: 10 weekly two-hour seminars (LL148) will be held in the Michaelmas Term.

Suggested Reading: will be given at the beginning of the course. There is no textbook for the subject.

Background Reading: R. Aron, *Main Currents*

in Sociological Thought I and II; P. Winch, *The Idea of a Social Science*; P. L. Berger & T. Luckman, *The Social Construction of Reality*.

Examination Arrangements: 1-2 hour written examination will be held in June.

LL6010

Principles of Civil Litigation

Teacher Responsible: Professor Michael Zander, Room A457 (Secretary, Mrs. Susan Hunt, A304) with Professor Sir Jack Jacob at University College.

Course Intended Primarily for LL.M. students. **Scope**: The course, as its title indicates, is concerned more with the principles than with the details of civil procedure. Its focus is the English system but reference is made throughout to other models.

Syllabus: The general principles and practice of civil litigation, including: the organization, jurisdiction and functions of the various Courts and Tribunals and of the legal profession. The remedies afforded by civil proceedings (both interlocutory and final) including enforcement of judgements and orders. The procedures adopted in the High Court and in the County Court in ascertaining and dealing with disputed issues, in preparation for trial, in the trial and post-trial assessment of damages or other consequential relief; the system and right of appeal and the procedures on appeal; the extent to which these procedures enable the courts to arrive at correct and reasonably speedy decisions both on facts and substantive law (knowledge of the law of evidence will not be required, except so far as it affects the general procedure). The organization and function of Tribunals (in outline only) and the general procedures adopted by Tribunals and arbitrators; comparisons will be made between those procedures and those adopted by the Courts. The social and economic effects and value of the present system of civil litigation; including some comparison with foreign systems.

Pre-Requisites: None.

Teaching Arrangements: There is one lecture per week (LL209) on a Monday at University College at 4.45 or 5 p.m. to 6 p.m. In addition there are six to eight seminars on **Problems in Civil Litigation** (LL230). These take place on alternate Tuesdays in the Michaelmas and Lent Terms from about the middle of November. The seminars are at the London School of Economics from 6 to 7.30 p.m. The group normally has between 40 and

60 students.

Written Work: No written work is set during the year but students wishing to do essays can get them marked.

Reading List: Students will be issued with a full reading list at the beginning of the year with reading suggested for each lecture topic. There is also a handout consisting of a set of lecture notes. The subject does not have a single book that covers the course. Students will probably wish to buy one or two books. The most useful are: W. B. Odgers, *Pleading and Practice*; P. St. J. Langan & D. G. Lawrence, *Civil Procedure*; D. Barnard, *The Civil Court in Action*; D. B. Casson & I. H. Dennis, *Modern Developments in the Law of Civil Procedure*; M. Zander, *Cases and Materials on the English Legal System*; Sir Jack Jacob, *The Reform of Civil Procedural Law*.

Examination Arrangements: There is a three hour formal examination in September based on the syllabus and the series of lectures. There are normally ten or eleven questions out of which the candidate is expected to answer four.

LL6015 European Community Law

Teacher Responsible: Mr. T. C. Hartley, Room A467 (Secretary, Colleen Etheridge, A502)

Course Intended Primarily for LL.M. students and Diploma in International Law.

Scope: This course is concerned with selected areas of substantive EEC law. Students are required to take two special subjects from a list which can be found in the University of London Regulations for internal students. The following two special subjects are provided by arrangement between the School and King's College.

Syllabus:

Community Law relating to Competition
Professor Jacobs (K.C.).

The function of competition policy in the common market. The competition rules of the E.E.C. Treaty. The control of agreements and restrictive practices (art. 85 E.E.C.).

Monopoly power and the abuse of a dominant position (art. 86 E.E.C.). Procedure of the Commission and jurisdiction of the Court of Justice. Enforcement of the E.E.C. competition rules in the national courts.

Public undertakings (art. 90 E.E.C.). State aids (arts. 92-94 E.E.C.).

Social Policy Mr. Hartley.

Freedom of movement: employees, self-employed persons, providers and receivers of services; discrimination of grounds of nationality and residence; recognition of qualifications to practice a trade or profession; sex discrimination.

Pre-Requisites: Candidates offering the special subject *Community Law relating to Competition* may not offer *Monopoly, Competition and the Law* nor *European Community Competition Law*.

All candidates offering *European Community Law* are expected to have or to acquire adequate knowledge of the institutions of the European Community. The course *Law of European Institutions* may be taken concurrently.

Teaching Arrangements: *Community Law relating to Competition*. Taught at King's College by Professor Jacobs. *Social Policy*: Fifteen seminars (LL215), Lent and Summer Terms (beginning in mid-February) given by Mr. Hartley.

Reading List: 1. *Community Law Relating to Competition*: Barry E. Hawk, *United States, Common Market & International Antitrust: A Comparative Guide*, Part Two (1979); Bellamy & Child, *Common Market Law of Competition*; Barounos, Hall & James, *E.E.C. Anti-trust Law*; Commission of the European

Communities, *Reports on Competition Policy*; 2. *Social Policy*: T. C. Hartley, *E.E.C. Immigration Law*; Derrick Wyatt & Alan Dashwood, *The Substantive Law of the E.E.C.*; H. Smit & P. Herzog, *The Law of the European Economic Community*; B. Sundberg-Weitman, *Discrimination on Grounds of Nationality*; Philippa Watson, *Social Security Law of the European Communities*; F. G. Jacobs (Ed.), *European Law and the Individual*; G. Lyon-Caen, *Droit Social International et Européen*; Bernard Rudden & Derek Wyatt, *Basic Community Laws*.

Students should buy Rudden & Wyatt.

Examination Arrangements: Normal three hour written examination paper. Unmarked copies of Rudden & Wyatt (or Sweet & Maxwell's *European Community Treaties* may be taken into the examination.

LL6018

Comparative Family Law

Teacher Responsible: Ms. J. Temkin, Room A459 (Co-ordinating Member of Staff) (Secretary, Mrs. S. Hunt, A304). Lent and Summer Terms 1984: Mr. D. C. Bradley, Room A462 (Secretary, Mrs. S. Rayner, A302)

Course Intended Primarily for LL.M. students. Scope: The aim of the course is to examine from a comparative standpoint contemporary issues in family law.

Syllabus: The issues to be discussed will be selected from the following: domestic violence, matrimonial property, divorce, reallocation of property on divorce, maintenance on divorce, custody of children, cohabitation, illegitimacy, adoption, children in trouble with the law. Jurisdictions discussed will include: England, Canada, Australia, West Germany, Sweden, U.S.A., U.S.S.R.

Pre-Requisites: Some knowledge of English family law desirable though not essential.

Teaching Arrangements: One weekly seminar (LL212) last from 1½ - 2 hours to be taken by Ms. Temkin in the Michaelmas Term, Mr. Bradley (office number A462) in the Lent Term and Professor Lapenna (office number K300) in the Summer Term. Full materials or reading lists are provided and students are expected to be fully prepared beforehand so that topics may be discussed rather than formally taught.

Written Work: Two full length essays on set topics must be submitted (approximate length: 10 sides of A4).

Reading List: Sets of materials are provided in the Michaelmas Term and detailed reading lists in the Lent and Summer Terms.

General Reading: Foote, Levy & Sander, *Cases and Materials on Family Law*; M. A. Glendon, *State, Law and Family*; J. Eekelaar, *Family Law and Social Policy*; O. Stone, *Family Law*.

Examination Arrangements: One three hour paper which is divided into three sections corresponding to the subjects covered in the Michaelmas, Lent and Summer Terms. Four questions must be answered, at least one from each section. There will be a choice of questions in each section.

LL6030

Economic Analysis of Law

Teacher Responsible: Mr. W. D. Bishop, Room A503 (Secretary, Colleen Etheridge, A502)

Course Intended Primarily for LL.M. degree.

Scope: First to introduce students to the economics of law and second to build from this to deal in depth with some important policy problems.

Syllabus: Economic theories of legal topics such as:

- (1) Property Rights - allocation and transfer of rights, pollution control.
- (2) Torts - negligence, foreseeability and risk, strict liability, products liability, medical malpractice, valuation of human life.
- (3) Contract - consideration, frustration, mistake, specific performance, damages, fraud, penalty clauses, unilateral contracts, bargaining power.
- (4) The Legal System - class action suits, reimbursement of costs, contingent fees, payment into court, legal aid, the efficiency of the common law, precedent.
- (5) Crime and Law Enforcement.
- (6) Racial and Sexual Discrimination.
- (7) Divorce and Alimony.
- (8) Rent Control.

Pre-Requisites: Students should have some knowledge of elementary microeconomics. Teaching Arrangements: 1 Seminar (LL227) each week.

Students are advised to attend lectures in LL.B. (LL127, SG. LL5136) course as grounding in basic analysis.

Written Work: Students are required to present one paper each term in seminar.

Reading List: Posner, *Economic Analysis of Law* (2nd edn.); Burrows & Veljanovski (Eds.), *The Economic Approach to Law*; Ackerman (Ed.), *Economic Foundations of Property Law*; Kronmann & Posner (Eds.), *Economics of*

Contract Law; Rabin (Ed.), *Perspectives on Tort Law*.

Papers in the following journals: *Journal of Legal Studies*, *Journal of Law & Economics*, *International Review of Law & Economics*, *Yale Law Journal*, *Univ. of Chicago Law Review*.

Examination Arrangements: 3 hour formal exam in September, 10 questions, 4 to be attempted.

LL6031

European Community Competition Law

Teacher Responsible: Mr. W. D. Bishop, Room A503 (Secretary, Colleen Etheridge, A502)

Course Intended Primarily for LL.M. students.

Scope: EEC Competition Law with some attention to economic analysis.

Syllabus: The competition rules and practice of the EEC: Articles 85-90 of the Treaty of Rome, the implementing regulations and other relevant provisions. Price-fixing and market sharing agreement; boycotts and discrimination; exemptable forms of collaboration; abuse of dominant position; free movement of goods and industrial property rights. The relationship between Community and national anti-trust laws.

Pre-Requisites: Candidates will be expected to have or to acquire adequate knowledge of the institutions of the European Communities.

Teaching Arrangements: One seminar (LL208) (3 hours) each week.

Written Work: None.

Reading List: Bellamy & Child, *European Community Competition Law*; Kerse, *EEC Antitrust Procedure*; Korah, *Competition Law in Britain and the Common Market*.

Examination Arrangements: 3 hour formal exam, September. 8 questions, 4 to be attempted.

LL6032 Monopoly, Competition and the Law

Teacher Responsible: Mr. W. D. Bishop, Room A503 (Secretary, Colleen Etheridge, A502)

Course Intended Primarily for LL.M. degree.

Scope: UK and EEC Competition law with some attention to economic analysis of decisions and policy problems.

Syllabus:

I. The restrictive trade practices legislation;
II. The monopolies and mergers legislation;
III. The control of anti-competitive practices;

IV. The competition rules of the E.E.C.

I: Registration, enforcement and avoidance; the criteria of the public interest; the justiciability of the issues before the Restrictive Practices Court; analysis of selected decisions of the Court.

II: The Monopolies and Mergers Commission: single firm monopolies; control of mergers; non-collusive oligopoly; analysis of selected reports of the Commission.
III: Investigations by Director-General of Fair Trading into anti-competitive practices and their reference to Monopolies and Mergers Commission.

IV: Articles 85 and 86 of the Rome Treaty, and Regulation 17; the rules relating to the free movement of goods; the relationship between Community and U.K. Law; contrast between Article 85(1) and the definition of agreements subject to registration under the U.K. law; respective advantages of administrative discretion and the more legalistic approach of the U.K. restrictive practices legislation.

Pre-Requisites: None.

Teaching Arrangements: One seminar (LL207) and one lecture each week.

Written Work: None required.

Reading List: J. Lever (Ed.), *Chitty on Contracts*; R. B. Stevens & B. S. Yamey, *The Judicial Process & Economic Policy: A Study of the Restrictive Practices Court* (out of print); V. Korah, *Competition Law in Britain & the Common Market* (out of print).

Reports of the Registrar of Restrictive Trading Agreements Cmnd. 1603; 1273; 2296; 3188; 4303. Reports of the Office of Fair Trading.

Candidates may bring into the examination copies of any of the following: Restrictive Trade Practices Acts 1976 & 1977; Fair Trading Act 1973; Resale Prices Act 1976; Restrictive Practices Court Act 1976; Sweet & Maxwell's *European Community Treaties*; Treaty establishing the European

Community, Rome, 15 March 1957; Secondary legislation of the European Communities, Subject Edition, Vol. 4; Competition, H.M.S.O., 1973; Competition Law in the European Economic Community and in the European Coal & Steel Community (situated by 31 Dec. 1971). Further references will be given at the beginning of the course.
Examination Arrangements: 3 hour formal exam, September. 8 questions, 4 to be attempted.

LL6033 International Business Transactions

Teacher Responsible: Mr. T. C. Hartley, Room A467 (Secretary, Colleen Etheridge, A502)

Course Intended Primarily for LL.M. students.

Scope: Legal problems relating to international business transactions by private firms (not state trading).

Syllabus: The following topics will be dealt with from the point of view of the law of Britain, the Commonwealth, the United States and the EEC:

1. Judicial jurisdiction in cases involving international business transactions, especially: (a) jurisdiction over companies (the "doing business" test); (b) products liability; (c) branches and agents; (d) constitutional requirements in the U.S.A.; (e) choice-of-court clauses; (f) forum non conveniens; (g) *lis alibi pendens*; and (h) provisional remedies and procedure.

2. Enforcement of foreign judgements in commercial matters.

3. International arbitration.

4. Applicable law for international commercial contracts, especially the application of legislation dealing with: (a) boycotts and embargoes; (b) consumer protection; (c) labour law; and (d) exchange controls. The effect of international uniform-law conventions will also be considered.

5. Conflict of laws regarding agency.

6. Recognition of foreign governmental acts affecting property, especially financial assets.

7. The extra-territorial application of American anti-trust laws and the reaction of other countries.

8. The extra-territorial application of EEC competition rules.

Pre-Requisites: A good general knowledge of law. Knowledge of conflict of laws (private international law) would be useful but is not essential. This course is not suitable for non-lawyers.

Teaching Arrangements:
Seminars: (LL219) Sessional

Teachers: Mr. Hartley, Mr. I. G. F. Karsten (Room A362) and Professor Jacobs (Kings College). Extensive case materials will be provided, which should be read before each seminar.

Reading List: (Students are not expected to buy any of these books): Georges R. Delaume, *Transnational Contracts: Applicable Law and Settlement of Disputes*; Dicey & Morris, *The Conflict of Laws*; Cheshire & North, *Private International Law*; Robert A. Leflar, *American Conflicts Law*; Russell J. Weintraub, *Commentary on the Conflict of Laws*; P. E. Nygh, *Conflict of Laws in Australia*; J. -G. Castel, *Canadian Conflict of Laws*; C. Schmitthoff (Ed.), *International Commercial Arbitration*; C. Canenbley, *Enforcing Anti-Trust Against Foreign Enterprises*; Barry E. Hawk, *United States, Common Market and International Anti-Trust*; Boaz Barack, *The Application of the Competition Rules of the E.E.C. to Enterprises and Arrangements External to the Common Market*.

Examination Arrangements: Normal three hour written examination.

LL6048 Law of International Institutions

Teacher Responsible: Professor R. Higgins, Room A372 (Secretary, Mrs. Susan Hunt, A304)

Course Intended Primarily for LL.M. and Diploma in International Law students.

Scope: The aim of the course is to provide an understanding of the international legal aspects of international institutions. The focus is primarily on the United Nations, which is dealt with in depth.

Syllabus: International legal personality: the capacity to sue, treaty-making power, implied powers. The Secretariat: powers of the Secretary General, role of the international civil service, privileges and immunities. Membership, representation and credentials. Participation of non-members. Structure and voting of General Assembly of UN. Structure and voting of Security Council of UN. Functions and powers of major organs. Securing compliance with obligations: suspension, expulsion, sanctions. UN peacekeeping and dispute settlement. Law making by international institutions. The Economic and Social Council; the Trusteeship Council; the legal concept of self-determination. The International Court of Justice: problems of use and jurisdiction; its role in dispute settlement; its advisory function. The International Labour

Organization.

Pre-Requisites: Some knowledge of public international law.

Teaching Arrangements: Teaching is by seminar (LL213), given by Professor Higgins and Dr. J. F. Weiss, with 1½ hours per week being offered for 10 weeks in the Michaelmas and Lent Terms and for 6 weeks in the Summer Term, LL213.

Reading List: Schermers, *International Institutional Law*, 2 vols.; Goodrich, Hambro & Simons, *The Charter of the United Nations*; Bowett, *The Law of International Institutions*; Higgins, *The Development of International Law through the Political Organs of the United Nations*; Rosenne, *The Law and Practice of the International Court*.

Required readings of extracts from books, of articles and cases are available in the syllabus issued and are assigned on a weekly basis.

Examination Arrangements: There is a three hour formal examination in the September following the end of the course, based on the entire syllabus. There are usually 9 questions, of which 4 are to be answered. The paper comprises both essay and problem questions.

LL6049 LL6051 Law of European Institutions Law of Western European Institutions

Teacher Responsible: Mr. T. C. Hartley, Room A467 (Secretary, Colleen Etheridge, A502)

Course Intended Primarily for LL.M. degree. Diploma in International Law.

Scope: This course is concerned with the law relating to the institutions of the European Community and Comecon (constitutional and administrative law).

Syllabus:

Part I: The European Communities (for LL6049 and LL6051) (Comparison will be made with other West European organisations, especially the Council of Europe).

1. The Commission, the Council, the Parliament and the Court: structure and functions.
2. Sources of Community Law: constitutive Treaties, subsidiary conventions, acts of the representatives of the Member States; Community acts: legislative powers, delegation of powers, form and procedure; general principles of law (with special reference to human rights); agreements with third countries.
3. Community Law and National Law:

direct applicability, direct effect, the supremacy of Community law; problems raised by national constitutional law, especially in the United Kingdom.

4. Preliminary Rulings: references on interpretation and validity by national courts and tribunals to the European Court.

5. Actions against Member States: enforcement of Community law by means of proceedings brought in the European Court by the Commission or another Member State.

6. Judicial Review of Community Action (with special reference to the rights of individuals): actions to annul Community acts; failure to act; indirect challenge: the plea of illegality; grounds of review.

7. Community Liability: contract, quasi-contract and tort, with special reference to liability for legislative and executive acts and the problem of concurrent remedies in the European Court and in national courts.

Part II: Comparison with Integration in Eastern Europe (for LL6049 only).

Basic Concepts of Socialist Economic Integration and contrast with EEC – COMECON – International financial institutions – Production-Branch Organisations – Multi-national Enterprises – Association and Co-operation Agreements – Dispute Settlement – Harmonisation and Unification of Law – Comprehensive Programme for Socialist Economic Integration – Long-term Special-purpose co-operation arrangements – Relations with Third Countries, International Institutions, and the EEC.

Pre-Requisites: No previous knowledge of the European Community is expected but general legal skills and some knowledge of constitutional and administrative law (in any system) is desirable.

Teaching Arrangements:

The European Community

Lectures (LL214): twice weekly, Michaelmas and Lent Terms only. The lectures will be by Mr. Hartley. Seminars weekly at King's College by Professor Jacobs.

COMECON: (Summer Term)

Seminars at University College by Professor Butler. Materials will be provided.

Reading List: T. C. Hartley, *The Foundations of European Community Law*; Henry G. Schermers, *Judicial Protection in the European Communities*; N. Brown & F. Jacobs, *The Court of Justice of the European Communities*; D. Lasok & J. W. Bridge, *Introduction to the Law and Institutions of the European Communities*; Lawrence Collins, *European Community Law in the U.K.*; Bernard Rudden & Derrick Wyatt, *Basic Community Laws*. Students should buy Rudden & Wyatt and

either Hartley or Schermers.

Examination Arrangements: Normal three hour written examination paper. Unmarked copies of Rudden & Wyatt may be taken into the examination.

Law of West European Institutions (M.Sc.) is the same as the above with the omission of Part II (Comparison with Integration in Eastern Europe).

LL6050

LL6054

Law of European Economic and Monetary Transactions

International Economic Law

Teacher Responsible: Mr. D. A.

Chaikin, Room A359 (Secretary, Pam Hodges, A369)

Course Intended Primarily for LL.M. students at London University.

Scope: The aim of the course is to study in detail those aspects of public international law which are concerned with the ownership of natural resources, the production and distribution of goods, invisible international transactions, currency and finance, related services and the organisation of the entities in such activities.

Syllabus:

I. *Fundamentals.* The province, sources, history and sociology of international economic law.

II. *The principles of international economic law.* Economic sovereignty and the co-existence of sovereign and heterogeneous economies. Extraterritorial effects of economic legislation. Immunities from economic sovereignty. Limitations of economic sovereignty (including freedom of commerce, freedom of land and air communications, freedom of inland navigation, freedom of access to the sea and maritime ports, and freedom of the seas). The problem of international economic public policy.

III. *The standards of international economic law.* Function and types, including the minimum standard of international law, the most-favoured-nation standard, the standard of preferential treatment, the standard of reciprocal treatment, the standard of the open door and the standard of national treatment. The standards of international economic law on the level of international institutions, including the standard of economic good neighbourliness.

IV. *International economic transactions.* General principles. Treaties of friendship, commerce and navigation. Other economic

agreements, including double-taxation agreements, development aid agreements, and agreements for technological co-operation. Unilateral economic acts. International economic torts, with special reference to the protection of foreign investments. The problem of an international economic law of crime.

V. *The law of economic warfare.* Economic reprisals. Economic warfare, with special reference to the position of enemy and neutral property in land and sea warfare. Economic war crimes. War indemnities, reparation and restitution. Collective economic sanctions.

VI. *Patterns of international economic organization.* A. On the level of partly organized international society; the representation and protection of economic interests abroad, with special reference to relevant aspects of diplomatic and consular relations. International adjudication of economic claims. Economic and financial unions (e.g. monetary unions, customs unions, free trade areas and common markets).

B. On higher levels of international integration: the economic framework of the United Nations. Universalist institutions (e.g. the Bretton Woods institutions and GATT). Regional institutions (e.g. the regional Economic Commissions of the United Nations). Sectional institutions (e.g. international commodity agencies). Supranational institutions (e.g. the European Communities).

Pre-Requisites: Knowledge of public international law is essential.

Teaching Arrangements: There is a seminar (LL218) of two hours duration each week, accompanied by classes as required. Seminar: Sessional.

Reading List: Recommended: K. W. Dam, *The GATT, Law and International Economic Organisations*; J. Gold, *Legal and Institutional Aspects of the International Monetary System*; J. Jackson, *World Trade and the Law of GATT*; A. Koul, *The Legal Framework of UNCTAD in World Trade*; O. de Rivero, *New Economic Order and International Development Law*; B. Tew, *The Evolution of the International Monetary System*; A. Yusef, *Legal Aspects of Trade Preferences for Developing States*.

Supplementary Reading List: G. Schwarzenberger, *Frontiers of International Law* (ch. 9); A. Rozenthal, *The Charter of Economic Rights and Duties of States in the New International Economic Order*; K. Hossain, *Legal Aspects of the New International Economic Order*; F. Ating von Geusau, *The Lome Convention and a New International Economic Order*; R. Kemper, *The*

Tokyo Round: Results and Implications for Developing Countries; B. Gosovic, *UNCTAD – Conflict and Compromise*; J. Fawcett, *Law and International Resource Conflicts*; D. Shea, *The Calvo Clause*; N. Horn, *Legal Problems of Codes of Conduct for Multinational Enterprises*; G. P. Verbilt, *International Monetary Reform and the Developing Countries*; G. Goodwin & J. Mayall, *A New International Commodity Regime*; A. Hazlewood, 'The End of the East African Community: What are the lessons for Regional Integration Schemes in *Journal of Common Market Studies*, Vol. 18, No. 1, p. 40. (1979); U.N. Charter Chs IX and X (1945); Havana Charter (1948); Vienna Convention on the Law of Treaties (1969); U.N. Charter on Economic Rights and Duties of States (1974).

Examination Arrangements: There is a three-hour formal examination in September, based on the full syllabus. The paper contains 10 questions, of which 4 are to be answered. The paper counts for 100% of the assessment of the course.

LL6051

Law of Western European Institutions

See Law of European Institutions
LL6049

LL6052

International Protection of Human Rights

Teacher Responsible: Professor R. Higgins, Room A372 (Secretary, Mrs. Susan Hunt, A304)

Course Intended Primarily for LL.M. and Diploma in International Law students.

Scope: Introduction to the rapidly developing international law of human rights, both at a universal and a regional level.

Syllabus:

Conceptual Issues: definitions of human rights; distinguishing features from international law generally; the individual and the state; the relevance of difference cultures, stages of development, ideologies; human rights as absolute or qualified rights.

The UN System and human rights. Detailed examination of the various UN institutions and techniques for the protection of human rights.

The Inter-American System and the OAU and human rights.

Various non-institutional methods for promoting human rights, including treaty making and the question of the incorporation

of international rights into domestic law. *The European Convention on Human Rights*: about half of the course is devoted to a study of the institutions of the European Convention and to case law on particular rights (drawing in large measure on European Convention case law). Among the rights examined through the case law are freedom of expression; access to courts; fair trial; freedom from torture; the right to life; the right to organize and associate; freedom of religion; and others.

Pre-Requisites: Some knowledge of public international law.

Teaching Arrangements: This course (LL226) is taught by 1½ hour weekly seminars (10 in Michaelmas, 10 in Lent, 8 in Summer).

Reading List: All students should purchase Brownlie, *Basic Documents on Human Rights*, (3rd edn.) and Jacobs, *The European Convention on Human Rights*. Required readings of extracts from books, articles, journals, and cases are available in the syllabus issued, and are assigned on a weekly basis.

Examination Arrangements: There is a three hour formal examination in the September following the end of the course. There are usually 9 questions, of which 4 are to be answered.

LL6054

International Economic Law See Law of European Economic and Monetary Transactions LL6050

LL6057

The International Law of Natural Resources

Teacher Responsible: Professor R. Higgins, Room A372 (Secretary, Mrs. Susan Hunt, A304)

Course Intended Primarily for LL.M. and Diploma in International Law students.

Scope: This course is concerned with international and transnational law relating to the protection, exploitation and allocation of natural resources. It addresses the problems of all those concerned with natural resources, whether developed or developing countries, whether capital exporting or capital importing, whether resources-rich or lacking in natural resources.

Syllabus: The relevant law and its development: international contracts, *pacta sunt servanda*, vested rights, *resitutio in integrum*, nationalization, compensation. Pressures for change: permanent sovereignty

over natural resources, the new international economic order; codes of conduct for multinationals, new methods of investment settlement dispute; coercion and access to natural resources.

Studies of particular resources: petroleum – the UK North Sea experience, licences, controls, regulations; water – pollution, shared access; minerals; and others.

Pre-Requisites: A solid grounding in public international law.

Teaching Arrangements: Teaching is by seminar (LL217), with 1½ hours per week being offered for 10 weeks in the Michaelmas and Lent Terms; and for 6 weeks in the Summer Term.

Reading List: Schachter, *Sharing the World's Resources*; Hossain (Ed.), *Legal Aspects of the New International Economic Order*; Weston, Falk, & D'Amato, *International Law and World Order*; White, *Nationalization of Foreign Property*; Lillich, *The Protection of Foreign Investments*; Fawcett & Parry, *International Law and Natural Resources*; Daintith & Willoughby, *United Kingdom Oil and Gas Law*.

Required readings of extracts from books, of articles and cases are available in the syllabus issued and are assigned on a weekly basis.

Examination Arrangements: There is a three hour formal examination in the September following the end of the course, based on the entire syllabus. There are usually 9 questions of which 4 are to be answered. The paper comprises both essay and problem questions.

LL6060

International Law of the Sea

Teacher Responsible: Dr. J. F. Weiss, Room A465 (Secretary, Rosemary Rickard, A305)

Course Intended Primarily for LL.M. degree also for: M.Sc. Sea-Use Law, Economics and Policy-Making, Diploma in International Law.

Scope: Analysis of International Law principles, rules and standards which govern contemporary issues of the Law of the Sea.

Syllabus:

1. Sources of the Law.
2. Historical Development of Principal Concepts.
3. The Territorial Sea.
4. Straits.
5. Jurisdiction over Maritime Areas Adjacent to the Coast.
6. High Seas.
7. Seabed and Ocean Floor beyond National Jurisdiction.
8. Geographically disadvantaged states.
9. Pollution and the Law of the Sea.
10. Artificial Islands and Installations.
11. Settlement of Disputes in the 1982 U.N. Convention on the Law of the Sea.
12. Regional Developments.
13. Nationality of Ships.

Pre-Requisites: Some knowledge of basic concepts of International Law.

Teaching Arrangements:

- i. One seminar (LL216) each week.
- ii. Classes to be arranged, teacher: Mr. S. Kasemsuvan.

Written Work: Students, individually or in groups, may be asked to present one paper each term in seminar. Students should have prepared the required reading for each seminar to be able to benefit from discussions.

Reading List: Brownlie, *Principles of Public International Law* (3rd edn. chs. 9-11); E. D. Brown, *The Legal Regime of Hydrospace*; Bowett, *The Legal Regime of Islands in International Law; id: Law of the Sea*; McDougal and Burke, *The Public Order of the Oceans*; Churchill, Simmonds, & Welch, *New Directions in the Law of the Sea*, Vols. I, IV and V; D. P. O'Connell, *The International Law of the Sea* (Ed. I. A. Shearer), Vol. I, 1982; Third U.N. Conference on the Law of the Sea, Documents.

Periodicals include: *The American Journal of International Law*; *The British Yearbook of International Law*; *The International and Comparative Law Quarterly*.

A comprehensive reading list to be issued to participants.

Examination Arrangements: 3 hour written

examination in September, 9 questions 4 to be attempted.

LL6075

Industrial and Intellectual Property

Teacher Responsible: Professor W. R. Cornish, Room A455 (Secretary, Jane Heginbotham, A305)

Course Intended Primarily for LL.M.

Scope: The course provides a review of the major topics in this rapidly developing field: patents, copyright, confidential information, industrial designs, trade marks and names.

Syllabus:

Patents: History and economic purpose. British and European patent systems: infringement; 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.

Pre-Requisites: No previous knowledge of the subject is required, nor is a scientific background needed for the treatment of patent law.

Teaching Arrangements: The main teaching is by lectures (LL220) given throughout the three terms. From the second half of the second term onwards there are supplementary meetings. It is not essential to attend these latter. They are designed partly to broaden appreciation of particular aspects by bringing in guest speakers and partly to revise material dealt with earlier in the course.

Reading List: The main textbook is W. R. Cornish, *Intellectual Property; Patents, Copyright Trade Marks and Allied Rights* (Sweet & Maxwell, 1981). Other reading is recommended in a guide issued at the beginning of the course and in further detailed lists of cases and materials. Case materials will also be made available.

Examination Arrangements: One three-hour formal examination, in which four questions must be answered. Students are entitled to take into the examination *unmarked* copies of the Patents Act 1977, Copyright Act 1956, Design Copyright Act 1968, Trade Marks Act 1938 and either the *Treaty of Rome* or Sweet & Maxwell's *European Community Treaties*.

LL6076

Company Law

Teacher Responsible: Professor Lord Wedderburn, Room A301 Exts. 372 or 817 (Secretary, Angela White, A303, Ext. 471)

Course Intended Primarily for LL.M. students.
Scope: The object of the course is to examine the operation of British Company law (winding-up only in outline) in greater depth than can be attained in a first-degree course.
Syllabus: Corporate personality and types of company. The historical development of companies. The legal capacity and constitution of companies. The concept of capital. Directors as organs and as agents. Formation and flotation of companies. Shares and debentures. The general meeting; majority and minority shareholders. Duties of directors and those in control. Enforcement of duties in company law. Reconstructions and amalgamations. Liquidation (in outline).
Pre-Requisites: A good knowledge of legal techniques, preferably in a common law system. But most LL.M. students who have a close knowledge of any system of commercial or company law should be able to study this course.

Teaching Arrangements: One inter-collegiate seminar (LL203) is held weekly of 1½ hours (normally Thursday 5.30 p.m.) 10 in Michaelmas, 10 in Lent; 5 to 7 in Summer. Discussions in smaller classes are arranged *ad hoc* for LSE students which are sometimes attended by other graduate students studying company law at a higher level (e.g. M.Phil. or Ph.D.)

Reading List: L.C.B. Gower *Modern Company Law* (and Supplement) plus any company law statutes later in date. (Considerable further reading will be recommended in seminars.) A useful work is Butterworth's *Company Law Handbook*.

Examination Arrangements: There is a three-hour written paper, taken in the period August-September. Normally it is in two parts, and students are asked to answer questions, in both parts. Answers are required to a certain number of questions; and failure

to answer that number of questions may lead to failure in the subject even if the answers offered are above the pass level. Students are allowed to take into the examination an *unmarked* copy of specified statutory materials.

LL6085

Law of Restitution

Teacher Responsible: Professor W. R. Cornish, Room A455 (Secretary, Jane Heginbotham, A305)

Course Intended Primarily for LL.M.
Scope: The course considers in detail the various elements that could properly constitute a law of restitution and the general case for such a classification of rights.
Syllabus: The general principles of the law of restitution, including: theoretical basis; personal and proprietary claims. Acquisition of benefit from plaintiff: mistake; compulsion; necessity; ineffective transactions. Acquisition of benefit from third party: attornment; subrogation and related rights; intervention without right; improperly paid beneficiaries etc.; voidable preferences and dispositions in fraud of creditors; imperfect gifts. Acquisition of benefit through a wrongful act: waiver of tort; crime; breach of fiduciary relationship. Defences to restitutionary claims.
Pre-Requisites: The course assumes a knowledge of the common law of contract, tort and trusts. Students with only a civil law background have in the past taken the course successfully but only after very intensive study.

Teaching Arrangements: The course has a weekly meeting (LL206) for two hours once a week during each of the three terms. Students are expected to have read and analysed set cases and other materials before each meeting. Discussion of these materials forms the major part of each meeting.

Reading List: The main textbook is R. L. A. Goof and G. H. Jones, *Law of Restitution* (2nd edn., Sweet and Maxwell, 1978). Further material will be found in the Course guide issued at the beginning of the course.

Examination Arrangements: A three-hour formal examination in which both essay and problem questions will be set. Four questions must be answered.

LL6100

The Law of Business Taxation

Teacher Responsible: Mrs. J. A.

Freedman, Room A540 (Secretary, Mrs. S. Rayner, A302)

Course Intended Primarily for LL.M. degree.
Scope: The Course aims to introduce students to the principles governing United Kingdom taxation of business enterprises; sole traders, partnerships and companies.

Syllabus:

1. *Introduction to UK taxation of income and capital gains:* general principles of taxation, history, structure, administration, principles governing application of tax legislation by courts, tax avoidance.
2. *Income Tax:* background examination of the definition, ascertainment and computation of this tax generally. Detailed study of income tax on income arising from businesses (Schedule D, Cases I & II).
3. *Capital Gains Tax:* background examination of the definition, ascertainment and computation of this tax generally. Detailed study of special provisions relating to business assets.
4. *Partnership Taxation*
5. *Corporation Tax:* on income and capital gains; distributions; close companies; groups and consortia; company reorganisations (amalgamations, reconstructions, demergers).
6. *The Foreign Element:* Residence of business enterprises, place of trade, Schedule D, Case V, double tax relief (in outline).
7. *Anti-avoidance Legislation:* "dividend stripping" and transactions in securities.
8. *Capital Transfer Tax* applicable to businesses (in outline only)
9. *Value Added Tax* (in outline only).

Pre-Requisites: An understanding of basic concepts of English Law, especially Company, Partnership and Contract law, is normally required. However, an advanced knowledge of English Company law is not necessary and no previous knowledge of taxation is assumed.

Teaching Arrangements: Teaching is by seminar, held weekly - Sessional. The Seminars - LL205 **The Law of Business Taxation** are open to students from all colleges. Attendance at the seminars is important as there is no other formal teaching on the seminars.

However, some classes will be held during the Summer Term. These will be shaped to meet demand and according to the time available. They are likely to involve discussion of problem questions to be considered by the student before the class as well as discussions of questions arising out of the course.

All seminars and classes will be conducted by Mrs. Freedman.

Reading List: Students are advised to obtain a copy of one of the main text books: Tiley, *Revenue Law* (Published by Butterworths); Pinson, *Revenue Law* (Published by Sweet & Maxwell).

It is essential for each student to have a copy of Butterworth's *Yellow Tax Handbook*. The edition current on 1 January of the year in which the examination is held may be taken into the examination room.

During the course, students will be required to consult Simon's *Tax Cases* and the *Tax Cases* series of reports as well as the more commonly used series of *Law Reports*.

Further Reading and Reference:

Whiteman & Wheatcroft, *Income Tax*; Bramwell, *Taxation of Companies*; Whiteman and Wheatcroft, *Capital Gains Tax*; Lawton, Goldberg & Fraser, *The Law of Partnership Taxation*.

Kay & Kay, *The British Tax System*; Meade Report on *The Structure and Reform of Direct Taxation*; H. H. Munroe, *Intolerable Inquisition? Reflections on the Law of Tax*;

Report of the Royal Commission on the Taxation of Profits and Income (1955, Cmnd 9474); Report of the Committee on Taxation of Trading Profits (1951, Cmnd 8189); Corporation Tax (1982, Cmnd 8456); Ashton, *Anti-Avoidance Legislation; Sumption Taxation of Overseas Income and Gains*.

The British Tax Review (Periodical).

Inland Revenue Consultative Documents and Explanatory Leaflets.

It is important to ensure that the latest edition of each of these books is used.

Further reading will be recommended during the course.

Examination Arrangements: The course is marked entirely by way of a formal, three-hour examination held in September. The examination is based on the above syllabus as covered by the course of seminars. The paper is divided into two parts: Part A containing three essay questions and Part B containing four problem questions. The candidate is required to answer three questions; one from Part A and two from Part B. One third of the marks is awarded for each of the three answers.

LL6110

Individual Employment Law

Teacher Responsible: Mr. R. C.

Simpson, Room A461 (Secretary, Rosemary Rickard, A305)

Course Intended Primarily for LL.M. degree.

Scope: The aim of the course is to provide a detailed analysis of the law as it affects the relationship between each individual worker and his or her employer in Britain. Because of its common law base, this has relevance for other common law systems. International influences on British law are part of the course as are social security rights insofar as these are related to employment.

Syllabus: The nature of the individual employment relationship: sources of rules and the significance of contract. The contract of employment: employees contrasted with the self-employed and other special groups; formation of the contract; variation of its terms; continuity of employment; express and implied terms; incorporation of collective terms; pay – guarantee pay and maternity rights; hours of work – time off work and holidays. Freedom of association and the right to work. Sex discrimination and equal pay; racial discrimination. Discipline; termination of employment – dismissal; rights on dismissal – unfair dismissal, redundancy. National insurance and supplementary benefits. The international perspective.

Pre-Requisites: Knowledge of at least one system of labour law or industrial relations an advantage but it is NOT essential.

Teaching Arrangements: A weekly seminar (LL225) is held throughout the year. LL225 – 25 Sessional.

The seminars will cover each topic of the syllabus above in detail. Detailed reading for the seminars is handed out one week in advance. The seminars are usually conducted on the basis of general discussion. Students are advised to write an essay during both the Christmas and the Easter vacations.

Written Work: See above.

Reading List: The following is an essential purchase: Hepple and O'Higgins, *Employment Law*.

Students should also purchase either Butterworth's, *Employment Law Handbook* or Sweet & Maxwell's, *Labour Relations Statutes and Materials*. Subject to confirmation by the examiners, candidates are allowed to take an unannotated copy of one of them into the examination.

Other important works which should be purchased if possible: Davies & Freedland, *Labour Law Text and Materials*; Kahn Freund, *Labour and the Law*.

Supplementary Reading List: Lewis & Simpson, *Striking a Balance? Employment Law after the 1980 Act*; Elias, Napier & Wallington, *Labour Law Cases and Materials*; Freedland, *The Contract of Employment*; Rideout, *Principles of Labour Law*; Grunfeld, *The Law of Redundancy*.

Examination Arrangements: There is a 3-hour formal examination in September based on the syllabus above. The paper normally contains 10 questions of which four are to be attempted.

LL6111

Law of Management and Labour Relations

Teacher Responsible: Professor Lord

Wedderburn, Room A301, Exts. 372 or 817 (Secretary, Angela White, A303, Ext. 417)

Course Intended Primarily for LL.M., Law Dept., 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 LL225 *Individual Employment Law*.)

Scope: 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.

Syllabus: (in outline) Structure of corporate enterprise. Management and boards of directors; control and duties. "Industrial Democracy". Management and recognition of unions; disclosure of information. Workers' rights and trade unions. Employers' associations. The role of state agencies. Collective bargaining and the law: Legal enforceability; "extension" procedures and collective agreements. Industrial discipline and industrial conflict: strikes, lockouts, etc. The closed shop and dismissal. Job-control; discrimination; industrial action and discipline of workers. The place of statutory and other legal regulation in industrial relations.

Pre-Requisites: This course is suitable primarily for students who have already studied British Labour Law or British industrial relations. Other graduate law students who have some knowledge of similar systems of law or labour relations may, however, find the course attractive provided they are willing to catch up on background reading before, or early in, the Michaelmas

Term. Students who have no knowledge of either English law or British industrial relations will find this course demanding. Students who have inadequate up-to-date knowledge of British labour law should attend lectures in *Labour Law*, Course LL115 in the Michaelmas Term.

Teaching Arrangements: There is normally one 1¼ hour seminar (LL224) each week which must be attended regularly. Sometimes the seminar is longer. In some years, visiting speakers address the seminar. Students should be prepared to discuss the class papers distributed before each seminar. From time to time they will be asked to make a written presentation.

Reading List: Students should buy and read either O. Kahn-Freund *Labour and the Law* or P. Davies and M. Freedland *Labour Law Text and Materials*; and either Butterworth's *Employment Law Handbook* or Sweet and Maxwell's *Labour Relations Statutes and Materials and Supplement* (plus any labour law statutes later in date than those source books).

Other books: L. C. B. Gower, *Modern Company Law*; B. Hepple and P. O'Higgins, *Employment Law*; K. W. Wedderburn, *The Worker and the Law*; The "Donovan Report" on *Trade Unions and Employers' Associations* (Cmnd. 3623); Wedderburn, Lewis and Clark, *Labour Law and Industrial Relations* (1983); E. Herman, *Corporate Power, Corporate Control*; Wedderburn and Murphy (Eds.), *Labour Law and the Community* (1983).

Other sources will be recommended in the seminar papers.

Examination Arrangements: There is a three-hour written paper, taken in the period August-September. Normally this is in two parts and students are asked 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.

LL6112

Labour Law

Teacher Responsible: Mr. R. C.

Simpson, Room A461 (Secretary, Rosemary Rickard, A305)

Course Intended Primarily for M.Sc. (Industrial Relations and Personnel Management).

Scope: The aim of the course is to examine the role of the law in British industrial relations. It is concentrated primarily on collective labour relations between trade unions and employers but includes some aspects of the individual labour relationship between each worker and his or her employer. Some reference is made to the role of the law in other systems of industrial relations.

Syllabus: The historical development of labour law. Trade unions organisational rights: legal status of trade unions; the individual right to organise and right to dissociate; time off work for union activities; the closed shop. 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; "fair wages"; wages councils. Legal regulation of strikes and other forms of industrial conflict: picketing; individual workers' rights; civil liabilities for organising industrial action. Aspects of individual employment rights: pay; discrimination on grounds of sex and race; unfair dismissal; redundancy.

Pre-Requisites: While any previous knowledge and/or experience of the law in industrial relations is an advantage it is NOT essential.

Teaching Arrangements:

Lectures: LL162 – *Elements of Labour Law* 20 Michaelmas and Lent Terms.

Seminars: Id115 – *Labour Law*

The lecture course is intended for students on a wide range of courses, none of which require any prior legal knowledge. It covers all the above syllabus and also some other aspects of individual employment law. Students with some previous knowledge or experience in particular may find it helpful to attend the more detailed lectures given under the heading LL115 *Labour Law* 40 Michaelmas and Lent Terms, but attendance at these lectures is not an essential part of the course.

The seminars will cover each topic of the course in detail. They form the core of the teaching of the course. Some joint sessions may be held with the Seminars LL222 *Law of Management and Labour Relations*, which are for postgraduate law students.

Written Work: There is no written work required during the course as such, but **Labour Law** is one of the subjects from which essay titles may be chosen as part of the M.Sc. Industrial Relations and Personnel Management course work requirements in the first two terms. Students will normally be required to present one seminar paper during the course.

Reading List: Students are advised to purchase the following: Kahn-Freund, *Labour and the Law*; Lewis & Simpson, *Striking a Balance? Employment Law after the 1980 Act*.

If possible, they should purchase, and if not they should consult regularly: Davies & Freedland, *Labour Law, Text and Materials*.

Supplementary Reading List: Elias, Napier & Wallington, *Labour Law, Cases and Materials*; Hepple & O'Higgins, *Employment Law*; Wedderburn, *The Worker and the Law*; Rideout, *Principles of Labour Law*; Grunfeld, *Modern Trade Union Law*; Kidner, *Trade Union Law*; Brown (Ed.), *The Changing Contours of Industrial Relations*; Clegg, *The Changing System of Industrial Relations in Great Britain*. The "Donovan" Report of the Royal Commission on *Trade Unions and Employers' Associations*.

Examination Arrangements: There is a 3-hour formal examination in the Summer Term based on the syllabus above. The paper contains 10-12 questions of which 3 are to be answered.

LL6120

Comparative Criminal Law and Procedure

Teacher Responsible: Professor L. H. Leigh, Room A541 (Secretary, Mrs. S. Hunt, A304)

Course Intended Primarily for LL.M. and may be taken by Diploma in Criminal Justice students with permission.

Scope: The aim of the course is to discuss problems in the criminal process via comparative law.

Syllabus: For the year 1983/84 it is expected that the following matters will be stressed: Theory of mens rea; Mistake; Necessity and duress; Parties to crime; problems of drink and drugs; Strict liability; Group liability; Mentally disordered offenders; Self-defence; Sexual offences including rape; Violence in sport; Theft; Fraudulent trading; Fraud; Pre-trial criminal procedure; Comparative criminal procedure at trial; Plea bargaining; Double jeopardy; Committal proceedings.

Pre-Requisites: The only pre-requisite is admission to the LL.M. programme. The course is, however, not suitable for Diploma students who have no background in law.

Teaching Arrangements: This course is taught by 30 1½ hour seminars (LL210) in Michaelmas, Lent and Summer Terms. Seminars are held at the Institute of Advanced Legal Studies.

Written Work: Students are not required to submit written work. It is however desirable that we do so and students are encouraged to prepare papers for seminar discussion. Verbal participation in seminars is obviously essential.

Reading List: The following is a minimal reading list - for a detailed list please see the annual handout for the course. Books marked with an asterisk should be purchased. The basic books are: G. L. Williams, *Textbook of Criminal Law* (1978)*; G. P. Fletcher, *Rethinking Criminal Law* (1979)*; A. V. Sheehan, *Criminal Procedure in Scotland and France* (1976); J. Langbein, *Comparative Criminal Procedures: Germany* (1977); A. S. Goldstein, *The Passive Judiciary* (1981); L. H. Leigh & J. E. Hall Williams, *Denmark, Sweden and The Netherlands* (1982); C. Hampton, *Criminal Procedure* (3rd edn., 1982)*.

Examination Arrangements: This course is examined by a three hour paper in late August or early September. Ten questions are normally set of which four must be answered.

LL6121

LL6126

Theoretical Criminology

Teacher Responsible: Mr. Hall Williams, Room A504 (Secretary, Jane Heginbotham, A305)

Course Intended Primarily for LL.M., also available for Diploma in Criminal Justice.

Scope: This is a new course based on the previous Criminology course expanded to deal only with the theory of criminology leaving out the methods part and the specific crimes, which are translated to the new course on Applied Criminology. It is suitable for students taking the Diploma in Criminal Justice.

Syllabus: The origin and development of crime studies: the classical and positivist schools of criminology, and their relation to modern criminology. The contribution of anthropological studies to the explanation of crime. Genetic and other biological influences (including twin studies, chromosome studies). Psychoanalytical explanations of criminal behaviour. Psychological theories and criminal behaviour. Mental illness, subnormality, psychopathy and crime. Sociological influences: family factors, area influences, gang studies. Cultural and subcultural theories of crime. The influence of social class and economic factors. The interactionist approach, labelling theory and the social deviance perspective. Radical criminology. Female crime. The facts about crime as derived from official sources and self-report and victim studies. Prediction studies.

Pre-Requisites: Since this is a postgraduate course, an LL.B. or its equivalent.

Teaching Arrangements: A weekly seminar lasting one and a half hours in the Michaelmas, Lent and Summer Terms. Mr. Hall Williams will present an outline of the subject in the first hour, leaving time for discussion in the last half hour. 3 seminars will be given by Mr. Freeman (Kings College) on **Psychological Theories** and 4 seminars will be given by Mr. Lynch (King's College) on **Sociological Influences**.

Lectures: LL221 - 27 lectures Sessional beginning 12 Oct.

Written Work: Students will be encouraged in the second half of the course to prepare and present papers to the seminar. Copies of these papers will be supplied to the other students.

Reading List: N. Walker, *Crime and Punishment in Britain* (2nd. edn., 1968); R. Hood & R. Sparks, *Key Issues in Criminology*, 1970; E. H. Sutherland & D. R. Cressey, *Criminology* (10th edn., 1978); D. J. West, *The Young Offender* (Pelican, 1967); J. B. Mays,

Juvenile Delinquency, the Family and the Social Group; W. G. Carson & P. Wiles, *Crime and Delinquency in Britain*; Laurie Taylor, *Deviance and Society* (1971); Taylor, Walton & Young, *The New Criminology* (1973); M. Phillipson, *Sociological Aspects of Crime and Delinquency* (1971); J. E. Hall Williams, *Criminology and Criminal Justice*.

Supplementary Reading List: will be given during the course.

Examination Arrangements: There will be one three-hour examination which will count for 100 per cent of the marks.

LL6122

Applied Criminology

Teacher Responsible: Mr. Hall Williams, Room A504 (Secretary, Jane Heginbotham, A305) who will act as Co-ordinator of the course.

Course Intended Primarily for LL.M.

Scope: This is a new course to be taught on an inter-collegiate basis, dealing with research methods in criminology and reviewing the research which has been done on specific crimes. It is hoped to devote five seminars to research methods and the rest will be contributed by different teachers in the University of London.

Syllabus:

1. *Research Methods in Criminology:* Hypothesis development. Data collection. Sampling and survey techniques. Data analysis. The use of computers in criminological research. Limitations and constraints.
 2. *The Criminology of Specific Offences:* The types of offence, offenders and victims, including: Homicide, Violent crime (including street crime). Crimes of Dishonesty (including shoplifting). Crimes of Damage to Property (including arson and vandalism). Sexual crime (including rape, incest and offences against children). Occupational and business crime. Political crime. Organised crime. Road traffic offences. Alcohol and drug abuse in relation to crime.
 3. *The Prevention of Crime:* The police and prevention. Neighbourhood controls. Public attitudes and values. Individual protection.
- Pre-Requisites:** Since this is a post-graduate course, an LL.B. or its equivalent.
- Teaching Arrangements:** A weekly seminar lasting one and a half hours in the Michaelmas, Lent and Summer Terms. The usual pattern is a lecture followed by discussion but this may vary, and there is scope for presentation of papers by students. The five methods seminars will be given by invited teachers from the relevant LSE

departments. The 'specific crimes' seminars will be given by different teachers according to their particular research interests. The teachers are drawn from the law faculties of King's College, University College, Queen Mary College, and LSE. All seminars will be held at the Institute of Advanced Legal Studies.

Lectures: LL222 - 25 Seminars Sessional. Thursday 1630 - 1800 IALS begin 14 Oct.

Written Work: Students may have an opportunity to prepare and present papers to the seminar. Copies of these papers will be supplied to the other students.

Reading List: will be supplied at the commencement of the course.

Examination Arrangements: There will be one three hour examination which will count for 100% of the marks.

LL6124

Sentencing and the Penal Process

Teacher Responsible: Dr. S. Saeed (University College London) will act as co-ordinator. At LSE, questions may be addressed to Mr. Hall Williams, Room A504 (Secretary, Jane Heginbotham, A305)

Course Intended Primarily for LL.M., also available for Diploma in Criminal Justice.

Scope: This is a new course based on the previous course but taught on an inter-collegiate basis, and to be held at the Institute of Advanced Legal Studies, Russell Square. The sentencing part reviews the aims of punishment, the work of sentencers, and the information they receive in reports. There follows a review of the penal process including custodial measures such as prison and non-custodial measures available in England and Wales. Where possible comparative references are made but this is primarily a course on the English penal system.

Syllabus:

I. *Sentencing.* The aims of punishment for crime. The information for the sentencing court (including police antecedents reports, social inquiry reports and medical reports). Psychiatric evidence. Disparities in sentencing, the research findings. Remedies and techniques for improving the sentencing process. Training sentencers. Alternative sentencing structures. Selected issues in sentencing, including: life and long sentences; recidivism and the dangerous offender; exemplary sentences and deterrence; the

mentally-disordered offender; the petty inadequate offender.

2. *The Penal Process.* History of the English prisons. Aims of the modern prison system. Organisation of prisons. The pressures on the prison system. Problems concerning accommodation, staff (including recruitment and training), classification of prisoners, and security. Employment of prisoners and pay or earnings. Education and training of prisoners. Welfare and leisure activities. Release procedures, including remission and parole. Prison disciplinary proceedings, the rights of prisoners and their protection under English law and the European Convention on Human Rights. The "Justice" model and the "Treatment" model. Evaluation of the effectiveness of prison. The provisions concerning the custody of young adult offenders.

3. *Non-Custodial Measures.* Probation, including both "traditional" probation and new developments involving the probation and after-care service. Community service orders. Other alternatives to prison: The suspended sentence. The fine. Absolute and conditional discharges. Bind-overs. Restitution and compensation. "Diversion" schemes. Voluntary hostels and after-care schemes.

4. *Crime Prevention.* The police and public attitudes towards crime. The relation of research to criminal policy.

Pre-Requisites: Since this is a post-graduate course, an LL.B. or its equivalent.

Teaching Arrangements: A weekly seminar lasting one and a half hours, which usually takes the form of a lecture by the teacher concerned followed by discussion, though the pattern may vary. Individual teachers drawn from the law faculties of the University of London will each contribute according to their fields of interest and research. Seminars: LL223 26 Sessional, Wednesdays 16.30 - 18.00 IALS, begin Oct.

Written Work: Students may have an opportunity to prepare and present papers to the seminar. Copies of these papers will be supplied to the other students.

Reading List: R. Cross, *The English Sentencing System* (2nd edn., 1975); N. Walker, *Sentencing in a Rational Society*, 1969; D. A. Thomas, *Principles of Sentencing* (2nd edn., 1979); R. Cross, *Punishment, Prison and the Public*, 1971; Baldwin & Bottomley, *Criminal Justice, Selected Readings*, 1970; J. E. Hall Williams, *The English Penal System in Transition*, 1970; *Changing Prisons*, 1975; *Criminology and Criminal Justice*, 1982; Home Office, *Prisons and the Prisoner*, H.M.S.O., 1977; N. Tutt (Ed.), *Alternative Strategies for Coping with Crime*, 1978; The Sentence of the

Court, H.M.S.O.; Powers of Criminal Courts Act, 1973; Annual Reports of the Prison Department, Home Office; Annual Reports of the Parole Board, Home Office; Home Office Research Unit Publications; Reports of the Advisory Council on the Penal System; House of Commons, Home Affairs Committee, Fourth Report, 1980.

Supplementary Reading List: will be given during the course.

Examination Arrangements: There will be one three-hour examination which will count for 100% of the marks.

LL6126

Theoretical Criminology

See LL6121

LL6150

Comparative Constitutional Law I

Teachers Responsible: Professor L. H. Leigh, Room A541 (Secretary, Mrs. S. Hunt, A304) and Mr. P.

Creighton, King's College, London.

Course Intended Primarily for LL.M. students, but may also be taken by M.Sc. students.

Scope: The aim of the course is to discuss problems of comparative federalism with special reference to the constitutions of the United States of America, Canada and Australia.

Syllabus:

I. General principles of federalism and the constitutional structures of the United States, Canada, and Australia (in outline). The influence of the imperial structure and the American example in the case of Canada and Australia.

II. Government institutions and the federal principle. First and second chambers. Parliamentary and congressional government and the representation and rights of states and provinces. The federal executive and regional representation. The influence of conventions of the constitution.

III. The judicial structure of the federal principle: the United States contrasted with Canada and Australia. Arguments for and against the several judicial systems.

IV. The doctrine of the separation of powers: the United States and Australia contrasted with Canada; definition of powers; delegation of legislative powers.

V. General principles governing the allocation of legislative powers. Doctrine of implied immunity of instrumentalities. Doctrine of inconsistency. The judicial function in constitutional cases: advisory

opinions, political questions.

VI. The regulation of trade and commerce. Freedom of trade within the three federal systems; the effect of other specific powers in the regulation of trade and commerce.

VII. Finance. The allocation of taxing powers. The spending power of the federal governments; intergovernmental grants; the machinery of fiscal allocation in the three systems.

VIII. External affairs: the power to enter into and implement external obligations. Relations between the states and provinces and foreign governments, and between the federal government and foreign governments. IX. Aspects of constitutional protection of fundamental rights and the rights of minorities. The effect of a Bill of rights on federal-state relationships.

Pre-Requisites: The course is most suitable for students who have previously studied a federal constitution.

Teaching Arrangements: This course is taught by 30½ seminars (LL200) in Michaelmas, Lent and Summer Terms. Seminars are held at the Institute of Advanced Legal Studies.

Written Work: Students are not required to submit written work. It is however desirable that they do so and students are encouraged to prepare papers for seminar discussion. Verbal participation in seminars is obviously essential.

Reading List: The following represents a minimum list. Further reading is assigned on the reading lists prepared for seminars.

Reference may be made to this which is distributed as a course handout. L. Tribe, *American Constitutional Law* (1978); P. W. Hogg, *Canadian Constitutional Law*; D. Lumb & K. Ryan, *The Constitution of Australia*; W. A. Wynes, *Legislative, Executive and Judicial Powers in Australia*; G. Sawyer, *Modern Federalism*.

Examination Arrangements: This course is examined by a three hour paper in late August or early September. Ten questions are normally set of which four must be answered.

LL6151

Comparative Constitutional Law II

Teachers Responsible: Mr. L. A. Wolf-Phillips, Room K208

(Secretary, Miss E. Schnadhorst, K206). Professor J. S. Read (SOAS), and Dr. Peter Slim (SOAS).

Course Intended Primarily for LL.M. students, but may also be taken by M.Sc. and M.A. (Area Studies) students.

Scope: A comparative and thematic approach to the constitutional laws of Commonwealth countries other than the United Kingdom, Australia, Canada, India and Malaysia.

Syllabus: I. The constitutional structure of the Commonwealth and status within it; full members, special membership, associated states. Consultation and cooperation within the Commonwealth. The Commonwealth Secretariat. The classification of dependent territories (within the Commonwealth) and the constitutional structure of government therein; powers of the Crown, the United Kingdom Parliament, Governors and colonial legislatures; constitutional evolution; the attainment of internal self-government. The attainment of independence.

II. Constitutional developments in independent Commonwealth states; problems of constitutional evolution, including divided societies, and the place of elements of traditional government in modern constitutions. The concept of autochthony. Constitutionalism and constitutional breakdowns, including the role of the courts. Military government.

III. Comparative constitutional structure of Commonwealth states. The executive. Cabinet government. Presidential systems. The legislature: structure and powers; minority representation; the role of second chambers; electoral systems. Relations between the executive and the legislature. Single party systems. Procedures for constitutional amendment. Safeguards against the abuse of power; constitutional guarantees and prohibitions; Bills of Rights; constitutional safeguards, including Ombudsmen. Constitutional provisions for the protection of the judiciary, the public service, and the police, and for safeguarding the electoral system, the process of prosecution, and the auditing of public accounts. The courts and the scope and exercise of powers of judicial review of the constitutionality of legislative and executive action. Emergency powers. Federal constitutions and experiments in the Commonwealth. Regional associations or

Communities. The problems of very small territories. Associated status.

Pre-Requisites: The course is suitable for lawyers who have a background in constitutional law, and for political scientists with some background or interest in comparative political institutions.

Teaching Arrangements: The course is taught by weekly lecture-seminars (LL201) (Mondays) and fortnightly seminars (alternate Wednesdays) on a sessional basis; that is, a total of 45 seminars of 1½ hours each. All seminars are held at the Institute of Advanced Legal Studies.

Written Work: Students are not required to submit written work, but are encouraged to prepare papers for the Wednesday seminar meetings. Verbal participation in the seminar proceedings by all students is considered by the teachers to be an important part of the learning process. A 'mock examination' will be held during the session.

Reading List: Readings for each seminar topic will be distributed during the session, and the following represents a minimum list of introductory readings to important parts of the course: S. A. de Smith, *The New Commonwealth and its Constitutions*; B. O. Nwabueze, *Constitutionalism in the Emergent States: Presidentialism in Commonwealth Africa: Judicialism in Commonwealth Africa*; D. O. Judd and P. E. Slinn, *The Evolution of the Modern Commonwealth, 1902-1980*; A. Mazrui, *The Anglo-American Commonwealth*; B. Benedict, *Problems of Smaller Territories*; S. A. de Smith, *Microstates and Micronesia*; Sir Kenneth Wheare, *Federal Government*; G. Sawyer, *Modern Federalism*; L. Wolf-Phillips, *Comparative Constitutions: Constitutional Legitimacy: A Study of the Doctrine of Necessity*. A. P. Blaustein and G. Flanz, *Constitutions of the Countries of the World* (Library call-mark K3157 A3.B64) is a multi volume work which is constantly up-dated; it is the most authoritative and comprehensive reference source as to world constitutional texts together with chronological introductions and bibliographies for each country.

Examination Arrangements: This course is examined by a three-hour paper in late August or early September.

LL6176

Soviet, East European and Mongolian Law

Teachers Responsible: Jointly

Professor I. Lapenna, L.S.E. Room K300 (Secretary, Mrs. Pam Hodges, A369) and Professor W. E. Butler (U.C.).

Course Intended Primarily for LL.M.

Scope: The aim of the course is to provide students with a wider and deeper knowledge of the so-called "socialist" legal systems of the U.S.S.R., East-European countries and Mongolia.

Syllabus: General introduction for all students: history; source materials: Marxist and Leninist theories of State and law; concept of ownership; constitutional framework; role of the Communist Party; judicial system; the legal profession; system. Special subjects: A study of two of the following subjects:

- History of Marxist Legal Thought,
 - Theories on Legal History,
 - Criminal Law and Procedure,
 - Constitutional and Administrative Law,
 - Economic Law,
 - Labour Law,
 - Family Law,
 - Natural Resources and Environment Law,
 - Collective Farm (*Kolkhoz*) Law,
 - Criminology and Correctional Labour Law,
 - Socialist and Economic Integration,
 - Soviet and East European Attitudes Toward Public International Law.
- The special subjects available will be announced at the beginning of the academic year. The emphasis as between Soviet and East European or Mongolian law in each option is at the discretion of the teachers.

Pre-Requisites: Knowledge of Russian or East European languages is not required, but students are expected to familiarise themselves with some technical legal terms in these languages.

Teaching Arrangements: One seminar (LL211) of 1½ hours per week, Sessional (Professor Lapenna or Professor Butler)

Written Work: 3 essays of about 3000 words each, one relating to the general introduction, and two others to questions dealt with in the two chosen options. Professor Lapenna and Professor Butler are responsible for setting, marking and discussing the essays in their respective parts of the course.

Reading List: (a) Bibliography: W. E. Butler (Ed.), *Russian and Soviet Law; Writings on Soviet Law and Soviet International Law*; P. S.

Romashkin (Ed.), *Literature on Soviet Law*. (b) Books: H. Babb (trans), *Soviet Legal Philosophy*; D. D. Barry & Ors. (Ed.), *Soviet Law After Stalin*, Vol. I-III; H. J. Berman, *Justice in the U.S.S.R.*; O. Bihari, *Socialist Representative Institutions*; M. Cain & A. Hunt, *Marx and Engels on Law*; K. Grzybowski, *Soviet Legal Institutions*; J. N. Hazard, *Communists and their Law*; M. Jaworskyj, *Soviet Political Thought: An Anthology*; H. Kelsen, *The Communist Theory of Law*; I. Kovacs, *New Elements in the Evolution of Socialist Constitutions*; I. Lapenna, *State and Law: Soviet and Yugoslav Theory; Marxism and the Soviet Constitutions*. (c) Casebooks: J. N. Hazard & Others (Eds.), *The Soviet Legal System*; Z. Zile, *Ideas and Forces in Soviet Legal History*.

(d) Journals and periodicals: *Law in Eastern Europe, Osteuropa Recht, Review of Socialist Law, Soviet Law and Government, Soviet Statutes and Decisions*.

Supplementary Reading List: Further reading will be assigned for students taking options (a) to (m).

Examination Arrangements: A three hour written examination in September based on the general introduction and the two options chosen by the students. The paper consists of one section (four questions) related to the General Introduction of the course (Section A), and as many other sections (two questions in each) as there are options among (b) and (m) above, which have been taught during the academic year. Candidates are required to answer four questions: two from Section A (General) and one each from two of the remaining sections. One quarter of the marks are awarded for each of the four answers. Copies of previous years papers are available.

NON-EXAMINABLE COURSES

LL162

Labour Law

Teacher Responsible: Mr. R. C. Simpson, Room A461 (Secretary, Rosemary Rickard, A305)

Course Intended Primarily for Trade Union Studies Course.

Scope: The aim of the course is to examine the the law in British industrial relations concentrating on those aspects of particular interest and importance to trade unions and trade unionists.

Syllabus: Collective labour law: Trade unions 'right to organise': Legal status of trade unions; legal support for the right to organise and the right not to belong; time off work for union activities; the closed shop. Internal union management: admission and expulsion; union democracy; union political activities; inter-union relations - 'Bridlington' and the law. Collective bargaining and the law: union recognition; union rights to disclosure of information and consultation on redundancies. Strikes, other forms of industrial action and the law: picketing and workplace occupations; civil liabilities for organising and taking part in industrial action; state emergency powers.

Individual labour law: Contracts of employment and collective agreements.

Employee's rights: pay; hours - time off work; sickness - sick pay, holidays. Discrimination at work on grounds of race and sex.

Termination of employment: unfair dismissal; redundancy rights. Health and safety at work.

Teaching Arrangements: Lectures: LL162

Elements of Labour Law 20 Michaelmas and Lent Terms.

Classes: LL162b 25 Sessional.

The lectures and classes are complementary. The classes will follow the lectures and cover the topics in the same order. Classes will normally be conducted on the basis of general discussion of a particular topic.

Reading List: The following are relevant throughout the course and are recommended for purchase: Lewis & Simpson, *Striking a Balance? Employment Law after the 1980 Act*; McMullen, *Rights at Work; Employment Law under the Tories*.

Examination Arrangements: None.

LL164

Soviet Law

Teacher Responsible: Professor I. Lapenna, Room K300 (Secretary, Mrs Pam Hodges, A369)

Course Intended Primarily for B.Sc. (Econ.) Part II, esp. XXII Russian Government, History and Language; Diploma in Int. and Comp. Politics; M.Sc.; graduate students of law and others interested.

Scope: The aim of the course is to introduce students to the essential features of Soviet law with emphasis on the relationship between politics and law in the U.S.S.R.

Syllabus: Soviet interpretations of the Marxist doctrine of State and law; unity of the legal system and the position of public international law; ideology and reality as reflected in Soviet constitutions 1918-1977 (and up to date); sovereignty: national, political, legal, state, limited (Brezhnev doctrine), as a tool of Soviet domestic and foreign policy; human rights in theory and practice; Soviet concept of constitutionality and legality; basic principles of criminal law and procedure, political and economic crimes; legal aspects of State planning.

Pre-Requisites: Knowledge of Russian is useful, but not necessary.

Teaching Arrangements: One lecture of one hour per week, Lent Term (**Professor Lapenna**).

Written Work: One essay of about 2500-3000 words.

Reading List: *Students are advised to buy:* I. Lapenna, *Marxism and the Soviet Constitutions; Soviet Penal Policy*; L. Schapiro, *The Government and Politics of the Soviet Union*.

Other books: A. Denisov & M. Kirichenko, *Soviet State Law*; K. Grzybowski, *Soviet Legal Institutions*; J. N. Hazard, *Communists and Their Law*; I. Lapenna, *State and Law: Soviet and Yugoslav Theory*; H. J. Bermann, *Soviet Criminal Law and Procedure*; Constitution of the U.S.S.R. of 1977 (latest edition).

Supplementary Reading List: D. D. Barry & Others (Eds.), *Soviet Law After Stalin*; K. Grzybowski, *Soviet Public International Law*; H. Kelsen, *The Communist Theory of Law*; R. Sharlet, *The New Soviet Constitution of 1977*; E. B. Pashukanis, *Law and Marxism: A General Theory*.

Examination Arrangements: There is no separate examination in this subject, but the knowledge, acquired during the course may help students to improve their examination answers in other subjects concerned with the course.

PHILOSOPHY, LOGIC AND SCIENTIFIC METHOD

Ph5200

Introduction to Logic

Teacher Responsible: Dr. John Worrall, Room A211 (Secretary, A214)

Course Intended Primarily for B.Sc. (Econ.) Parts I and II; B.Sc. c.u. main fields Soc. Psych., Soc.; M.Sc. Logic and Sci. Meth.; M.Sc. Soc. Phil.; Dip. Logic and Sci. Meth.; Dip. Soc. Phil.

Scope: The aim of the course is to teach the students to recognise and formulate correct arguments or inferences from given assumptions.

Syllabus: A: The importance and scope of clear, deductive reasoning. The main problem of logic: which inferences or deductions are 'correct' or valid? The related problems of which sets of assumptions are consistent and of which sentences are logically true ('true in all possible worlds'). Truth-functional logic: a restricted system in which many intuitive inferences can be formally expressed and a decision about their validity arrived at via a finite decision procedure.

B: First-order predicate logic: a system in which the overwhelming majority of inferences both from ordinary discourse and from mathematics and science are adequately representable; rules of proof for first-order logic and proofs of validity; the method of interpretation; invalidity of inference, consistency and independence; first-order logical truth and falsity.

C: Informal arguments: how formal logic helps in the analysis of these; articulating 'hidden assumptions', detecting fallacies. A brief account of some problems in the foundations of logic including the 'paradoxes' of set theory and of truth. Logic and the foundations of mathematics: the power of, and limitations of the axiomatic method; completeness, incompleteness and undecidability.

Pre-Prequisites: None.

Teaching Arrangements: There will be 25 lectures (Ph112) (Sessional) and weekly classes (Ph112a). Problem sheets will be handed out in the lectures and students will be expected to complete the exercises and discuss them in the class.

Reading List: Patrick Shaw, *Logic and its*

Limits. (This is a useful introductory book.) There are various text books, the most helpful of which is: P. Suppes, *Introduction to Logic*. **Background Reading:** R. Smullyan, *What's the Name of this Book?*; E. Nagel & J. R. Newman, *Godel's Proof*.

A full set of lecture notes will be distributed.

Examination Arrangements: The examination paper will contain about 12 questions arranged in three sections corresponding to the three parts of the syllabus. Section A: propositional logic. Section B: predicate logic. Section C: general questions on the foundations and applications of logic. Candidates are required to answer AT LEAST ONE question from each section. (N.B. This is a somewhat different requirement than in 1983.) Copies of previous examination papers are available from the cupboards in the corridor outside Room A214.

Ph5201

Introduction to Mathematical Logic

Teacher Responsible: Dr. C. Howson, Room A209 (Secretary, A214)

Course Intended Primarily for B.Sc. (Econ.) Part II; B.Sc. c.u. main fields Maths., Stats., Comp., Act. Sci., Maths. and Phil., Phil. and Chem.; M.Sc. Logic and Sci. Method; M.Sc. Soc. Phil.; Dip. Logic and Sci. Method; Dip. Soc. Phil.

Syllabus: Propositional logic (the theory of negation, 'and', 'or', 'if . . . then' and truth-functions generally). Predicate languages of first order. Axiomatisation of first-order validity. Interpretations and models.

Pre-Requisites: None.

Teaching Arrangements: One one-hour lecture (Ph114), *Introduction to Mathematical Logic*, per week during the Michaelmas and Lent Terms and for the first five weeks of the Summer Term, combined with one one-hour class (Ph114a) per week during the Michaelmas and Lent Terms. Exercises will be regularly distributed and worked through in the classes.

Reading List: A complete set of lecture notes will be distributed. For auxiliary reading E. Mendelson, *Introduction to Mathematical Logic*. Chapters 1 and 2 will be useful.

Examination Arrangements: One three-hour paper of ten questions, of which four must be completed correctly to obtain full marks. Copies of previous examination papers are available from the cupboards in the corridor outside Room A214.

Introduction to Scientific Method

Teacher Responsible: Dr. J. Worrall, Room A211 (Secretary, A214)
Course Intended Primarily for B.Sc. (Econ.) Part I, B.Sc. Course Unit 500/5210 B.Sc. (Econ.) Part II (for students not specialising in Philosophy).

Scope: A study of the general features of scientific reasoning both in the physical and human sciences. The aim of the course is to teach the student to evaluate systematically and critically claims that certain conclusions (that the earth moves, that smoking causes cancer, that environmental factors are the main determinants of IQ scores, etc, etc.) are scientifically justified.

Syllabus: I. A general introduction to scientific reasoning and its importance. A basic introduction to valid deductive reasoning: drawing consequences from assumptions.

II. The structure of fundamental scientific theories: Newton's theory of universal gravitation and Mendel's theory of inheritance as examples. The crucial notion of a *test* of a scientific theory: conditions for a genuine test; some fallacies of theory testing and pseudoscience; reactions to refutations: successful defence of a theory *vs ad hoc* manoeuvres; reactions to success: what is involved in 'accepting' a theory?

III. A basic introduction to statistical hypotheses and probability theory. Testing statistical hypotheses. What is involved in acceptance and rejection of statistical hypotheses? Correlations and causes. Causal hypotheses in the medical and social sciences: the importance of 'controls'.

IV. Are there limits to the applicability of scientific methods in the human and social areas?

Pre-Requisites: None. In particular, the treatments of logic, of the scientific examples and of statistics and probability are elementary and self-contained.

Teaching Arrangements: There is one lecture course (Ph100) of 25 lectures and an associated series of classes (Ph100a).

Written Work: Question-sheets will be handed out at the lectures; students will be expected to answer the questions and discuss their answers in class. There will also be the opportunity for more general discussion in class and students will be expected to prepare short discussion papers on topics arising out of the lectures.

Reading List: The book which covers the syllabus and which all students must purchase

Ph5210

is: Ronald N. Giere, *Understanding Scientific Reasoning*.

Recommended Further Reading List: S. Campbell, *Flaws and Fallacies in Statistical Thinking*; M. Gardner, *Fads and Fallacies in the Name of Science*; E. Nagel, *The Structure of Science*; I. Hacking, *The Logic of Statistical Inference*; D. Huff, *How to Lie with Statistics*; L. I. Krimerman (Ed.), *The Nature and Scope of Social Science*; C. G. Hempel, *Philosophy of Natural Science*; T. S. Kuhn, *The Structure of Scientific Revolutions*; I. Lakatos, 'The Methodology of Scientific Research Programmes' (*Philosophical Papers*, Vol. I); K. R. Popper, *Conjectures and Refutations*.

Examination Arrangements: Assessment both for Part I and Part II candidates is based entirely on a three-hour formal examination in the Summer Term. There is a wide variety of questions and candidates are required to answer any four questions. Copies of previous examination papers are available from the cupboards in the corridor outside Room A214.

Ph5220
Ph6201

Logic

Teacher Responsible: Dr. C. Howson, Room A209 (Secretary, A214)

Course Intended Primarily for B.Sc. (Econ.) Part II Philosophy; M.Sc. Logic and Sci. Method; M.Sc. Soc. Phil.; Dip. Logic and Sci. Method; Dip. Soc. Phil.

Syllabus: Propositional logic (the theory of negation, 'and', 'or', 'if . . . then' and truth-functions generally). Predicate languages of first order. Axiomatisation of first-order validity. Interpretations and models.

Pre-Requisites: None.

Teaching Arrangements: One one-hour lecture (Ph114), *Introduction to Mathematical Logic*, per week during the Michaelmas and Lent Terms and for the first five weeks of the Summer Term, combined with one one-hour class (Ph114a) per week during the Michaelmas and Lent Terms. Exercises will be regularly distributed and worked through in the classes. The lecture course Ph116 and the Seminar Ph128 are also relevant.

Reading List: A complete set of lecture notes will be distributed. For auxiliary reading E. Mendelson, *Introduction to Mathematical Logic*. Chapters 1 and 2 will be useful.

Examination Arrangements: One three-hour paper of about ten questions, of which four must be completed to obtain full marks. Copies of previous examination papers are available from the cupboards in the corridor outside Room A214.

Ph5221
Ph6202

Mathematical Logic

Teacher Responsible: Dr. C. Howson, Room A209 (Secretary, A214)

Course Intended Primarily for B.Sc. (Econ.) Part II Philosophy; M.Sc. Logic and Sci. Method; Dip. Logic and Sci. Method.

Syllabus: The Completeness Theorem for first order Logic. Proofs of Godel's Incompleteness Theorems, Church's Theorem, Tarski's Theorem. Arithmetisation. The notion of a computable function from sequences of natural numbers into natural numbers and various equivalent characterisations. Elements of recursive function theory.

Pre-Requisites: The student will be expected to have a knowledge of predicate calculus up to the standard of an introductory course.

Teaching Arrangements: One two-hour lecture (Ph115) per week during the Michaelmas and Lent Terms, combined with one one-hour class (Ph115a) during these Terms. Exercises will be distributed regularly and worked through in class.

Reading List: A complete set of lecture notes will be distributed.

Supplementary Reading List: E. Mendelson, *Introduction to Mathematical Logic*; Bell & Machover, *A Course in Mathematical Logic* Chs 6, 7; S. C. Kleene, *Introduction to Metamathematics*; Boolos & Jeffrey, *Computability and Logic*.

Examination Arrangements: One three hour paper of about ten questions, of which four must be correctly completed to obtain full marks. Copies of previous examination papers are available from the cupboards in the corridor outside Room A214.

Ph5222

Incompleteness and Undecidability

Teacher Responsible: Dr. C. Howson, Room A209 (Secretary, A214)

Course Intended Primarily for B.Sc. (Econ.) Part II: B.Sc. c.u. main fields Maths., Stats., Comp., Act. Sci., Maths. and Phil., Maths. and Chem.

Syllabus: The Completeness Theorem for first order Logic. Proofs of Godel's Incompleteness Theorems, Church's Theorem, Tarski's Theorem. The Completeness Theorem for first order Logic. Arithmetisation. The notion of a computable function from sequences of natural numbers into natural numbers and various equivalent characterisations. Elements of recursive function theory.

Pre-Requisites: The student will be expected to have a knowledge of predicate calculus up to the standard of an introductory course.

Teaching Arrangements: One two-hour lecture (Ph115) per week during the Michaelmas and Lent Terms, combined with one one-hour class (Ph115a) during these Terms. Exercises will be distributed regularly and worked through in class.

Reading List: A complete set of lecture notes will be distributed.

Supplementary Reading List: E. Mendelson, *Introduction to Mathematical Logic*; Bell & Machover, *A Course in Mathematical Logic* Chs 6, 7; S. C. Kleene, *Introduction to Metamathematics*; Boolos & Jeffrey, *Computability and Logic*.

Examination Arrangements: One three-hour paper of about ten questions, of which four must be correctly completed to obtain full marks. Copies of previous examination papers are available from the cupboards in the corridor outside Room A214.

Scientific Method

Teacher Responsible: Dr. P. Urbach,
Room A208 (Secretary, A214)

Course Intended Primarily for B.Sc. (Econ.),
Special Subject Philosophy, or Philosophy and
Economics and B.Sc. c.u. main field
Philosophy and Mathematics, and Philosophy
and Chemistry. It is normally taken in the
second year of study. The course is also
available as an outside option to students
whose main subject is not one of those
mentioned. However these students must have
already passed the course in **Introduction to
Scientific Method**.

Scope: The course covers theories of scientific
explanation and of scientific inference and
also examines various philosophical problems
arising in the social sciences.

Syllabus: Various accounts of the nature and
structure of deterministic and statistical
scientific explanations are considered and
assessed. Some theories of scientific
confirmation will be dealt with, special
emphasis being given to probabilistic theories
of induction. This will involve some
elementary probability theory. Some of the
philosophical questions arising in the social
sciences which the course covers are: To what
extent can scientific predictions be made of
social events? Is the human brain a purely
physical structure? Do social explanations
have a peculiar structure?

Teaching Arrangements: There are three
lecture courses and an accompanying class for
each.

Lectures: Ph102 **Scientific Method** (Dr Urbach)
10 Michaelmas Term.

Ph111 **Probability and Induction** (Dr Howson) 10
Lent Term.

Ph104 **Methodology of the Social Sciences** (Dr
Urbach) 10 Lent Term.

Classes: 20 Michaelmas and Lent Terms.

Ph102(a) and Ph104(a) (Dr Urbach).

Reading List: No one book covers the entire
syllabus. Detailed lecture notes will be
distributed. The following books will
constitute essential reading:

W. Salmon, *Statistical Explanation and
Statistical Relevance* (Chs 1 and 2); C.

Hempel, *Aspects of Scientific Explanation* (Chs
9-12).

Other books which are recommended are:

E. Nagel, *The Structure of Science*; M. Apter,
The Computer Simulation of Behaviour; P.
Horwich, *Probability and Evidence*.

Examination Arrangements: There is a three-
hour formal examination in the Summer
Term, based on the full syllabus for all of the
lecture courses. To obtain full marks, four

Ph5230

questions must be answered. The paper is
divided into two sections one being concerned
with the physical sciences and the other with
the social sciences. Students should answer at
least one question from each part. Copies of
previous examination papers are available
from the cupboards in the corridor outside
Room A214.

Ph5240

The Rise of Modern Science, Copernicus to Newton

Teacher Responsible: Dr. E. G. Zahar,
Room A210 (Secretary, A214)

Course Intended Primarily for B.Sc. (Econ.)
Part II, B.Sc. c.u. main fields Maths. and
Phil., Phil. and Chem.; M.Sc. Logic and Sci.
Meth.; Dip. Logic and Sci. Meth.

Scope: The main object of this course is to
trace the development of Mechanics and
Astronomy from the early Renaissance to the
beginning of the 18th Century; or,
equivalently, from Ptolemy to Newton. It is
highly selective history, the selection being
carried out in terms of philosophical
relevance. In the case of certain scientists, like
Kepler and Newton, a modern simplified
account of their theories is given before
looking into the historical origins of these
theories and the way they gradually evolved.
Superfluous technicalities are avoided, but
some mathematics is needed for the latter part
of the course. The required mathematical
machinery will be developed within the
course, which is therefore relatively self-
contained.

Syllabus: (1) The Scientific Revolution which
started with Copernicus and culminated with
Galileo, Kepler, Descartes and Newton.

(2) A brief account of the discovery of the
Calculus.

(3) The philosophical aftermath of the
emergence of Newtonian science, in particular
Kant's, Mach's and Poincaré's respective
appraisals of Newtonian dynamics.

Pre-Requisites: Mathematics 'O' Level and
some acquaintance with the Calculus would
help towards an understanding of the course,
but are not absolutely necessary.

Teaching Arrangements: Twenty-five lectures
(Ph109; Ph110) and a weekly class (Ph109a)
during the Michaelmas and Lent Terms.

Written Work: Students are given a list of
possible topics and will be expected to present
a minimum of two class papers per term.

Reading List: G. Holton & D. H. D. Roller,
Foundations of Modern Physical Science; I. B.
Cohen, *The Birth of a New Physics*; T. S.

Kuhn, *The Copernican Revolution*; A. I. Sabra,
Theories of Light from Descartes to Newton; S.
Westfall, *Never at Rest*; R. Palter (Ed.), *The
Annus Mirabilis of Sir Isaac Newton, 1666*; A.
Koyre, *Newtonian Studies: From the Closed
World to the Infinite Universe*; E. A. Burtt,
*The Metaphysical Foundations of Modern
Physical Science*; A. Einstein & L. Infeld, *The
Evolution of Physics*; H. Butterfield, *The
Origins of Modern Science*; M. Caspar, *Kelper*;
A. Koestler, *The Sleepwalkers*; S. Toulmin &
J. Goodfield, *The Fabric of the Heavens: The
Architecture of Matter: The Discovery of Time*;
C. Boyer, *The Concept of the Calculus*; S.
Drake (Ed.), *Discoveries and Opinions of
Galileo*; Galileo, *Dialogue Concerning the Two
Chief World Systems*; E. Meyerson, *Identity
and Reality*; O. Toeplitz, *The Calculus*; C.
Howson (Ed.), *Method and Appraisal in the
Physical Sciences*.

Examination Arrangements: Three hour formal
examination in the Summer Term. About
fifteen questions of which three should be
answered. Copies of previous examination
papers are available from the cupboards in
the corridor outside Room A214.

Ph5250

Ph6250

Social Philosophy

Teacher Responsible: Professor E. A.
Gellner, Room A286 and Dr. J.

Hall, Room A212 (Secretary, A214)

Course Intended Primarily for B.Sc. (Econ.)
Part II; B.Sc. c.u.; Dip. Soc. Phil.; M.Sc. Soc.
Phil.

Scope: The aim of the course is to introduce
students to the role played by ideologies in
the societies of which they form a part.
Particular attention is paid to the types of
belief system characteristic of industrial,
scientific societies. This is a *one-year* course,
which undergraduates will normally take in
their second year.

Syllabus: Philosophy considered as systems of
validation and legitimation of world-views,
values and institutional arrangements.
Typologies of societies and periodicisations of
history examined, both for their own
philosophical and normative presuppositions,
and in order to examine the different role of
prescriptive though in diverse kinds of society.
The problem of relativism and types of
attempts at overcoming it. Examination of
diverse philosophical strategies for validating
values in modern societies. The interaction of
social and intellectual factors in belief

systems. At least one pre-industrial social
order (usually Islam) covered in a sub-course
of ten lectures and several modern ideologies
examined in detail.

Pre-Requisites: None.

Teaching Arrangements: There is one main
lecture course of 26 lectures (Sessional) in
Social Philosophy (Ph103), and a subsidiary
one of 9 lectures.

Lectures: Lectures are given by **Professor
Gellner and Dr Hall**.

Classes: Classes will be held weekly, by **Dr
Hall** and/or **Professor Gellner** (Ph103a), with
a separate class for M.Sc. Social Philosophy
students. Classes are held Sessional.

Seminar: The **Social Philosophy: Patterns of
History** Seminar (Ph121) at which
distinguished visiting speakers give papers also
constitutes part of the teaching programme of
this course.

Reading List: F. Aron, *The Opium of the
Intellectuals*; D. Bell, *The Cultural
Contradictions of Capitalism*; I. Berlin, *Four
Essays on Liberty*; C. D. Broad, *Five Types of
Ethical Theory*; N. Chomsky, *Language and
Mind*; G. A. Cohen, *Marx's Theory of History*;
R. G. Collingwood, *An Autobiography*; M. J.
Cowling, *Mill and Liberalism*; D. Emmet & A.
MacIntyre (Eds.), *Sociological Theory and
Philosophical Analysis*; E. Fromm, *Sigmund
Freud's Mission*; Bryce Gallie, *Philosophy and
Historical Understanding*; E. A. Gellner,
Thought and Change: Legitimation of Belief; J.
Hall, *Diagnoses of our Time*; F. A. Hayek,
Three Sources of Human Values; F. Hirsch,
The Social Limits of Growth; A. Hirschman,
The Passions and the Interests; M. Hollis,
Models of Man; David Hume, *The Natural
History of Religion*; I. Kant, *Groundwork of
the Metaphysics of Morals*; E. Kedourie,
Nationalism; Ibn Khaldun, *The Muqaddima*
(Frank Rosenthal Translation, one volume
edition); T. S. Kuhn, *The Structure of
Scientific Revolutions*; G. Lenski, *Power and
Privilege*; S. Lukes & M. Hollis (Eds.),
Rationality and Relativism; C. MacIntyre, *A
Short History of Ethics*; W. H. McNeill, *The
Rise of the West*; J. S. Mill, *Utilitarianism*; D.
Miller, *Social Justice*; B. Moore, *Social
Origins of Dictatorship and Democracy*; R. E.
Money-Kyrle, *Man's Picture of the World*; M.
J. Oakeshott, *Rationalism in Politics and Other
Essays*; J. P. Plamenatz, *The English
Utilitarians*; K. R. Popper, *The Open Society
and Its Enemies*; W. G. Runciman, *Social
Science and Political Theory*; Marshall Sahlins,
Stone Age Economics; C. Taylor, *Hegel*; R. M.
Tucker, *Myth and Reality in Karl Marx*; T.
Veblen, *Theory of the Leisure Class*; C. H.
Waddington et al., *Science and Ethics*; B.
Wilson (Ed.), *Rationality*.

Examination Arrangements: There is a three-hour formal exam in the Summer Term. Copies of previous examination papers are available from the cupboards in the corridor outside Room A214.

Ph5300

History of Modern Philosophy: Bacon to Kant

Teacher Responsible: Dr. P. Urbach,
Room A208 (Secretary, A214)

Course Intended Primarily for B.Sc. (Econ.)
Part II Philosophy, B.Sc. Course Unit.

Scope: A critical historical review and an introduction to some of the main problems of philosophy.

Syllabus: The philosophers discussed are: Bacon, Descartes, Spinoza, Locke, Leibniz, Berkeley, Hume, Kant. The main problems raised by these philosophers concern, for example: the question of a method for advancing science; theories of knowledge (scepticism, rationalism, empiricism); theories about reality (dualism, idealism, monism); 'proofs' of existence of God; the mind-body problem; free-will and determinism.

Pre-Requisites: None.

Teaching Arrangements: Lectures (Ph106; Ph107): there are two lecture courses spread over four terms: **History of Modern Philosophy, Bacon to Hume**, Sessional (one hour lectures), **Dr Urbach, Dr Howson, Professor Gellner and Dr Zahar**, for second-year students. The lectures on **Kant**, 10 Michaelmas Term, are for third-year students and are given by **Dr Zahar**. This is a two year course.

Class (Ph106a; Ph107a): **History of Modern Philosophy: Bacon to Kant**, Sessional, **Dr. Martin** (Room A212).

Written Work: Students are required to attend the class and to give papers based on a critical reading of texts.

Reading List: Students are advised to buy all, or most, of the following: Bacon, *Novum Organum*; Descartes, *Philosophical Writings* edited by E. Anscombe and P. Geach. (Or an edition edited by E. Haldane and G. Ross); Spinoza, *Ethics*; Locke, *Essay Concerning Human Understanding* (Ed. Pringle-Pattison); Leibniz, *Selections* (Ed. P. P. Wiener); Berkeley, *The Principles of Human Knowledge*; Hume, *Treatise of Human Nature*, Book I, (Ed. Selby-Bigge); Kant, *Prolegomena*.

Supplementary Reading List: Richard H. Popkin, *The History of Scepticism from Erasmus to Spinoza*; E. A. Burt, *The Metaphysical Foundations of Modern Science*;

M. Mandelbaum, *Philosophy, Science and Sense Perception*; Bertrand Russell, *The Philosophy of Leibniz*; A. Koyre, *From the Closed World to the Infinite Universe*; P. Urbach, "Francis Bacon as a Precursor to Popper", *British Journal for the Philosophy of Science*, June 1982. (Available from the Philosophy Department.)

Examination Arrangements: Assessment is based entirely on a three-hour formal examination in the Summer Term. The examination paper consists of one question on each of the eight philosophers, of which three are to be answered. Each question is split into two (occasionally three) alternatives, only one of which may be selected. Copies of previous examination papers are available from the cupboards in the corridor outside Room A214.

Ph5310

Epistemology and Metaphysics Teacher Responsible: Dr. E. G. Zahar, Room A210 (Secretary, A214)

Course Intended Primarily for B.Sc. (Econ.)
Part II; B.Sc. c.u. main field Maths. and
Phil., Phil. and Chem.; Dip. Logic and Sci.
Meth.; Dip. Soc. Phil.; M.Sc. Logic and Sci.
Meth.; M.Sc. Soc. Phil.

Scope: The course consists of two sections: A and B. Section A, which has a historical character, consists of issues concerning the philosophies of science of Mach, Duhem, Poincaré, Meyerson and about the views of probability and induction put forward by Bolzano, Mill, Keynes, Reichenbach, Jeffrey and Carnap. Section B is historical and comprises questions about some of the most fundamental philosophical issues, like the notion of truth, the foundations of logic, the mind-body problem, the problem of free-will and determinism, the foundations of ethics and the existence of God.

Syllabus: There is no rigid syllabus. However, for Section A of the paper, the following ought to be covered. Problems of demarcation: analytic *versus* synthetic, science *versus* non-science. Euclidean geometry and the problem of synthetic *a priori* truth. The epistemological status of scientific laws. The positivism and conventionalism of Mach, Duhem, Poincaré and Meyerson. The status of Conservation Laws. Also: The problem of Induction and the attempt to solve it with the help of probability theory from Bernoulli to Carnap.

Pre-Requisites: Some acquaintance with basic philosophical questions is helpful.

Teaching Arrangements: No single course, nor indeed any combination of courses, covers the whole syllabus. Students are encouraged to seek out their own topics and present papers at the **Epistemology and Metaphysics Seminar (Ph125) (Dr Zahar and Dr Fields)**. However, the topics in Section A of the examination paper are covered in **Dr Zahar's** course: **The History of Epistemology after Kant (Ph108)** and in **Dr Howson's** course: **Probability and Induction (Ph111)**.

Written Work: At least one paper per term to be presented at the **Epistemology and Metaphysics Seminar**.

Reading List: E. Mach, *Science of Mechanics*; P. Duhem, *Aim and Structure of Physical Theory*; H. Poincaré, *Science and Hypothesis*; E. Meyerson, *Identity and Reality*.

Also: **Dr Howson** provides a comprehensive set of notes on his '**Probability and Induction**' course.

Supplementary Reading List: E. Mach,

Knowledge and Error; H. Poincaré, *The Value of Science; Science and Method*; P. Duhem, *To Save the Phenomena*.

Examination Arrangements: Three hour formal examinations in the Summer Term; about fifteen questions in all, the student being required to answer three questions, one from Section A and one from Section B. Copies of previous examination papers are available from the cupboards in the corridor outside Room A214.

**Ph5315
Ph6206**

Philosophy of Mathematics Teacher Responsible: Dr. John Worrall, Room A211 (Secretary, A214)

Course Intended Primarily for B.Sc. (Econ.)
Part II; B.Sc. c.u. main fields Maths., Stats.,
Comp., Act. Sci., Maths. and Phil.; Phil. and
Chem.; M.Sc. Logic and Sci. Method; M.Sc.
Soc. Phil.; Dip. Logic and Sci. Meth.; Dip.
Soc. Phil.

Scope: A study of the main philosophical problems arising from mathematics; principally the ontological problem – what is the status of mathematical objects; and the epistemological problem – what is the status of mathematical knowledge?

Syllabus: Platonism (or realism) *vs* constructivism. Early 'logician' views. J. S. Mill's empiricism and some of its more recent descendants. Kant's idea of mathematics as synthetic *a priori*. The three great 20th century foundational schools: logicism (Frege and Russell), intuitionism (Brouwer), formalism (Hilbert). Some more specific problems arising from the foundational schools: the relationship between logic and set theory, the epistemological impact of Godel's incompleteness theorem and of the independence results in set theory; the epistemological status of logic – rivals to classical logic. Some problems concerning the *growth* of mathematical knowledge: 'proofs and refutations'.

Pre-Requisites: Students should have strong mathematical backgrounds. Knowledge of set theory is extremely helpful but not essential.

Teaching Arrangements: There is a main lecture sequence of 10 lectures (Ph116) (Michaelmas Term) and a series of seminars (Ph128) in the Lent Term, at which students will be expected to present papers. Students should attend the lectures in their second year and the seminars in the third.

Written Work: Students are expected to write papers for the seminar and to develop a

project out of this. The project must be handed in in May of the third year.

Reading List: No book covers the syllabus. The nearest to a textbook is: S. Korner, *Philosophy of Mathematics*.

Students will also need to consult: A. Fraenkel, Y. Bar-Hillel & A. Levy, *Foundations of Set Theory*; H. Putman & P. Benacerraf (Eds.), *Philosophy of Mathematics - Selected Readings*; S. Haach, *Deviant Logics*; I. Lakatos, *Proofs and Refutations*.

Further Reading List: G. Polya, *Mathematics and Plausible Reasoning; Mathematical Discovery*; S. Korner, *Introduction to the Philosophy of Mathematics*; I. Lakatos (Ed.), *Problems in the Philosophy of Mathematics*; J. Hintikka (Ed.), *Philosophy of Mathematics*; J. van. Heijenoort (Ed.), *From Frege to Godel*; I. Lakatos, 'Mathematics, Science and Epistemology' (*Philosophical Papers* Vol. 2); G. Frege, *The Foundations of Arithmetic: The Basic Laws of Arithmetic*; M. Dummett, *Frege: Elements of Intuitionism*; H. Putnam, 'Mathematics, Method and Matter' (*Philosophical Papers* Vol. 1).

Examination Arrangements: There is a three-hour formal examination in the Summer Term of which four questions must be answered. Copies of previous examination papers are available from the cupboards in the corridor outside Room A214.

Ph5320

Philosophy of Economics

Teacher Responsible: Mr. K.

**Klappholz, (Economics Department)
Room S88 (Secretary, S566)**

Course Intended Primarily for Part II students reading for the B.Sc. (Econ.) degree, Special Subject XX, Philosophy and Economics, as well as others interested in the methodological and philosophical aspects of economics.

Scope: The course deals with the topics indicated in the Syllabus below, as well as with more general methodological issues, such as the question of the unity of method between economics and the natural sciences, the role of assumptions, predictions and the possibility of "crucial" experiments in economics. The topics not mentioned in the Syllabus are discussed in the **Philosophy of the Social Sciences Seminar**.

Syllabus: A philosophical examination of the idea of rational choice, both individual and collective. The historical development of theories of individual rationality. Rationality and uncertainty. Classical utilitarianism and the social interest. Collective choice and individual preferences. Individual rights and distributive justice.

Pre-Requisites: Students are expected to have taken, or to be taking **Introduction to Scientific Method: Social Science**, or its equivalent elsewhere, as well as **Economic Principles** or its equivalent elsewhere.

Teaching Arrangements: Teaching in preparation for the examination is provided by: Lecture Course **Philosophy of Economics** (Ph105), 16 lectures in the Lent and Summer Terms by **Mr. Klappholz, Dr Perlman**, both of the Economics Department, and **Dr Urbach** of the Philosophy Department and a seminar, **Philosophy of the Social Sciences** (Ph124), 20 one-and-a-half hour meetings in the Michaelmas and Lent Terms. The Seminar is taken by **Drs Perlman and Urbach** and **Mr Klappholz** and **Professor Watkins** in alternate years (in 1983-84 it will be taken by **Dr Perlman** and **Dr Urbach**). Students reading for a degree at the LSE take the Lecture Course in their 2nd year and attend the Seminar in their 3rd year. Students who spend only one year at the LSE attend both the Seminar and the Lecture Course. The Seminar is also attended by graduate students. In the Seminar students are provided with a list of topics, accompanied by bibliographical suggestions.

Written Work: Written work is done mainly in conjunction with the Seminar. Students are expected to present at least 2 papers in the course of one series of Seminars. Topics for the paper may be chosen from the lists

provided or suggested by the student.

Reading List: L. C. Robbins, *The Nature and Significance of Economic Science*; H. A. Simon, *Models of Man*; J. Rawls, *A Theory of Justice*; A. K. Sen, *Collective Choice and Social Welfare*; K. J. Arrow, *Social Choice and Individual Values*; R. D. Luce & H. Raiffa, *Games and Decisions*; M. Allais & O. Hagan (Eds.), *Expected Utility Hypotheses and the Allais Paradox*; Ward Edwards & Amos Tversky (Eds.), *Decision-Making*; R. E. Butts and J. Hintikka (Eds.), *Foundational Problems in the Special Sciences*, Vol. VII and VIII; John C. Harsanyi, *Rational Behaviour and Bargaining Equilibrium in Games and Social Situations*; F. Hahn & M. Hollis (Eds.), *Philosophy and Economic Theory*; A. Rosenberg, *Micro-Economics Laws*; M. Blaug, *The Methodology of Economics*.

Additional reading suggestions, particularly of articles, may be made in the lectures and the Seminar.

Examination Arrangements: There is a three-hour formal examination at the end of the 3rd year for degree students. This examination may also be taken by one-year Full Course students. Candidates are required to answer 3 out of about 10 questions, one of which allows the candidate to write a topic of his or her own choice from within the subject matter covered by the entire teaching. The question carries 50% of the marks. The assessment for the course is based wholly on the results obtained in this examination. Copies of previous examination papers are available from the cupboards in the corridor outside Room A214 in the Philosophy Department.

Ph6200

Advanced Scientific Method

**Teacher Responsible: Dr. P. Urbach,
Room A208 (Secretary, A214)**

Course Intended Primarily for M.Sc. (Logic and Scientific Method; Social Philosophy).

Scope: The course covers theories of scientific explanation and scientific inference.

Syllabus: Various accounts of the nature and structure of deterministic and statistical scientific explanation are considered. Different theories of scientific confirmation, special emphasis being given to probabilistic theories of induction. Philosophical problems connected with the nature of probability statements.

Pre-Requisites: None, but some familiarity with scientific method or with a scientific discipline would be useful.

Teaching Arrangements: There are two lecture courses and two seminars.

Lectures: Ph102 **Scientific Method** (Dr Urbach) 10 Michaelmas Term.

Ph111 **Probability and Induction** (Dr Howson) 10 Lent Term.

Seminar: Ph122 **Scientific Method and Epistemology** (Dr Urbach and Dr Howson) 20 Michaelmas and Lent Terms.

Ph127 **Logic and Scientific Method** (Dr Fields) 25 Sessional.

Class: Ph102a

Reading List: No one book covers the entire syllabus. Detailed lecture notes will be distributed. The following books will be essential reading.

C. Hempel, *Aspects of Scientific Explanation* (Chs. 9-12); W. Salmon, *Statistical Explanation and Statistical Relevance* (Chs. 1 and 2).

Supplementary Reading List: Other books which are recommended are:

P. Horwich, *Probability and Evidence*; E. Nagel, *The Structure of Science*.

Examination Arrangements: Assessment is based entirely on a three hour formal examination near the end of the Summer Term. The examination paper merely lists a wide variety of topics and requires candidates to write essays on three of them. It is left to the candidate to set himself or herself a good question. Because the paper is of this form, a rather higher standard than otherwise is expected. Copies of previous examination papers are available from the cupboards in the corridor outside room A214.

Logic
See Ph5220

Mathematical Logic
See Ph5221

Ph6203
Advanced Mathematical Logic
Teacher Responsible: Dr. J. L. Bell,
Room S467 (Secretary, S464)

Course Intended Primarily for Dip. Logic and Sci. Method; M.Sc. Logic and Sci. Method.
Scope: This course comprises one undergraduate course: **Sets and Models SM127** (q.v.) and one graduate course **Axiomatic Set Theory SM128**. The first of these courses is designed to provide an introduction to (axiomatic) set theory and the model theory of first-order languages. The second gives an account of formal set theory up to Godel's proof of the relative consistency of the axiom of choice and the generalized continuum hypothesis.

Syllabus: (i) **Sets and Models**. Axiomatic approach to set theory. Sets and classes. Well-orderings. Cardinals and Ordinals. The axiom of choice and Zorn's lemma. First-order languages and their models. Completeness, compactness and Lowenheim-Skolem theorems.

(ii) **Axiomatic Set Theory**. Axiomatic development of Zermelo-Fraenkel set theory. Definitions by transfinite induction. Reflection principles. Constructible sets. Consistency of the axiom of choice and the generalized continuum hypothesis.

Pre-Requisites: Acquaintance with predicate calculus, as provided by the course Ph114: **Introduction to Mathematical Logic**.

Teaching Arrangements: (i) **Sets and Models** (SM127): twenty lectures on set theory in first term, twenty on model theory in second term. (Full lecture notes provided). Twenty problem classes over the two terms.

(ii) **Axiomatic Set Theory** (SM128): ten lectures in the second term, fifteen in the third term. The lecture course Ph116 is also relevant.
Classes: SM127a

Reading List: J. Bell & Machover, *A Course in Mathematical Logic*; J. Bridge, *Beginning Model Theory*; K. Kuratowski & A. Mostowski, *Set Theory*; E. Mendelson, *Introduction to Mathematical Logic*; P. Cohen, *Set Theory and the Continuum Hypothesis*; F. Drake, *Set Theory*.

Examination Arrangements: There is a three

Ph6201 hour formal examination in the Summer Term based on the full syllabus for the two courses. The paper contains ten questions (five on set theory, five on model theory). Full marks may be obtained on five questions. Copies of previous examination papers are available from the cupboards in the corridor outside Room A214 in the Philosophy Department.

Ph6202
History of the Philosophy of Science
Teacher Responsible: Dr. P. Urbach,
Room A208 (Secretary, A214)

Course Intended Primarily for M.Sc. Logic and Scientific Method, M.Sc. Social Philosophy.
Scope: A critical historical review and an introduction to some of the main problems of philosophy.

Syllabus: The philosophers discussed are: Bacon, Descartes, Spinoza, Locke, Leibniz, Berkeley, Hume, Kant, Mach, Poincaré, Duhem, Meyerson. The main problems raised by these philosophers concern: the question of a method for advancing science; theories about the status of scientific and mathematical knowledge (scepticism, inductivism, apriorism, conventionalism, instrumentalism); theories about reality (dualism, phenomenism, transcendental idealism, monism); the mind-body problem; simplicity; causality and determinism; conservation principles.

Pre-Requisites: None, but some knowledge of the seventeenth century scientific revolution is desirable.

Teaching Arrangements: Lectures: there are three lecture courses: **History of Modern Philosophy: Bacon to Hume** (Ph106), given by Professor Gellner and others and **Kant** (Ph107) and **History of Epistemology after Kant** (Ph108), given by Dr Zahar. The lecture course Ph110 is also relevant.

Seminar: **History and Philosophy of Science and Mathematics** (Ph123), Dr Zahar.
Class: **History of Modern Philosophy: Bacon to Kant** (Ph106a), Sessional Dr Martin (Room A212).

Written Work: Students are required to attend the seminar and class and to give papers based on a critical reading of texts.

Reading List: It is important for a student to own a copy of the main works of each philosopher he or she intends to study closely. The main works include: Bacon, *Novum Organum*; Descartes, *Philosophical Writings* edited by E. Anscombe & P. Geach. (Or an edition edited by E. Haldane & G. Ross); Spinoza, *Ethics*; Locke,

Ph6204

Essay Concerning Human Understanding (Ed. Pringle-Pattison); Leibniz, *Selections* (Ed. P. P. Wiener); Berkeley, *The Principles of Human Knowledge*; Hume, *Treatise of Human Nature*, Book I, (Ed. Selby-Bigge); Kant, *Prolegomena*; Mach, *Popular Scientific Lectures*; Poincaré, *Science and Hypothesis*; Duhem, *Aim and Structure of Physical Theory*; Meyerson, *Identity and Reality*.

Supplementary Reading List: Richard H. Popkin, *The History of Scepticism from Erasmus to Spinoza*; E. A. Burtt, *The Metaphysical Foundations of Modern Science*; M. Mandelbaum, *Philosophy, Science and Sense Perception*; Bertrand Russell, *The Philosophy of Leibniz*; A. Koyne, *From the Closed World to the Infinite Universe*; P. Urbach, "Francis Bacon as a Precursor to Popper", *British Journal for the Philosophy of Science*, June 1982. (Available from the Philosophy Department.); J. Giedymin, *Science and Convention*; P. F. Strawson, *The Bounds of Sense*.

Examination Arrangements: Assessment is based entirely on a three-hour formal examination near the end of the Summer Term. The examination paper merely lists the names of philosophers within the syllabus and requires candidates to write essays on three of them. It is left to the candidate to set himself a good question, and he should begin each essay by stating clearly the question to which he will address himself. Because the examination has this form, a higher standard is expected than would otherwise be the case. Guidance on the selection of suitable topics for these essays and supervision in studying them will, of course, be available from Tutors. Copies of previous examination papers are available from the cupboards in the corridor outside Room A214.

Ph6205

Metaphysics and Epistemology
Teacher Responsible: Dr. E. G. Zahar,
Room A210 (Secretary, A214)
Course Intended Primarily for M.Sc. in Logic and Scientific Method, M.Sc. in Social Philosophy.

Scope: The course consists of two sections: A and B. Section A covers very general philosophical issues such as: the mind-body problem, the questions of determinism and freewill, the problem of scepticism, the nature of truth, the relevance of metaphysics, the existence of the synthetic *a priori*, the conflict between realism and idealism, the defensibility of Platonism, the nature of time, the foundations of probability and the tenability of conventionalism. Section B covers central

questions of Social Philosophy and of Ethics. (Questions in Section B may be answered only by Social Philosophy candidates.)

Syllabus: There is no rigid syllabus. However, for Section A of the paper, the following ought to be covered: Problems of demarcation: analytic *versus* synthetic, science *versus* non-science. Euclidean geometry and the problem of synthetic *a priori* truth. The epistemological status of scientific laws. The positivism and conventionalism of Mach, Duhem, Poincaré and Meyerson. The status of Conservation Laws. Also: The problem of Induction and the attempt to solve it with the help of probability theory from Bernoulli to Carnap.
Pre-Requisites: Some acquaintance with basic philosophical questions is helpful.

Teaching Arrangements: No single course, nor courses, cover the whole syllabus. Students are encouraged to seek out their own topics and present papers at the **History and Philosophy of Science and Mathematics Seminar** (Ph123), (Dr. Worrall and Dr. Zahar). However, many of the topics in Section A covered in Dr Zahar's course: **The History of Epistemology after Kant** (Ph108) and in Dr Howson's course; **Probability and Induction** (Ph111).

Written Work: At least one paper per term to be presented at the **History and Philosophy of Science Mathematics Seminar**.

Reading List: E. Mach, *Science of Mechanics*; P. Duhem, *Aim and Structure of Physical Theory*; H. Poincaré, *Science and Hypothesis*; E. Meyerson, *Identity and Reality*.

Also: Dr Howson provides a comprehensive set of notes on his '**Probability and Induction**' course.

Supplementary Reading List: E. Mach, *Knowledge and Error*; H. Poincaré, *The Value of Science*; *Science and Method*; P. Duhem, *To Save the Phenomena*.

Examination Arrangements: Three-hour formal examinations in the Summer Term; about fifteen questions in all, divided into Sections A and B. The student is required to answer three questions. Questions in Section B may be answered only by Social Philosophy candidates. Copies of previous examination papers are available from the cupboards in the corridor outside Room A214.

Ph6206

Philosophy of Mathematics
See Ph5315

Ph6207

Growth of Modern Science

Teacher Responsible: Dr. E. G. Zahar, Room A210 (Secretary, A214)

Course Intended Primarily for M.Sc. in Logic and Scientific Method.

Scope: The main object of this course is to trace the development of Mechanics and Astronomy from the early Renaissance to the beginning of the 18th Century; or, equivalently, from Ptolemy to Newton. It is highly selective history, the selection being carried out in terms of philosophical relevance. In the case of certain scientists like Kepler and Newton a modern simplified account of their theories is given before looking into the historical origins of these theories and the way they gradually evolved. Superfluous technicalities are avoided, some mathematics is needed for the latter part of the course. The required mathematical machinery will be developed within the course, which is therefore relatively self-contained.

Syllabus: (1) The Scientific Revolution which started with Copernicus and culminated with Galileo, Kepler, Descartes and Newton.

(2) A brief account of the discovery of the Calculus.

(3) The philosophical aftermath of the emergence of Newtonian science, in particular Kant's, Mach's and Poincaré's respective appraisals of Newtonian dynamics.

Pre-Requisites: Mathematics 'O' Level and some acquaintance with the Calculus would help towards an understanding of the course, but are not absolutely necessary.

Teaching Arrangements: Twenty-five lectures (Ph109) and a weekly class (Ph109a) during the Michaelmas and Lent Terms, and the seminar Ph123.

Written Work: Students are given a list of possible topics and will be expected to present a minimum of two class papers per term.

Reading List: G. Holton & D. H. D. Roller, *Foundations of Modern Physical Science*; I. B. Cohen, *The Birth of a New Physics*; T. S. Kuhn, *The Copernican Revolution*; S. Westfall, *Never at Rest*; A. I. Sabra, *Theories of Light from Descartes to Newton*; R. Palter (Ed.), *The Annus Mirabilis of Sir Isaac Newton, 1666*; A. Koyre, *Newtonian Studies: From the Closed World to the Infinite Universe*; E. A. Burtt, *The Metaphysical Foundations of Modern Physical Science*; A. Einstein & L. Infeld, *The Evolution of Physics*; H. Butterfield, *The Origins of Modern Science*; M. Caspar, *Kepler*; A. Koestler, *The Sleepwalkers*; S. Toulmin & J. Goodfield, *The Fabric of the Heavens: The Architecture of Matter: The Discovery of Time*;

C. Boyer, *The Concept of the Calculus*; S. Drake (Ed.), *Discoveries and Opinions of Galileo*; Galileo, *Dialogue Concerning the Two Chief World Systems*; E. Meyerson, *Identity and Reality*; O. Toeplitz, *The Calculus*; C. Howson (Ed.), *Method and Appraisal in the Physical Sciences*.

Examination Arrangements: Three-hour formal examination in the Summer Term. About fifteen questions of which three should be answered. Copies of previous examination papers are available from the cupboards in the corridor outside Room A214.

Ph6208

Philosophy of the Social Sciences

Teacher Responsible: Dr. P. Urbach, Room A208 (Secretary, A214)

Course Intended Primarily for M.Sc. in Logic and Scientific Method, M.Sc. in Social Philosophy.

Scope: Methodological problems peculiar to the social sciences.

Syllabus: Is there a unity of method between the social sciences and the natural sciences? Special problems attending the social sciences: self-fulfilling and self-defeating predictions; value-freedom; the measurability of key variables. The problem of interpersonal comparisons. Historicism, holism, and methodological individualism. The rationality-assumption (the Minimax rule, maximising expected utility, satisficing, etc.). Historical explanation. Functional explanation. The alleged need for unrealistic but predictively fruitful assumptions in economics. Idealism in social science. The scientific status of psychological theories (e.g. Psycho-Analysis). The innateness hypothesis in linguistics.

Pre-Requisites: None.

Teaching Arrangements: The main one is the **Philosophy of the Social Sciences Seminar** (Ph124), Michaelmas and Lent Terms, given in alternate years by **Dr Urbach** (Room A208) and **Dr Perlman** (Room S675) (1983-84) and by **Professor Watkins** (Room A213) and **Mr Klappholz** (Room S88) (1984-5). It is important that students attend this. There are also the following lecture courses (the first two ought to be attended, the third is optional):

Ph104 **Methodology of the Social Sciences**, 10 Lent Term, **Dr Urbach**.

Ph105 **Philosophy of Economics**, 16 Lent and Summer Terms, **Mr Klappholz**, **Dr Perlman**, **Dr Urbach**.

Ph100-101 **Introduction to Scientific Method**, 25, Sessional, **Dr Worrall**, turns to the social sciences half way through the Lent Term.

Written Work: Students are required to attend the Seminar and to give papers at it.

Reading List: L. C. Robbins, *The Nature and Significance of Economic Science*; Milton Friedman, *Essays in Positive Economics*, chap. 1; R. G. Collingwood, *The Idea of History*; F. A. Hayek, *The Counter-Revolution of Science*; K. R. Popper, *The Poverty of Historicism*; H. A. Simon, *Models of Man*; J. C. Harsanyi, *Rational Behaviour and Bargaining Equilibrium*; T. C. Schelling, *The Strategy of Conflict*; N. Chomsky, *Cartesian Linguistics*.

Supplementary Reading List: Some useful anthologies:

L. I. Krimerman (Ed.), *The Nature and Scope of Social Science*; May Brodbeck (Ed.), *Readings in the Philosophy of the Social Sciences*; R. Borger & F. Cioffi (Eds.), *Explanation in the Behavioural Sciences*; W. A. Robson (Ed.), *Man and the Social Sciences*; Ward Edwards & Amos Tversky (Eds.), *Decision Making*; Patrick Gardiner (Ed.), *Theories of History*; M. Allais & O. Hagan (Eds.), *Expected Utility Hypotheses and the Allais Paradox*; F. Hahn & M. Hollis (Eds.), *Philosophy and Economic Theory*.

Examination Arrangements: Assessment is based entirely on a three-hour formal examination near the end of the Summer Term. The examination paper merely lists a wide variety of topics and requires candidates to write essays on three of them. It is left to the candidate to set himself a good question, and he should begin each essay by stating clearly the question to which he will address himself. Because the examination takes this form, a higher standard is demanded than would otherwise be the case. Copies of previous examination papers are available from the cupboards in the corridor outside Room A214.

Ph6250

Social Philosophy See Ph5250

POPULATION STUDIES

Pn7100

Population, Economy and Society

Teacher Responsible: Professor Tony Wrigley, Room A342 (Secretary, Mrs Doreen Castle, A339)

Course Intended Primarily for B.Sc. (Econ.) Part I and Course Unit. The paper assumes no previous knowledge of the subject. It is one of the Group VI papers in Part I of the B.Sc. (Econ.) and is a suitable general introduction to population studies. It can also be taken as an outside option in Part II of the B.Sc. (Econ.) or as a Course Unit option (in any year).

Scope: The paper deals with the inter-relationship between the demographic characteristics of a society (its fertility, mortality and nuptiality) and the economic and social context within which the characteristics develop and are maintained. It concentrates especially on the contrasts between traditional and industrialised societies.

Syllabus: Topics covered include: general models of population behaviour in pre-industrial societies; the relationship between population size and available resources; the nature and relative importance of economic, social and biological influences on population growth rates; the special character of pre-industrial western Europe; pre-industrial familial forms and functions; the disappearance of old patterns in the course of industrialisation; the demographic transition; the changing balance of social and individual control of fertility; characteristics of the modern family; the interpretation of fertility fluctuations in the recent past.

Teaching Arrangements: The course consists of 24 lectures and associated classes, given weekly throughout the session. The lectures are given by **Professor Wrigley (Room A342)**; classes are taken by **Professor Wrigley and Dr. C. Wilson (Room A326)**. Each member of a class may expect to be asked to prepare a short presentation to serve as an introduction to discussion within the class on two occasions in the course of the session. Lists of class topics and the associated reading are handed out at the beginning of each term. Lectures: Pn100 **Population, Economy and Society** 24 Sessional. Classes: Pn100a 24 Sessional.

Written Work: One substantial essay is required from each member of a class in each of the first two terms. Essay topics are chosen from a list handed out in class, and the essays are marked by the class teacher.

Reading List: Two reading lists are handed out at the beginning of the course, one dealing with books (about 30 items) and the other with articles (about 50 items). Most of the articles are available in xerox form in the offprint collection and such items are asterisked on the reading list. The following are among the more important items on the book reading list:

M. Anderson, *Approaches to the History of the Western Family 1500-1914*; R. Easterlin, *Birth and Fortune*; D. V. Glass & D. E. C. Eversley (Eds.), *Population in History*; G. Hawthorn, *The Sociology of Fertility*; W. H. McNeill, *Plagues and Peoples*; E. A. Wrigley, *Population and History*.

Examination Arrangements: There will be a three-hour written examination in the Summer Term in which candidates will be expected to answer four questions, selecting within a paper consisting of about fifteen questions.

Pn7120

Demographic Description and Analysis

Teacher Responsible: Chris Wilson, Room A326 (Secretary, Doreen Castle, A339)

Course Intended Primarily for B.Sc. (Econ.) Part II and Course Unit. This paper assumes no previous knowledge of the subject. It is a compulsory paper for students taking the special subject in Population Studies in Part II of the B.Sc. (Econ.), but may also be taken as an outside option both by Part II non-specialists and by Course Unit students. When taken as part of Part II Population Studies it is a second year paper. Non-specialists, however, may take it in either the second or third years. The course is not highly mathematical or statistical and students with non-mathematical backgrounds should not be at a disadvantage.

Scope: This paper provides an introduction to the techniques of demographic analysis and the interpretation of demographic data. The main style of presentation is to introduce and discuss techniques of analysis and then examine examples of their use to illustrate demographic concepts and trends.

Syllabus: Sources of information about populations; current and cohort methods of description and analysis; the construction of 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: The course consists of 20 lectures and 15 classes. The lectures are given by Chris Wilson and Chris Langford in the Michaelmas Term.

Lectures: Pn101 **Demographic Description and Analysis** 20 Michaelmas Term.

Classes: Pn101a 15 Michaelmas and Lent Terms.

Written Work: A number of practical exercises involving either a number of computations or the interpretation of data will be set during the course and discussed in classes. In addition, at least one essay will be required from each student.

Reading List: A general reading list is circulated at the start of the course. In each lecture attention is drawn to the relevant readings.

Examination Arrangements: There will be one three-hour examination in the Summer Term. The examination is in three sections. Section I involves answering a computational question, section 2 deals with questions of data

interpretation and section 3 is composed of essay questions dealing with concepts and techniques discussed in the course. Students answer one question from section 1, one from section 2 and two from section 3.

Pn7121

The Population History of England

Teacher Responsible: Professor Tony Wrigley, Room A342 (Secretary, Mrs Doreen Castle, A339)

Course Intended Primarily for B.Sc. (Econ.) Part II. The paper forms part of the special subject in Population Studies in Part II of the B.Sc. (Econ.), but may also be taken as an outside option by Part II non-specialists. It may be taken in either the second or third year. When taken as an outside option by a non-specialist it is an advantage to have taken **Demographic Description and Analysis** (or to be taking it in the same session), but this is not a pre-requisite.

Scope: The paper covers English population history principally between the mid-sixteenth and the mid-nineteenth centuries. It covers both population history in a narrow sense (population size, population growth rate, fertility, nuptiality, mortality, etc.), and also broader issues about the links between economic, social and demographic variables.

Syllabus: Topics covered include: the sources available and their use; recent advances in techniques of analysis; English family structure and marriage behaviour; secular and short-term demographic trends and their relationship to economic and social change in early modern England; demographic crises; urbanisation; migration patterns; the institution of service; the significance of the industrial revolution and its impact on fertility, nuptiality and mortality; theories and models of the relationship between demographic, economic and social change in England between c.1550 and c.1850.

Teaching Arrangements: The course consists of 24 lectures given weekly throughout the session and 12 associated classes. The lectures and classes are given by Professor Wrigley (A342). Each member of the class may expect to be asked to prepare a short presentation to serve as an introduction to discussion within the class on two occasions in the course of the session. Lists of class topics and associated reading are handed out at the beginning of each term.

Lectures: Pn102 **The Population History of**

England: 24 Sessional.

Classes: Pn102a 12 Sessional.

Written Work: One substantial essay is required from each member of a class in each of the two first terms. Essay topics are chosen from a list handed out in class, and the essays are marked by the class teacher.

Reading List: Two reading lists are handed out at the beginning of the course, one dealing with books (about 40 items), and the other with articles (about 70 items). The following are among the more important items on the book reading list:

A. B. Appleby, *Famine in Tudor and Stuart England*; J. D. Chambers, *Population, Economy and Society in Pre-Industrial England*; M. W. Flinn, *British Population Growth 1700-1850*; D. V. Glass & D. E. C. Everesley (Eds.), *Population in History*; H. J. Habakkuk, *Population Growth and Economic Development since 1750*; A. S. Kussmaul, *Servants in Husbandry in Early Modern England*; P. Laslett, *Family Life and Illicit Love in Earlier Generations*; D. Levine, *Family Formation in an Age of Nascent Capitalism*; T. R. Malthus, *Essay on Population*; T. McKeown, *The Modern Rise of Population*; E. A. Wrigley & R. S. Schofield, *The Population History of England 1541-1871*.

Examination Arrangements: There will be a three-hour written examination in the Summer Term in which candidates will be expected to answer four questions, selecting within a paper consisting of about fifteen questions.

Pn7122

The Demographic Transition and The Western World Today

Teacher Responsible: Chris Wilson Room A326 (Secretary, Doreen Castle, A339)

Course Intended Primarily for B.Sc. (Econ.) Part II and Course Unit. The paper forms part of the special subject in Population Studies in Part II of the B.Sc. (Econ.), but may also be taken as an outside option both by Part II non-specialists and by Course Unit students. When taken as part of the Population Studies Part II it is a second year paper, but non-specialists may take it in either second or third years. The course assumes a basic familiarity with demographic terminology and measures and thus it is advantageous for non-specialists to have taken either course Pn100, **Population, Economy and Society** or course Pn101, **Demographic Description and Analysis**. However, this is not

compulsory and the first six classes of the course are designed to act as an introduction to demographic methods for students with no previous exposure to them.

Scope: This paper deals with the demographic history of Western societies over the last two centuries. This covers the period of change from a situation characterised by high birth and death rates to one where such rates are low, and known as the demographic transition. Post-transitional demographic patterns are also examined. The paper has a principally substantive focus and is organised on a thematic rather than strictly chronological basis.

Syllabus: The nature of pre-transitional Western societies; the acceleration of growth in the 18th century; the mechanism of growth and the social and economic changes which accompanied it. The course and characteristics of falling mortality; the control of fertility within marriage; fertility control as innovation or diffusion. The degree of homogeneity with the Western experience; the special case of France. The limits to mortality decline; the consequences of changes for age structure, dependency and social service provision. Post-transitional fertility behaviour; changes in the form and function of marriage; the modern determinants of fertility, mortality and nuptiality; patterns of internal and international migration; changes in household size and composition.

Teaching Arrangements: The course consists of 24 lectures and 18 classes. The lectures and most of the classes take place in the Lent Term while the first six classes (designed as an introduction to demographic techniques) occur at the beginning of the Michaelmas Term.

Lectures: Pn103 **The Demographic Transition and the Western World Today** 24 Lent and Summer Terms.

Classes: Pn103a 18 Sessional.

Written Work: A number of essays will be required from students and each student will be asked to make a short presentation for discussion in class at least once.

Reading List: A general reading list is circulated at the start of the course. In each lecture attention is drawn to relevant readings.

Examination Arrangements: There will be one three-hour examination in the Summer Term. This will require the answering of four essay questions drawn from a list of about 15 questions.

Pn7123

Third World Demography

Teacher Responsible: Tim Dyson,
Room A327 (Secretary, A337)

Course Intended Primarily for B.Sc. (Econ.)
Special Subject Population Studies; Course
Unit; M.Sc. Demography.

Scope: The general aim of the course is to give students an overview of both the causes and consequences of population trends in developing countries. As such the course is interdisciplinary in scope, and is expected to have relevance for social scientists concerned with a wide variety of Third World issues.

Syllabus: The course covers the size, distribution and growth of the populations of the main developing regions and countries; data sources; levels, trends and differentials in fertility, mortality and marriage in developing countries; the causes of mortality decline in the Third World – disease control, sanitation and water supply, economic betterment, nutrition, health service provision etc; the extent and explanation of the recent slow-down in Third World mortality improvement; synergistic interactions associated with infectious diseases and child malnutrition; the social and economic consequences of rapid population growth; possible costs and benefits of having children for peasant couples; other factors affecting fertility – child mortality, maternal education, breastfeeding patterns, the status of women, income levels and distribution. Additionally, the course will cover topics such as the influence of climate; patterns and trends in migration and urbanization in developing countries; the populations of India and China; hunter-gatherer demography; the development of family planning programs, and an assessment of the efficiency of population programs. Finally, the course attempts to put Third World experience in perspective: in what way does developing country experience relate to that of the historical demographic development of the west?

Pre-Requisites: The paper is part of the special subject in Population Studies in Part II of the B.Sc. (Econ.), but may also be taken as an *outside option* by non-specialists in Part II and by Course Unit students. When taken as part of Population Studies Part II it is a third year paper but otherwise it may be taken in either the second or third year. When taken as an outside option by a non-specialist it is an advantage to have taken **Demographic Description and Analysis** (or to be taking it in the same session), but this is *not* a pre-requisite.

Teaching Arrangements: Teaching is by 24 weekly one-hour lectures (Pn104) and 24 corresponding one-hour classes (Pn104b). At the start of the course there will be a series of 6 classes designed to provide students without a demographic background with sufficient background information to undertake the course.

Lectures: Pn104 **Third World Demography** 24 Sessional.

Classes: Pn104a 24 Sessional.

Written Work: Students will be expected to do the reading associated with the lectures and classes. They will also be required to write one substantial essay, and give at least one class presentation.

Reading List: Certain readings have direct relevance for most aspects of the course. In particular: the journal, *Population and Development Review* (PDR) published quarterly since 1975 by the Population Council, New York; R. H. Cassen, 'Population and Development: A Survey' in *World Development*, Volume 4, Nos. 10/11, Pergamon Press, Oxford; R. H. Cassen, *India: Population, Economy, Society*, Macmillan Press, London, 1978; R. A. Easterlin (Ed.), *Population and Economic Change in Developing Countries*, University of Chicago Press, London, 1980; R. G. Ridker (Ed.), *Population and Development, The Search for Selective Interventions*, The John Hopkins Press, Baltimore and London, 1976; P. Reining & I. Tinker (Eds.), *Population: Dynamics, Ethics and Policy*, A Science Compendium, 1975; United Nations, *The Determinants and Consequences of Population Change*, U.N. New York and United States National Academy of Sciences, *Rapid Population Growth, Consequences and Policy Implications*, Baltimore, 1971. It should not be necessary to buy any of the above. A possible, reasonably price purchase however is, R. Woods, *Theoretical Population Geography*, Longmans, London, 1982.

Supplementary Reading Lists: A supplementary reading list is available upon request from the secretary in Room A337.

Examination Arrangements: Examinations will be by a three hour formal examination in the Summer Term. Students will be expected to undertake four questions.

Pn7124

Migration

Teacher Responsible: Mr. M. Murphy,
Room A328 (Secretary, A337)

Course Intended Primarily for both the B.Sc. (Econ.) Part II and Course Unit. When taken as part of Population Studies Part II it is a third year paper, but when taken by Part II non-specialists as an outside option or by Course Unit students it may be taken in either the second or third year. The course is self-contained in that 6 introductory classes have been arranged at the start of the course for those without formal demographic training. The approach is essentially inter-disciplinary and may be of particular relevance to those with interest in human geography and anthropology. Although not a highly technical course, students will be expected to have sufficient mathematical background to deal with elementary algebraic and arithmetical operations.

Scope: This course is concerned with movement patterns of human populations. At the end of the course, students should be able to:

- (i) Describe the main movements throughout history, current major trends and future prospects;
 - (ii) Evaluate the main social and economic theories which have been put forward to explain migration;
 - (iii) Critically assess and use demographic methods and models for measuring, analysing and forecasting migration, especially in those circumstances where data may be deficient.
- Syllabus:** Sources of data on gross and net flows of migration. The measurement of migration in countries with well-developed and poorly developed data collection systems. The importance of size of areal unit on the interpretation of migration data. The influence of migration on the demographic characteristics of the population in areas of in-migration and of out-migration. Main migration movements throughout history with particular attention to world movements up to the 5th century A.D., migration in pre-industrial Europe, and international migration and urbanization in the 19th century. Main patterns of internal and international movement in Third World countries. Effects of migration on urban growth and on villages. Attempts to specify 'laws of migration' incorporating the importance of distance, 'push' and 'pull' factors, intervening obstacles and cost benefit approaches (Ravenstein, Lee, Bogue, etc.), in the light of the observed social and economic correlates of migration. The key role of the

labour market in determining long-distance migration patterns, and the corresponding role of housing in short-distance migration; migration in relation to the individual and family life cycle. Incorporation of migration into formal models of the demographic process and their use for forecasting regional population.

Teaching Arrangements: Teaching is by 24 weekly one-hour lectures and 24 corresponding one-hour classes starting in the Michaelmas Term. At the start of the course there will be a series of 6 classes designed to familiarize students without a demographic background with sufficient background information to undertake the course.

Lectures

Pn105 **Migration** 24 Sessional

Classes

Pn105a 24 Sessional

Mr. M. Murphy (A328) will introduce the course and cover the main themes of migration, measurement techniques and demographic models of migration in 12 lectures.

Dr. C. Wilson (A326) will give 6 lectures on historical migration patterns.

Mr. T. Dyson (A327) will give 6 lectures concerned with Third World migration including urbanization.

In each case, the lecturer will undertake the class corresponding to the lecture.

Work Requirements: Students will be expected to do the reading associated with classes, and also to prepare verbal presentations of these for classes. In addition 5 numerical exercises arising from the quantitative part of the course and 5 essays will be set. In each case the appropriate lecturer will be responsible for the work.

Reading List: The following books are relevant in addition to chapters in the mainline demographic works such as: Shryock, Seigel and Stockwell, *The Methods and Materials of Demography*; R. Woods, *Population Analysis in Geography*; D. J. Bogue, *Principles of Demography*; Wunsch & Termote, *Introduction to Demographic Analysis*; (a fuller list is also available). H. R. Jones, *A Population Geography*, Harper and Row, 1981; J. Hobcraft & P. Rees, *Regional Demographic Development*, Croom Helm, 1980; G. J. Demko, H. M. Rose & G. A. Schnell, *Population Geography: a Reader*, McGraw Hill, 1970; P. White & R. Woods, *The Geographical Impact of Migration*, Longman, 1980; J. Connell, B. Das Gupta, R. Laishley & M. Lipton, *Migration from Rural Areas: the Evidence from Village Studies*, Oxford University Press, Delhi, 1976.

Examination Arrangements: Examinations will

be by three-hour formal examination in the Summer Term. Twelve questions will be set of which students will be expected to undertake four: one of the questions chosen will require some calculation.

Pn7125

Family Composition, Kin and The Life Cycle

Teacher Responsible: Mr. M. Murphy, Room A328 (Secretary, A337)

Course Intended Primarily for B.Sc. (Econ.) Part II, Course Unit and M.Sc. Demography. The course is both part of the Part II B.Sc. (Econ.) special subject in Population Studies and a Course Unit option. When taken as part of the Population Studies Part II it is a third year paper but Course Unit candidates and Part II candidates taking it as an outside option may take it in either the second or third year. The course is self-contained in that 6 introductory classes have been arranged at the start of the course for those without formal demographic training. The approach is essentially inter-disciplinary and may be of particular relevance to those with interests in quantitative social science especially sociology, social history and anthropology.

Scope: This course is concerned with the family as it is influenced by, and itself influences, population size and structure. At the end of the course students should be able to:

- (i) understand the main quantitative methods of measuring family and household structure arising from both microlevel (social surveys, etc.) and macrolevel (published census tables, etc.) data
- (ii) describe the main forms of family organisations found in historical periods and currently in both developing and developed countries: in particular how certain forms can exist in conjunction with the appropriate demographic regimes
- (iii) understand how certain forms of family, household and kinship organisation affects fertility (through mechanisms such as age at marriage, acceptance of contraception, etc.), mortality (female status influencing sex selective mortality, treatment of the elderly) and migration (benefits of kin for facilitating migration, the extended family as inhibitory factor).

Syllabus: The universality of the family. Family structures under conditions of high, transitional and low fertility and mortality. The myth of large historical family size. Development of family structures in

perhistory, the case of Dobe !Kung. The family in historical Europe: the Western European marriage pattern. Economy and family: the peasant farm; proto-industrialisation and proletarianism. The stem family controversy. The relative importance of kin and neighbours in pre-industrial and industrialising society. Non-marital fertility and its demographic context.

The family in industrialised society: the breakdown of traditional kinship patterns? Household structure: sharing with kin and non-relatives. The process of household formation – what influences and what inhibits it: the special role of housing. Theories of the family: economic approaches (Becker, Schulz, etc.), the costs of childrearing (Lindert Crafts, etc.), the special role of female paid employment in determining family formation patterns – the 'new home economics'. The emerging importance of divorce and extra-marital fertility and their implications.

The family in developing countries: kinship patterns, female status and population growth – the case of India. Family structure as a factor in the implementation of family planning programs – the 'Myth of Population Control'. The economic value of children in third world countries: information from time budget studies. Sex preference for children. Aging and family support.

Measuring the family. Problems with the use of census and administrative data, especially for kinship analysis. The role of longitudinal data and the construction and interpretation of life cycle measures for the individual and for the family. Life table methods applied to family transitions, especially formation and dissolution. The use of microsimulation as an analytic tool. Forecasting households and families. Differing perspectives on the family from the viewpoint of member and wider society.

Pre-Requisites: Although not a highly technical course, students will be expected to have sufficient background to deal with elementary arithmetical operations and the interpretation of statistical data.

Teaching Arrangements: Teaching is by 24 weekly one-hour lectures and 24 corresponding one-hour classes starting in the Michaelmas Term. At the start of the course there will be a series of 6 classes designed to provide students without a demographic background with sufficient background information to undertake the course.

Lectures: Pn106 **Family Composition, Kin and Life Cycle** 24 Sessional.

Classes: Pn106a 24 Sessional

Mr. M. Murphy will introduce the course and cover the main themes of measurement

techniques and demographic models of the family and the family in modern industrialised society in 12 lectures.

Dr. C. Wilson will give 6 lectures on historical family patterns.

Mr. T. Dyson will give 6 lectures concerned with the family in the Third World.

In each case, the lecturer will undertake the class corresponding to the lecture.

Work Requirements: Students will be expected to do the reading associated with the classes, and also to prepare verbal presentations of these for classes. In addition, 3 numerical exercises arising from the quantitative part of the course and 5 essays will be set. In each case the appropriate lecturer will be responsible for the work.

Reading List: No single book covers even a substantial fraction of this course, and much of the literature is in the form of articles given on a longer reading list. The following list of books covers many aspects of the course (and a fuller list is available):

P. Laslett (Ed.) assisted by R. Wall, *Household and Family in Past Time*, Cambridge U.P., 1972; Organisation for Economic Co-operation and Development, *Child and Family: Demographic Developments in the OECD Countries*, 1979; R. Andorka, *Determinants of Fertility in Advanced Societies*, Methuen, 1978; K. W. Wachter, E. A. Hammel & P. Laslett, *Statistical Studies of Historical Social Structure*, Academic Press, 1978; C. Young, *The Family Life Cycle*, Australian National University, 1978; M. Nag (Ed.), *Population and Social Organisation*, Mouton, 1975; M. Anderson, *Family Structure in 19th Century Lancashire*, Cambridge U.P., 1972; M. Anderson (Ed.), *Sociology of the Family* (2nd edn.), Penguin, 1980; Central Policy Review Staff and Central Statistical Office, *People and their Families*, HMSO, 1980; R. Fox, *Kinship and Marriage*, Penguin, 1967; Papers of the World Population Conference, Bucharest 1974, *The Population Debate: Dimensions and Perspective*, Volume II, United Nations, 1975; C. C. Harris, *The Family*, George Allan and Unwin, 1969.

Examination Arrangements: Examinations will be by a three hour formal examination in the Summer Term (except for M.Sc. Demography students who should consult the corresponding guide for Social and Economic Demography). Twelve questions will be set of which students will be expected to undertake four.

Pn7126

Statistical Demography

Teacher Responsible: Mr. M. Murphy, Room A328 (Secretary, A337)

Course Intended Primarily for B.Sc. (Econ.) Part II special subject in Population Studies. It may be taken in either the second or third year and is also available to suitable non-specialists in Part II and Course Unit candidates. The course requires no formal prior demographic training but it does assume a reasonable degree of mathematical competence covering matrix algebra (including eigenvalue theory) and calculus. In general EMM or EST would be sufficient. (It should also be noted that a degree of literacy is also useful). The course is likely to be of particular interest to students who wish to adopt a more analytical approach to demography than, for example, Pn101, especially those with main interests in actuarial science, statistics and associated subjects.

Scope: This course is concerned with the ways in which mathematical and statistical techniques may be used to examine how a population evolves in size and structure. At the end of the course, students should be able to:

- (i) Formulate population dynamics in terms of systems of mathematical equations and use them in real life situations such as population projections.
- (ii) Recognise and analyse the inherently stochastic nature of population processes and the implications of this for interpreting observed demographic parameters such as observed birth intervals.
- (iii) Examine how the key features of social and economic theories of the detailed process of fertility, mortality, nuptiality, reproductivity and migration may be formulated as mathematical models in order to illuminate the most important aspects of these phenomena.

Syllabus: Simple models of population growth, exponential, logistic etc. Analysis of mortality using life table: model life tables, continuous and multiple decrement formulations; statistical properties of life table estimators. Stable and stationary populations and their use for estimation of demographic parameters in less developed countries. Continuous (Lotka) formulation of population dynamics equation, why a population converges to a stable form (strong and weak ergodicity); solutions of renewal equation. Discrete (Leslie) formulation of population dynamics and its use in making population projections. Prospects for 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 population (models of Lee, Easterlin etc.) Multi-state analysis for regional populations. Parity progression ratios. Mathematical models for fertility and mortality schedules: relational Gompertz and logit models. Quantitative models of nuptiality from sociological (Henry) viewpoints. Models of reproductivity and measurement of fecundability. Analytic and simulation approaches to reproductivity and household structure. Sources of demographic data.

Teaching Arrangements: Teaching consists of 13 two-hour lectures in the Lent and Summer Terms, and 13 corresponding weekly one-hour classes. (In addition there are 6 classes at the start of the Michaelmas Term which serve as a general introduction to demography for students with no previous background in the subject.)

Lectures:

Pn107 **Mathematical and Statistical**

Demography 26 Lent and Summer Terms.

Classes:

Pn107a 19 Sessional.

Mr. M. Murphy (A328) will take all lectures and classes for this course.

Written Work: Written work consists of weekly set exercises associated with the lectures. These are mainly of a mathematical nature.

Reading List: The first two volumes given here cover a substantial part of the course. Keyfitz is more comprehensive, but rather expensive. Pollard is available in paperback.

N. Keyfitz, *Introduction to the Mathematics of Population*. Addison Wesley (1977 revised edn.); J. H. Pollard, *Models for Human Populations*, Cambridge (1973); A. J. Coale, *The Growth and Structure of Human Populations: a Mathematical Investigation*, Princeton (1972); R. C. Elandt-Johnson & Johnson, *Survival Models and Data Analysis*, J. Wiley (1980).

Examination Arrangements: Examination is by a single three-hour examination in the Summer Term. Four questions are to be answered: one out of three in Section A, which is an essay or note-type question and three out of nine in Section B, which are generally mathematical in nature.

Pn8100

Analytic Demography

Teacher Responsible: Chris Wilson, Room A326 (Secretary, Doreen Castle, A339)

Course Intended Primarily for The paper is a compulsory part of the M.Sc. in Demography. **Scope:** The paper deals principally with demographic techniques and concepts. The treatment is both theoretical and quantitative with the aim of providing students with a sound basis in the main techniques of demographic analysis and an understanding of the inter-relationships between demographic processes. It draws on the teaching provided in a number of courses.

Syllabus: The syllabus of this paper can best be summarised by reference to the component courses. Pn151, **The Analysis of Fertility and Mortality**, deals with measures of marital and overall fertility, nuptiality and replacement; intermediate fertility variables and models of fertility; the construction and interpretation of life tables and other measures of mortality; logit life tables and the concepts of stationary and stable populations. In the course Pn152, **Population Dynamics and Projections**, the following topics are dealt with: population growth theory; stable and semi-stable populations; relations between demographic processes and the age structure; the nature and patterns of variation in fertility, mortality and nuptiality. The course Pn155, **Indirect Demographic Estimation** introduces techniques for estimating demographic parameters from unconventional or limited data sources with particular attention to mortality and fertility. In course Pn156, **The Detection and Reduction of Errors in Demographic Data**, methods for the assessment and improvement of data quality are presented.

Teaching Arrangements: The teaching arrangements for this paper vary from course to course. However, the usual format is for there to be a number of lectures with the associated classes given over to practical examples. The hours of lectures associated with each course is presented below, along with the term in which they occur.

Lectures: Pn151 **The Analysis of Fertility and Mortality** 20 Michaelmas Term.

Pn152 **Population Dynamics and Projections** 30 Lent and Summer Terms.

Pn155 **Indirect Demographic Estimation** 20 Lent Term.

Pn156 **The Detection and Reduction of Errors in Demographic Data** 10 Lent Term.

Classes: Pn151a 10 Michaelmas Term.

Pn155a 15 Lent and Summer Terms.

Pn156a 10 Lent Term.

Written Work: This again varies between course. In general, however, students will be expected to undertake computational exercises at regular intervals throughout each course.

Given the mainly technical nature of the course, there are few essay requirements, although an occasional essay may be required. **Reading List:** Reading lists will be handed out for each course.

Examination Arrangements: There will be one three-hour examination in June. The examination is in three sections. Section 1 will comprise a basic question of a mainly computational nature on the material covered in course Pn151, i.e. on fertility or mortality analysis. Section 2 will entail students answering 2 questions, again of a primarily computational type drawn in the main from the courses Pn155 on indirect estimation or Pn156 on error detection and reduction. Questions based on material covered in course Pn151 may also be included. Section 3 requires students to answer an essay question. There will be a list of approximately four questions dealing with the inter-relationships between demographic processes, drawing mainly on course Pn152 on population dynamics.

Pn8101

Applied Demography

Teacher Responsible: The paper is coordinated by Tim Dyson, Room A327 (Secretary, A337)

Course Intended Primarily for M.Sc. Demography.

Pre-Requisites: The paper is primarily designed for students taking the M.Sc. in Demography. For these students it is compulsory, and constitutes their second paper (out of a total of three).

Scope: The paper covers four subject areas of practical concern to working demographers, especially those involved with the 'dirty' - but vitally important - jobs of gathering and evaluating demographic data.

(i) **The Collection of Demographic Data**

(ii) **Demographic Sampling and Survey Design**

(iii) **Evaluation of Family Planning Programmes** and

(iv) **Sources and Techniques of Historical Demography.**

Syllabus: The contents of the four constituent elements are as follows:

(i) **The Collection of Demographic Data**

The historical development of demographic statistics. The stages involved in planning a census. The content of census and survey

schedules. Basic response errors. The structure of census organizations. Vital registration. Types of demographic sample survey. The World Fertility Survey programme.

(ii) **Demographic Sampling and Survey Design** Basic principles of statistical sampling and their application to demographic surveys. Different types of demographic sample survey design. Questionnaire and schedule design.

(iii) **Evaluation of Family Planning Programmes**

The aims of programmes; the concept of evaluation; 'internal' methods of evaluation - cost/benefit, acceptor data, coupon systems. Evaluation of programmes' demographic impact: standardization, fertility trend analysis, couple years of protection, births averted, multiple areal regression and path analysis, contraceptive prevalence surveys. Case studies.

(iv) **Sources and Techniques of Historical Demography**

The nature of historical source material: problems of coverage and bias. Opportunities and problems presented by the data. Aggregative and nominal techniques of tabulation and analysis.

Teaching Arrangements: Teaching consists of 25 one-hour lectures and approximately 20 allied classes spread throughout the Michaelmas, Lent and Summer Terms. These lectures and classes are distributed by course as follows:

Lectures

Pn153 **The Collection of Demographic Data** 10 Michaelmas Term

Pn154 **Demographic Sampling and Survey Design** 5 Lent Term

Pn157 **Evaluation of Family Planning Programmes** 5 Summer Term

Pn158 **Sources and Techniques of Historical Demography** 5 Summer Term

Classes

Pn153a 10 Michaelmas Term

Pn154a 3 Lent Term

Pn157a 3 Summer Term

Pn158a 3 Summer Term

Written Work: Students will be expected to do the bulk of the reading associated with lectures and classes. They will be required to undertake several class practicals. Finally, each student will be responsible for approximately two class presentations.

Reading List: There is a separate reading list for each course. However, the following readings are particularly central:

Pn153 H. S. Shryock & J. S. Siegel, *The Methods and Materials of Demography* (condensed version), especially chapters 2, 3 and 24.

Pn154 C. A. Moser & G. Kalton, *Survey Methods in Social Investigation*, Heinemann,

London – chapters 4, 5, 6, 7 and 13.

Pn157 A. I. Hermalin & C. Chandrasekaran, 'Overview', in Chandrasekaran & Hermalin (Eds.), *Measuring the Effect of Family Planning on Fertility*, Ordina Editors, Dolhain, Belgium, 1975.

Pn158 E. A. Wrigley (Ed.), *An Introduction to English Historical Demography*.

Supplementary Reading Lists: Reading lists specific to each of the courses constituting this paper are available upon request from the secretary in Room A337.

Examination Arrangements: The paper is examined by a three-hour formal examination in the Summer Term. Candidates are required to answer four questions (one of which is compulsory).

Pn8102

Social and Economic Demography

Teacher Responsible: Mr. C. M. Langford, Room A341 (Secretary, A337)

Course Intended Primarily for M.Sc. Demography.

Scope: The course is intended (i) to give students a grasp of the main demographic changes there have been in the West during the past 150 years and in other countries more recently, and of the causes and implications of these changes, and (ii) a more detailed understanding of ONE of the following topics: (a) **Third World Demography**, (b) **The Demographic Transition and the Western World Today**, (c) **The Population History of England**, (d) **Family Composition, Kin and the Life Cycle** and (e) **Migration**.

Availability: This paper is a compulsory part of the M.Sc. in Demography.

Syllabus: Core part of the course.

The socio-economic context and its relationship to the fertility, mortality and nuptiality characteristics of populations; contrasts between traditional and modern societies. Models of the inter-relationships between demographic, social and economic variables.

Options

(a) **Third World Demography.**

Sources of data and approaches to them. Distribution and growth of population in developing countries and their demographic characteristics. Causes and concomitants of fertility differentials and trends: mortality, nuptiality, contraception, breast-feeding,

education, economic motivation, urbanization, status of women. The mortality decline: nutrition and health. Demographic-economic interrelations: fertility, mortality, age structure, income level and distribution, social capital provision. Family planning programmes. Explanations of fertility decline.

(b) **The Demographic Transition and the Western World Today**

The acceleration of population growth in the eighteenth and nineteenth centuries, the mechanism of growth and the changes in economy and society which accompanied it. The course and characteristics of falling mortality. The control of fertility within marriage; fertility control as diffusion or innovation; revisions made necessary by micro-level studies. The degree of homogeneity within European experience; the special case of France. The limits of mortality decline. Post-transition fertility behaviour; changes in the form and function of marriage. The modern determinants of short and long-term trends in fertility, nuptiality and mortality; age structure, dependency and social service provision.

(c) **The Population History of England**
Available sources and their exploitation. The phasing of growth; relative importance of fertility, mortality and net migration changes in determining growth rates. Secular and short-term economic and demographic trends. English family structure and marriage behaviour. Fertility and mortality in the industrial revolution; family and kin during the period of rapid urban and industrial growth; the cities, public health and mortality. The decay of the traditional system of social regulation of fertility; the control of fertility within marriage; the special features of the demographic transition in England.

(d) **Family Composition, Kin and the Life Cycle**

Demographic description and analytic techniques for the study of families and households. The nature of demographic constraints upon family composition; features sensitive to change in demographic parameters; interplay of cultural, social and economic factors in influencing family composition. Distinctions between the conjugal family, and the household. The changing balance of dependants during the life cycle of the individual and the family; production and consumption over the life cycle; redistribution of resources within families and kin groups; questions of inheritance and treatment of the aged. Household projections. Special attention will be paid to the patterns found in historical Europe and in contemporary societies, both

developing and developed.

(e) **Migration**

The relevance of areal perspectives in demography. Integration of migration into models of population dynamics. Measurement problems both theoretical and empirical; gross and net flows; migration as a function of the size of the unit area studies. The influence of migration of the demographic characteristics of a population and vice-versa. Models of migration; 'push' and 'pull' factors; migration flows and individual and family life cycles; the economic and social correlates of migration; social and geographical mobility. Continuity of patterns in periods of rapid economic and social change; migration and the breakdown of traditional attitudes; internal migration and the city with special attention to the history of migration in Britain and in contemporary Third World countries.

Teaching Arrangements: Core part of course

(i) **Pn150 Social and Economic Demography:** There are 10 lectures and 5 classes (all taken by Mr Langford) in the Michaelmas Term. The main object of the classes will be to promote discussion of matters arising from the lectures and associated reading.

(ii) **Pn160 Social Demography (Graduate Class):** 15 one-and-a-half hour meetings in the Summer Term on topics arising from Pn150 (taken by Mr Langford). Students will be required to present at least one paper at this class.

(iii) **Pn161 Fertility and Mortality in Their Socio-Economic Context (Seminar):** 19 one-and-a-half hour meetings in the Michaelmas and Lent Terms (arranged by Mr Langford). Talks, mainly on recent research and work in progress, given by invited speakers, often from outside the School.

Options

(a) Lectures Pn104 **Third World Demography** 24 Sessional.

Classes Pn104a 18 Sessional

(b) Lectures Pn103 **The Demographic Transition and the Western World Today** 24 Lent and Summer Terms.

Classes Pn103a 14 Lent and Summer Terms

(c) Lectures Pn102 **The Population History of England** 24 Sessional

Classes Pn102a 12 Sessional

(d) Lectures Pn106 **Family Composition, Kin and the Life Cycle** 24 Sessional

Classes Pn106a 18 Sessional

(e) Lectures Pn105 **Migration** 24 Sessional

Classes Pn105a 18 Sessional

Written Work: Core part of course.

Two essays will be required in the Michaelmas Term, at least one class paper in the Summer Term. Class presentations and essays will be required.

Reading List: The following is a general and introductory reading list. Further reading will be given during the course.

G. W. Barclay, *Techniques of Population Analysis*, 1958; D. V. Glass, *Numbering the People*, 1973; W. Petersen, *Population*, 1969; R. Pressat, *Population*, 1970; A. Sauvy, *General Theory of Population*, 1969 (hardcover), 1974 (paperback); United Nations, *The Determinants and Consequences of Population Trends*, Population Studies No. 17, 1953; *Population Studies* No. 50, 1973 (2 volumes); United Nations; *The Population Debate: Dimensions and Perspectives*, Papers of the World Population Conference, Bucharest 1974; *Population Studies* No. 57, 1975 (2 volumes); United Nations, *World Population Trends and Policies*, 1977 Monitoring Report, *Population Studies* No. 62, 1979 (2 volumes); E. A. Wrigley, *Population and History*, 1969.

Examination Arrangements: There will be a three-hour written examination in the Summer Term. The paper will require four questions to be answered, one relating to the core part of the course described here, and three relating to the chosen option.

PSYCHOLOGY

Ps5400

Introduction to Individual and Social Psychology

Teacher Responsible: Dr. G. Gaskell, Room S307 (Secretary, C. Woodgate, S316)

Course Intended Primarily for B.Sc. (Econ.) Part I and Part II; B.Sc. c.u. main fields Soc. Psych., Maths., Stats., Comp., Act. Sci., Man. Sci., Geog. 1st year, Soc., Soc. Anth.; B.Sc. S.S. and A. 2nd and 3rd years.; Dip. Soc. Admin.

Scope: An introduction to the theories and concepts of psychology, the study of man's behaviour: how people perceive, think, feel and act.

Syllabus: The biological bases of behaviour, instincts and ethological concepts; the mechanisms of learning, perception, memory and language; the processes of socialisation through social learning identification; familial and social influences. The development of individual differences in ability; the meaning and measurement of intelligence. Definitions and dynamics of personality. Attitudes and options. Social interaction in groups; conformity, obedience, interpersonal communication.

Pre-Requisites: None

Teaching Arrangements: The course comprises a sessional weekly lecture and class.

(i) Ps100: A weekly lecture. The lectures in this series are given by Dr. Gaskell, Dr. Stockdale, Mr. Holmes.

(ii) Ps100a: A weekly class to which students are allocated in the early part of the Michaelmas Term. Class teachers are generally part-time.

(iii) Ps101: **Psychoanalytic Theories and their Derivatives** (6 lectures). Dr. Hildebrand. These lectures are compulsory for 1st year B.Sc. Main Field Soc. Psych. and optional but highly recommended for other students attending Ps100.

Written Work: Students are expected to write 5 essays during the Session. Topics are set by class teachers who assess the essays and discuss students' work.

Reading List: Recommended reading: Hilgard & Atkinson, *Introduction to Psychology*, Harcourt Brace & World, 1970 (7th edn.); Brown & Bernstein, *Psychology*, Methuen, 1975; R. Brown, *Social Psychology*, Macmillan

1965; Taylor & Sluckin, *Introducing Psychology*, Penguin, 1982; Tajfel & Fraser, *Introducing Social Psychology*, Penguin, 1978. Additional references and a synopsis of lectures and class topics is distributed in the first lecture of the series and available in S316.

Examination Arrangements: There is a three hour examination in the Summer Term based on the syllabus of the lectures and classes. Students must answer 4 questions.

Ps5405

Developmental and Biological Aspects of Behaviour

Teacher Responsible: Dr. J. McShane, Room S384 (Secretary, Mrs. Pat Christopher, S316)

Course Intended Primarily for B.Sc. Social Psychology (first year), also for B.Sc. (Econ.) first year students and other course unit degree students.

Scope: The course consists of two separate sections: A. Developmental and B. Biological Aspects of Behaviour. The course aims to provide an introduction to the two areas.

Syllabus: A. Developmental Aspects of Behaviour: Development in infancy including sensory, motor, cognitive, linguistic, and social development. The development of intelligence, memory, morality and sex-role awareness in childhood. Socialization.

B. Biological Aspects of Behaviour: The aim of the course is to provide an introduction to the physiological bases of behaviour. After an outline of the basic structure and organization of the human nervous system, a detailed examination is made of the brain mechanisms involved in language, perception, memory and learning, emotional behaviour, sleep and arousal, motivated behaviours such as hunger and exploration, and sensory processes. More advanced topics, such as the possible brain disorganizations underlying schizophrenia and depression, are introduced.

Pre-Requisites: Students from outside the social psychology department contemplating this course should have taken (or should take simultaneously) the course **Introduction to Individual and Social Psychology**.

Teaching Arrangements: Developmental: Fifteen weekly lectures (Ps103 i) of one hour. Classes are held fortnightly.

Biological: Twelve weekly lectures (Ps103 ii) of two hours. (Lectures begin in November.) There will be revision classes in the Summer Term.

Written Work: Students are encouraged to

write three essays on set topics in developmental psychology.

Reading List: Developmental: You should buy the following:

S. R. Yussen & J. W. Santrock, *Child Development: An Introduction*, W. M. C. Brown, 1982.

The following will also be useful: K. Danziger, *Socialization*, Penguin, 1971; M. Donaldson, *Children's Minds*, Fontana, 1978; J. Flavell, *Cognitive Development*, Prentice-Hall, 1977; E. Maccoby, *Social Development*, Harcourt, Brace, Jovanovich, 1980; M. Rutter, *Maternal Deprivation Reassessed*, Penguin, 1981.

Biological Aspects: (in order of preference) N. R. Carlson, *Physiology of Behaviour* (2nd edn.), Allyn & Bacon, 1980; R. F. Thompson, *Introduction to Physiological Psychology*, Harper & Row, 1975; T. L. Bennett, *Introduction to Physiological Psychology*, Brooks/Cole, 1982.

Examination Arrangements: A three-hour written examination in the Summer Term. The examination paper consists of two parts that correspond to the two sections of the course. Students are required to answer two questions from each section. In addition candidates may submit two essays to the examiners. The marks obtained on these will not be used to lower the mark obtained at the examination but may be used to raise the final mark in borderline cases.

Ps5406

Methods of Psychological Research I: General and Statistical

This comprises two components:

- (i) Ps105 Laboratory Course;
- (ii) SM202 Statistical Methods for Social Research.

Students must attend *both* components. This study guide deals with the LABORATORY course.

For details of the Statistics component, students should consult the Study Guide for SM7215:

Statistical Methods for Social Research.

Teacher Responsible: Dr. J. E.

Stockdale, Room S386 (Secretary, Catherine Woodgate, S316)

Other Course Lecturers: Dr. A. E. Seaborne, Room S385; Dr. J. McShane, Room S384; Dr.

G. Gaskell, Room S307.

Course Intended Primarily for B.Sc. c.u. Main Field Soc. Psych. 1st year.

Scope: An introduction to experimental design and research methods in Psychology.

Syllabus: Introduction to experimental design and research methods in relation to design and conduct of laboratory and field studies. The areas examined will include learning, memory, thinking, perception, child behaviour and social processes. Students will also be introduced to measurement and scaling, and techniques of testing in relation to psychological assessment of attitudes, personality and intelligence. An introduction to statistical analysis of experimental data using SPSS. The experiments conducted will be related to topics discussed in Ps100

(Introduction to Individual and Social Psychology).

Pre-Requisites: None.

Teaching Arrangements: Sessional, weekly three-hour laboratory session (Ps105). Students participate in the design and conduct of experiments and are expected to write reports on each of the studies they carry out. These reports are marked by the teaching assistant (Mr. Malcolm Hibbard) and Dr. J. E. Stockdale and may be discussed with them.

Reading List: Students are not advised to purchase any text, but they may wish to consult:

H. H. Johnson, & R. L. Solso, *An Introduction to Experimental Design in Psychology. A Case Approach*, Harper & Row, 1971; A. M. Snadowsky (Ed.), *Social Psychology Research: Laboratory Field Relationships*, Free Press, 1972; B. J. Underwood & J. J. Shaughnessy, *Experimentation in Psychology*, Wiley, 1975.

Recommended reading related to individual content areas will be given during the course.

Examination Arrangements: The Laboratory Course assessment is based on EIGHT laboratory reports completed during the session and formally submitted for assessment in the Summer Term.

Ps5420

Methods of Psychological Research II: Social and Statistical

Teachers Responsible: Dr. George Gaskell, Room S307 and **Dr. J. E. Stockdale**, Room S386 (Secretary, Catherine Woodgate, S316)

Course Intended Primarily for B.Sc. c.u. main field Social Psychology 2nd year; Diploma Social Psychology and other interested students. For the sake of clarity, this guide is divided into two sections covering:

Section A Methods of Psychological Research – Laboratory Sessions

Section B Psychological Statistics
Each section comprises 50% of the assessment of the course.

Section A: Methods of Psychological Research II: Laboratory Sessions

Teacher Responsible: Dr. G. Gaskell, Room S307 (Secretary, C. Woodgate, S316)

Course Intended Primarily for (see above)

Scope: The course is intended to give students experience in the design, execution and analysis of social psychological research, and the assessment of individuals.

Syllabus: Assumptions underlying social and psychological experimentation and research. Problems of measurement and the assessment of individual differences, in particular attitude scaling, personality questionnaires, projective techniques and repertory grids. Practical experience in the conducting of psychological experiments in the areas of cognitive and social psychology. Training in observational methods and interviewing.

Pre-Requisites: Completion of the course Ps105 **Methods of Psychological Research I** or comparable experience in experimental design and research methods in psychology.

Teaching Arrangements: Ps108(i): **Methods of Psychological Research:** Lectures: 20, Dr. Gaskell, Dr. Sealy. Ps108(ii): **Laboratory Sessions:** 24 Sessions, Dr. Sealy, Dr. Gaskell, Dr. McShane, Dr. Seaborne.

Written Work: 4 research reports on the empirical projects conducted during the year. The two reports relating to the 1st term should be submitted before the end of the 1st week of the Lent Term, the two relating to the Lent Term's work before the end of the 1st week of the Summer Term. The reports will be assessed by the relevant lecturer with whom students can discuss their work.

Reading List: A. F. Chalmers, *What is this thing called Science?*, Open University Press, 1978; T. D. Cook & D. Campbell, *Quasi Experimental Design and Analysis: Issues for Field Settings*, Rand McNally, 1979.

Examination Arrangements: There is a two hour written examination in the Summer Term containing 8 questions of which 3 must be answered. Laboratory notebooks containing the four research reports, with a suitable index must be submitted by 31 May for final evaluation. The examination and laboratory notebooks are given equal weight in the assessment of Section A of the course.

Section B: Psychological Statistics

Teacher Responsible: Dr. J.

E. Stockdale, Room S386 (Secretary, C. Woodgate, S316)

Scope: The course aims to familiarize students with parametric and non-parametric techniques of data analysis and their application to psychological data.

Syllabus: Revision: Sampling, inference and hypothesis testing. Non parametric tests for comparing 2 & k samples, related and independent groups. Non parametric measures of association of correlation. Simple linear regression and parametric measures of correlation. Assumptions and models underlying analysis of variance (fixed and random factors). One-, two- and three-way analysis of variance (independent randomized groups design.) Planned and unplanned comparisons and tests of trend. Repeated measures and partial repeated measures (split plot) analysis of variance. Test Section.

Pre-Requisites: Completion of SM202 **Statistical Methods for Social Research** or a comparable course which covers descriptive statistics; elementary probability; sampling, statistical inference, estimation and hypothesis testing, simple regression and correlation and elementary non-parametric techniques.

Teaching Arrangements: Sessional, weekly lecture and class. Lectures: Ps108(iii) 10 Michaelmas Term, 9 Lent Term, 5 Summer Term. Classes: Ps108 (iii) (a) 10 Michaelmas Term, 9 Lent Term, 5 Summer Term. Exercises related to the lecture content are carried out in the weekly class.

Written Work: In addition to the class exercises, weekly exercises are distributed and must be handed in the following week. The marks obtained contribute to the final overall assessment. The exercises are marked by the teaching assistant (Mrs. Moira Bovill) and may be discussed with her or Dr. J. E. Stockdale.

Reading List: No one book covers the entire

course. Students are advised to buy: S. Siegel, *Non-parametric Statistics for the Behavioural Sciences*, McGraw Hill, 1956; and one of the following: H. M. Blalock, *Social Statistics*, McGraw Hill, 1960; G. Glass, & J. Stanley, *Statistical Methods in Education and Psychology*, Prentice Hall, 1970; G. A. Ferguson, *Statistical Analysis in Psychology and Education*, McGraw Hill, 1981 (5th edn.) Books which students may wish to consult include:

G. Keppel, *Design and Analysis: A researchers' handbook*, Prentice Hall, 1973; W. L. Hays, *Statistics*, Holt, Rinehart & Winston, 1969.

Examination Arrangements: There is a two hour examination in the Summer Term containing five questions. Students are required to answer questions 1(i) or 1(ii) and two others. 40% of the marks are allocated to Q.1 and 30% to each of the other two questions. Copies of previous years' papers are available. 70% of the assessment of the statistics course is based on the exam paper and 30% on the set of exercises submitted during the session.

Note: The relative weightings across all components of the course are as follows:

- (i) Methods of Psychological Research: Examination 25%
- (ii) Laboratory work 25%
- (iii) Psychological Statistics: Examination 35%
- (iv) Statistics Exercises 15%

Ps5421

Personality and Social Behaviour

Teachers Responsible: Mr. A. D.

Jones, Room S311; Dr. A. P. Sealy, Room S387 (Secretary, Mrs. Pat Christopher, S316)

Course Intended Primarily for B.Sc. Social Psychology and Diploma Course students. It is also available as an option for second or third year course unit students and B.Sc. (Econ.) Part II students, including inter-collegiate students where Regulations permit.

Scope: The aim of the course is to continue the type of work contained in the Introductory Psychology course units emphasizing the part played by personality, attitudes, groups and communication in determining human social behaviour.

Syllabus: The syllabus is divided into two parts.

A. *Personality* (Dr. A. P. Sealy).

(a) The problems arising out of the comparison of clinical and statistical approaches to judgements of personality, whether in the context of personal selection or

in the context of psychotherapy. (b) The history and procedures of identifying and classifying psychological characteristics. (c) The analysis of individual differences in perceptual and cognitive processes, with special regard to the usefulness of such distinctions in the study and treatment of pathological conditions. (d) Stress and its consequences: an analysis of the physiological, affective and cognitive aspects of people's mode of coping with threatening and painful situations. (e) Sense of self and the processes leading to coping styles and creativity. (f) A study of the empirical evidence for psychoanalytic theories. (g) A comparative study of the contributions of the major thinkers in the subject of human personality. (h) The classification of the major psychopathological states; an introduction to theories of aetiology and to studies of the effectiveness of various treatment systems.

B. *Social Behaviour* (Mr. A. D. Jones). The syllabus for this part of the course covers aspects of human behaviour which are the concern of various disciplines in the social sciences and where psychological theories have been applied. (a) Total institutions. The processes whereby hospitals, prisons, military and other residential institutions have an effect on their clientele and on their staff. (b) Group dynamics. The processes whereby small face-to-face groups influence the behaviour, judgements and developments of individual people. (c) Prejudice. The contribution of psychology to understanding racial prejudice. (d) Gender. Comparison of the behaviour and aptitudes of males and females. (e) The psychological laboratory as a social institution. The roles of experimenter and subject. The obedience of subjects to the demands of the experimenter in the case of normal experimentation and in the case of altered states of consciousness such as hypnosis. (f) Economic development. The study of the motives and attitudes of entrepreneurs. Opinion leaders and attitudes towards changes in technology.

Pre-Requisites: There are no prerequisites for Diploma students. Undergraduates normally require a pass in the course unit **Introduction to Individual and Social Psychology** and students other than B.Sc. (Social Psychology) students are subject to the constraint of numbers.

Teaching Arrangements: Weekly lectures (Ps106) in the Michaelmas Term devoted to (A) part of the syllabus. Weekly lectures in the Lent Term devoted to (B). Five lectures are given in the Summer Term. Classes are held weekly. Every student will be expected to present one paper in class and submit at least

two essays to either the class teacher, or the teacher responsible for the course.

Reading List: No one book covers the entire syllabus. Students are advised to read the following. A reading list is available from the Psychology Department.

S. Maddi, *Personality Theories*, Dorsey, 1968, subsequent editions: 1972 & 1980; C. Hall, & Lindzey, *Theories of Personality*, Wiley, 1957, subsequent editions: 1974 & 1981; S. Freud, *New Introductory Lectures to Psychoanalysis*, Penguin, 1974; R. Lazarus, *Psychological Stress and the Coping Process*, Wiley, 1972; T. Cox, *Stress*, Macmillan, London, 1978; N. Haan, *Coping & Defending*, Academic Press, New York, 1977; P. Kline, *Fact and Fantasy in Freudian Theory*, Methuen, 1972; E. Goffman, *Asylums*, 1969; P. Kelvin, *The Bases of Social Behaviour*, 1972; S. Milgram, *Obedience to Authority*, 1974; L. S. Wrightsman (Ed.), *Contemporary Issues in Social Psychology* (especially part 3), 1974.

Examination Arrangements: Students are examined in the Summer Term by a three-hour formal examination. Five questions cover Section A of the syllabus and five questions cover Section B. Students are required to answer two questions from each section. In addition candidates may submit up to two essays to the examiners. The marks obtained on these will not be used to lower the mark obtained at the examination but may be used to raise the final mark in borderline cases.

Ps5422

Cognitive Psychology

Teacher Responsible: Dr. A. E. M.

Seaborne, Room S385 (Secretary, Miss Catherine Woodgate, S316) Dr. John McShane, Room S384, also teaches on this course.

Course Intended Primarily for B.Sc. Soc. Psych. 2nd year, Diploma in Social Psychology, but is also open to other interested students.

Scope: The course is intended to build on cognitive aspects of first year courses and to provide basic coverage of work on learning, memory, thinking and perception.

Syllabus: The course will cover some aspects of learning, especially attention models, theories of social learning and cognitive and other models of behaviour modification. It will also be concerned with perceptual processes including perceptual learning, organisation and retrieval from long-term memory and semantic memory models and with conceptual processes such as problem

solving, creativity, imagery and basic psycholinguistics.

Pre-Requisites: LSE undergraduates on degree courses are normally required to have taken the course 'Introduction to Individual and Social Psychology', other students are expected to have had equivalent courses in introductory psychology.

Teaching Arrangements: Weekly lectures (Ps109) and classes: Sessional.

Written Work: Classes are based on short papers presented usually by two members of each class. Students will generally present short papers twice per term. In addition, each student is asked to write one essay per term.

Reading List: The first three books in the list will be referred to more than the others. A. D. Baddeley, *The Psychology of Memory*, Harper International, 1976; S. H. Hulse, H. Egeth & J. Deese, *The Psychology of Learning*, McGraw Hill, 1980; P. N. Johnson-Laird & P. C. Wason (Eds.), *Thinking*, Cambridge University Press, 1977; N. Dixon, *Preconscious Processing*, Wiley, 1981; E. J. Gibson, *Principles of Perceptual Learning and Development*, Appleton Century Crofts, 1967; U. Neisser, *Cognition and Reality*, W.H. Freeman & Co, 1976; K. Oatley, *Perceptions and Representations*, Methuen, 1978; M. Piattelli-Palmarini, *Language and Learning*, Routledge & Kegan Paul, 1980.

Examination Arrangements: There is a 3-hour examination in the Summer Term at which students are usually asked to answer four questions. In addition candidates may submit up to two essays to the examiners. The marks obtained on these will not be used to lower the mark obtained at the examination but may be used to raise the final mark in borderline cases.

Ps5501

Advanced Study of Psychological Processes

Teacher Responsible: Dr. G. Gaskell, Room S307 (Secretary, Miss Catherine Woodgate, S316)

Course Intended Primarily for B.Sc. c.u. main field Soc. Psych. 3rd year, Dip. Soc. Psych. Optional for M.Sc.

Scope: Four areas of psychology are considered in detail, these being epistemology, attitude theory, judgement and decision making, group processes and collective behaviour.

Syllabus: The history and nature of empiricism in psychology and the impact of the dialectical school. Aspects of information processing, decision making, person

perception, attribution theory, attitude change and social representations, the behaviour of individuals in groups, crowds and riots.

Pre-Requisites: Ps106 Personality and Social Behaviour.

Teaching Arrangements: A sessional lecture course (Ps115). The following lecturers are involved. Dr. G. Gaskell, Mr. R. Holmes, Dr. J. McShane, Mr. S. Wooler.

Written Work: There are no requirements for written work, students are encouraged to write papers throughout the course which can be discussed with the lecturers.

Reading List: Reading lists will be distributed throughout the course.

J. R. Eiser, *Cognitive Social Psychology*, McGraw Hill, 1980; J. Perry & M. D. Pugh, *Collective Behaviour*, West. Pub. Co., 1978; R. Holmes, *Legitimacy and the Politics of the Knowable*, Routledge & Kegan Paul, 1976; T. S. Wallsten (Ed.), *Cognitive Processes in Choice & Decision Behaviour*, Lawrence Erlbaum Associates, 1980.

Examination Arrangements: There is a 3-hour examination in the Summer Term based on the syllabus. Students are required to answer 4 questions. In addition candidates may submit up to two essays to the examiners. The marks obtained on these will not be used to lower the mark obtained at the examination but may be used to raise the final mark in borderline cases.

Ps5502

Social Change and Social Organisations

Teacher Responsible: Mr. A. D. Jones, Room S311 (Secretary, Mrs. P. Christopher, S316)

Course Intended Primarily for B.Sc. Social Psychology third year, Diploma in Social Psychology. Students from other departments, provided they have fulfilled certain pre-requisites.

Scope: The course examines the process of adaptation and change at individual, organizational and societal level.

Syllabus: The course divides into four sections each taught by a different member of staff. *Social Change*, Hilde Himmelweit. Theories of social change, cross-cultural perspectives, adoption of innovations, implementation of social change programmes.

Role, Self and Society, Roger Holmes.

Comparison of animal and human societies with concern for the implications for the self. Comparative examination of Mead's, Erikson's and Freud's theories about the self. Situationism and the irrelevance of self.

Life Cycle, Exchange Theory, David Jones. Life cycle stages – their concerns and outcomes with special emphasis on the transition from one stage to another. Value and limitations of psychological theories of rewards and costs (exchange theories) in the context of other exchange theories in the social sciences.

The Study of Organisations, A. N. Oppenheim. Workings and evaluation of institutions and organisations: (a) plants and factories producing a visible product, with evaluation in money terms, and (b) bureaucracies, services, and decision-making organisations, where evaluation is not primarily in money terms.

Pre-Requisites: A minimum of two successfully completed psychology courses.

Teaching Arrangements: A sessional two-hour weekly lecture/seminar (Ps116). About five weekly sessions are devoted to each section.

Written Work: Students contributions at the seminar are invited and they are encouraged to write essays.

Reading List: Reading lists will be provided at the beginning of the Session.

Examination Arrangements: A three hour examination takes place in the Summer Term. The paper is divided into four sections corresponding to the four topic areas. Four questions to be answered, no more than two from any one section. In addition candidates may submit up to two essays to the examiners. The marks obtained on these will not be used to lower the mark obtained at the examination but may be used to raise the final mark in borderline cases.

Ps5510

Applications of Social Psychology

Teacher Responsible: Dr. A. N. Oppenheim, Room S366 (Secretary, Mrs. Pat Christopher, S316)

Course Intended Primarily for B.Sc. Social Psychology third year and Diploma in Social Psychology students.

Scope: Applications of Social Psychology to social issues and problems.

Syllabus: The examination of the application of Social Psychology to such areas as education, deviance, social medicine, social psychiatry, political socialisation, political behaviour, and programme evaluation. The particular areas to be examined will depend on staff and student interest.

Pre-Requisites: Knowledge of basic social psychology theories and research methods to third year level will be assumed.

Teaching Arrangements: The course is taught

by means of regular weekly seminars (Ps159) taking place in the Michaelmas and Lent Terms, and part of the Summer Term. There may also be some visiting speakers.

Students are expected to take a major part in the seminar by reading papers and contributing to the discussion. The seminar topics will follow a detailed reading list which will be handed out at the beginning of the Session.

Written Work: Depending on the number of students taking part in the course, each student will be expected to give at least one seminar paper; sometimes, a topic is covered by two students.

B.Sc. and Diploma students may submit essays if they wish, and these will be assessed and discussed by the relevant teacher.

Since the course deals with applications of social psychology to a variety of substantive fields, students should be prepared to read in depth in each of these fields. They should also become thoroughly familiar with problems of research design and research techniques.

Reading List: No one book covers the entire syllabus, and the course plan and contents of the sections change from year to year, in accordance with student and staff interest.

Once the course plan has been agreed, reading lists will be handed out for each section, with additional recommendations for students preparing seminar papers.

Students should be familiar with: P. H. Rossi, H. E. Freeman & R. Wright, *Evaluation: A Systematic Approach*, Sage, 1979.

Examination Arrangements: There will be a two-hour formal examination paper in the Summer Term. The questions will be set in accordance with the topics actually covered in the seminars. Students are expected to answer three out of a choice of questions. Copies of previous years' papers are available in the departmental library.

In addition candidates may submit up to two essays to the examiners. The marks obtained on these will not be used to lower the mark obtained at the examination but may be used to raise the final mark in borderline cases.

Ps5511

Child Development

Teacher Responsible: Dr. J. McShane, Room S367 (Secretary, Mrs. Pat Christopher, S316)

Course Intended Primarily for B.Sc. Social Psychology third year and Diploma in Social Psychology.

Scope: The course has two main aims: (a) to

examine in depth models of developmental change in the areas of cognitive, linguistic, and social development during infancy and early childhood, and (b) to assess empirical research in terms of its contribution to such models.

Syllabus: Cognitive development: Piagetian and neo-Piagetian theories; topics include object permanence, number development, quantity conservation, and memory development. Linguistic development: formal and functional approaches to language development, lexical and grammatical development. Social development: attachment and deprivation, egocentrism, social cognition.

Pre-Requisites: A background in general psychology and introductory courses in developmental and cognitive psychology.

Teaching Arrangements: Weekly lectures and discussions (Ps118). The lecture lasts for approximately one hour and the remaining half hour is devoted to discussion.

Reading List: M. Atkinson, *Explanations in the Study of Child Language Development*, Cambridge University Press, 1982; M. Boden, *Piaget*, Fontana, 1979; C. J. Brainerd, *Piaget's Theory of Intelligence*, Prentice-Hall, 1978; J. Flavell, *Cognitive Development*, Prentice-Hall, 1977; J. Flavell & L. Ross, *Social Cognitive Development*, Cambridge University Press, 1981; R. Kail, *The Development of Memory in Children*, Freeman, 1979.

Examination Arrangements: B.Sc. and Diploma: There is a two-hour written examination in the Summer Term. Students are required to answer three out of a choice of ten questions. In addition candidates may submit up to two essays to the examiners. The marks obtained on these will not be used to lower the mark obtained at the examination but may be used to raise the final mark in borderline cases.

Ps5512

Personality and Motivation

Teacher Responsible: Dr. A. P. Sealy, Room S387 (Secretary, Mrs. P. Christopher, S316)

Course Intended Primarily for B.Sc. Soc. Psych. third year, Dip. Soc. Psych. Other third year students in B.Sc. (Econ.), B.Sc. Sociology, B.Sc. Anthropology, B.Sc. Maths. may attend the course at their tutor's discretion provided they have the basic prerequisites.

Scope: The application of general theories of psychology and social psychology to psychopathology and personal change.

Syllabus: The course (Ps119) is divided into six main sections:

- The definition of deviance and the characterization of pathology as suggested by studies of classifying juvenile offenders and research into diagnosis of psychological disorders;
- The analysis of the treatment of young offenders with special reference to the applications of behaviour theory, social learning theory, ego-psychology and group dynamics. These cases will be studied in the light of the methods of evaluation used to define their effectiveness;
- Schizophrenia: the psychological theories related to its nature and origins: biological theories, arousal and attention, theories of thought disorder, the language of schizophrenic and social and interpersonal aspects. These features of schizophrenia will be studied within a context of diagnostic and epidemiological problems;
- Aspects of psychopathy and depression, particularly as they relate to behavioural, cognitive and arousal theories;
- Change and transition: an analysis of treatment of psychopathological states, with special reference to cognitive aspects of behaviour therapy, therapies derived from personal construct theories and treatments based on interpersonal and social organizational processes.
- The development and change of personality with regard to non-pathological states, particularly the role of sense of self in personal adjustment and social and political involvement.

Pre-Requisites: At least three courses in psychology.

Reading List: B. Maher, *Principles of Psychopathology*, McGraw-Hill, New York, 1966; H. J. Eysenck (Ed.), *Handbook of Abnormal Psychology*, Basic Books, 1961, Revised edition 1978; B. Maher (Ed.), *Progress in*

Experimental Personality Research, Vols. I to IX, Academic Press, New York, 1964 onwards.

Examination Arrangements: One two-hour paper answering three out of ten questions. In addition candidates may submit up to two essays to the examiners. The marks obtained on these will not be used to lower the mark obtained at the examination but may be used to raise the final mark in borderline cases.

Ps5513

Groups and Interpersonal Behaviour

Teacher Responsible: Mr. A. D. Jones, Room S311 (Secretary, Mrs. Pat Christopher, S316)

Course Intended Primarily for B.Sc. Soc. Psych. third year, Dip. Soc. Psych. The course is also available, with prerequisites (see below), for students who are registered for subjects other than Social Psychology.

Scope: The aim of the course is to explore the psychological aspects of relationships between people in normal settings.

Syllabus: The syllabus is in two parts; the contribution of individualistic psychology and of experiential psychology.

Topics within individualistic psychology are selected as exemplars from social facilitation, conformity, leadership, social perception, exchange theory, attribution theory, interpersonal attraction and others.

Topics within experiential psychology are selected from a number of dyads; doctor-patient, social worker-client, therapist-patient, guard-prisoner, teacher-pupil, interviewer-interviewee, family dyads' and others where there is a suitable literature. Students with work experience and expertise may introduce a new topic.

Pre-Requisites: None for those registered for B.Sc. Social Psychology. Other students require the consent of their tutors and of the teacher concerned, would normally have a qualification in psychology and are subject to the constraint of numbers.

Teaching Arrangements: The course meets for a weekly seminar (Ps157) lasting one and a half hours to discuss a paper previously made available to each student. It is usual for each student to prepare at least one of these papers. The teacher concerned and, occasionally, an invited speaker present papers. Additional meetings are held informally to assist in the preparation of material. Copies of the papers presented in the seminar and other material is made

available in the Psychology Department to supplement the library services. Exceptionally a visit is made to an organization such as a hospital, school or prison if this is likely to be helpful to the progress of the course.

Reading List: No one book covers the entire syllabus. Students are advised to consult: W. G. Bennis & others, *Interpersonal Dynamics* and C. H. Swensen, *Interpersonal Relations* and other books and journal articles which are cited on each year's reading list.

The previous year's list is available from the Psychology Department; the current year's is available when the interests of the students are clear, usually by the third week of the Michaelmas Term.

Examination Arrangements: The examination for B.Sc. students carries the weight of half a course unit and consists of a two-hour formal examination in the Summer Term.

In addition candidates may submit up to two essays to the examiners. The marks obtained on these will not be used to lower the mark obtained at the examination but may be used to raise the final mark in borderline cases.

Ps5514

Communication and Attitude Change

Teacher Responsible: Professor Hilde Himmelweit, Room S303

Course Intended Primarily for B.Sc. Social Psychology third year, Diploma in Social Psychology students, given appropriate pre-requisites.

Scope: The role and function of the mass media-attitude organization, social influence and attitude change.

Syllabus: This course examines the role of broadcasting in society: its functions, role, influence and effects, and reviews the methods and findings of studies. The interdependence of broadcasting with other institutions is investigated within a framework of social influence theories. Responses to social influence are related to the study of attitudes and attitude change. Three contexts are explored: (i) the historical context of research on attitudes, including the radical changes in focus after each of three wars (Second World War, Korea, Vietnam); (ii) the internal context; how attitudes can be represented in cognitive maps, relate to 'cognitive scripts' and the generation of preferences; (iii) the external social and political context, tracing the life history of attitudes and the nature of 'popular ideology'.

Pre-Requisites: Students without a first degree

in psychology should have completed at least two courses in psychology.

Teaching Arrangements: A Sessional weekly seminar course (Ps150) to be taught by Professor Himmelweit and Dr. Humphreys. In addition, four lectures (Ps120) will be given by Professor Himmelweit on *The Role of the Mass Media*. These are open to undergraduates and graduates from other departments.

Written Work: Students present papers in the seminar and are encouraged to write essays on topics agreed with the teachers.

Reading List: G. Comstock et al., *Television & Human Behaviour*, Columbia University Press, 1978; J. Curran (Ed.), *Mass Communication & Society*, Open University Press, 1977; R. J. Eiser, *Cognitive Social Psychology*, McGraw-Hill, 1980; H. T. Himmelweit, P. C. Humphreys, M. Jaeger & M. Katz, *How Voters Decide*, Academic Press, 1981.

Additional reading lists will be given out at the beginning of the Session.

Examination Arrangements: A two hour examination in the Summer Term with students answering three questions from a choice of questions. In addition candidates may submit up to two essays to the examiners. The marks obtained on these will not be used to lower the mark obtained at the examination but may be used to raise the final mark in border-line cases.

Ps5516

Social Psychology of Conflict

Teacher Responsible: Dr. A. N. Oppenheim, Room S366 (Secretary, Mrs. Pat Christopher, S316)

Course Intended Primarily for B.Sc. Social Psychology third year and Diploma in Social Psychology students.

Scope: Applications of social psychology to the problems of communal, industrial and international conflict, peace research and conflict resolution.

Pre-Requisites: Knowledge of basic social psychology theories and research methods to third year level will be assumed.

Teaching Arrangements: The course is taught by means of regular weekly seminars (Ps156) in the Michaelmas and Lent Terms and part of the Summer Term. There may also be some visiting speakers. Students are expected to take a major part in the seminar by reading papers and contributing to the discussion. The seminar topics will follow a detailed reading list which will be handed out at the beginning of the Session.

Written Work: Depending on the number of students taking part in the course, each student will be expected to give at least one seminar paper; sometimes a topic is covered by two students.

Students should be prepared for reading in depth, since the course requires rapid familiarisation with aspects of related disciplines such as International Relations, Industrial Relations and Organisation Theory.

Reading List: A full reading list will be made available at the start of the course.

Examination Arrangements: There will be a two-hour formal examination paper in the Summer Term. The questions will be set in accordance with the topics actually covered in the seminars. Students are expected to answer three out of a choice of questions offered. Copies of previous years' papers are available in the departmental library.

In addition candidates *may* submit up to two essays to the examiners. The marks obtained on these will not be used to lower the mark obtained at the examination but may be used to raise the final mark in borderline cases.

Ps5517

Decision Making and Decision Analysis

Teacher Responsible: Dr. Patrick Humphreys, Room S367 (Secretary, Mrs. Pat Christopher, S316)

Course Intended Primarily for B.Sc. Social Psychology third year.

Scope: Personal and social decision making; analysing and aiding decision processes; resolution of conflicting objectives.

Syllabus: This course examines issues in personal and social decision making, looking at how we can describe the cognitive processes involved in forming judgements, planning actions and evaluating their consequences; how people approach decision problems, and cope with the stresses involved; what happens in societal decision making when people have conflicting objectives; how risk is experienced and analysed. Techniques for aiding decision making are explored, and ways in which 'decision support systems' are used in organizations are investigated.

Pre-Requisites: Some background knowledge is desirable in one or more of the fields of cognitive psychology, operations research, systems analysis or management. Only an elementary level of mathematical ability is assumed, together with some capacity for logical analysis of subjective phenomena.

Teaching Arrangements: A Sessional weekly seminar course (Ps164). The seminars will be led by Dr. Humphreys with the participation of other members of the School's Decision Analysis Unit in those seminars which cover topics from the syllabus with which they are principally concerned in their work. Interactive computer-based techniques for modelling and aiding decision making will be introduced through the seminar, and participants will have the opportunity to explore these techniques further outside the seminar.

Written Work: Students present papers in the seminar and are encouraged to write essays and prepare reports.

Reading List: This field is one which is developing rapidly, and there is no overall textbook which adequately covers current issues across the whole syllabus. Recent books which provide partial coverage are:

B. Fischhoff *et al.*, *Acceptable Risk*, Cambridge University Press, New York, 1981; P. C. Humphreys, O. Svenson, & A. Vari (Eds.), *Analysing and Aiding Decision Process*, North Holland, Amsterdam, 1983; I. L. Janis & L. Mann, *Decision Making*, Free Press, New York, 1977; T. S. Wallsten, *Cognitive Processes in Choice and Decision Making*, Lawrence Erlbaum Associates, Hillsdale, N.J., 1980.

Detailed reading lists, including reviews published in journals, and some key references for the individual topics covered will be given out during the seminars.

Examination Arrangements: A two-hour examination in the Summer Term with students answering three questions from a choice of questions. Written work carried out during the session forms part of the assessment. In addition, candidates *may* submit two essays to the examiners. The marks obtained on these will not be used to lower the mark obtained at the examination but may be used to raise the final mark in borderline cases.

Ps5518

Psychological Aspects of Legal Processes

Teacher Responsible: Dr. A. P. Sealy, Room S387 (Secretary, Mrs. P. Christopher, S316)

Course Intended Primarily for B.Sc. Soc. Psych. third year.

Scope: The application of psychological principles to legal processes; the analysis of some of the assumptions underlying court

proceedings; the psychological approach to assessing the validity of eye-witness testimony, identification and other forms of evidence; the use of psychological factors in special court decisions, such as custody of children and arrangement of domestic disputes; use of psychological techniques in forensic decisions, especially with regard to the prediction of parole success and the diagnosis of dangerousness.

Syllabus: The course will have four parts, one concerned with courts and their decision mechanisms; this will range from a study of juries through to an analysis of sentencing.

The second part of the course will be concerned with the validity and reliability of evidence in court, with some reference to these issues in other tribunals.

The third part of the course will concern itself with individuals and their behaviour within the system of criminal and civil justice: the identification and analysis of personal bias; the training of participants in the system; the concepts people have of the criminal justice system.

The fourth part will concern itself with special judicial decisions, particularly those concerning children and their custody, dangerous offenders and their treatment and psychopathological offenders and their disposal.

This course is *not* a course in law; its interest is to inquire into some of the psychological assumptions inherent in the forensic processes.

Pre-Requisites: At least two main courses in psychology, including **Introductory Psychology**.

Teaching Arrangements: 24 lectures and seminars (Ps165).

Reading List: Kalven & Zeisel, *The American Jury*; R. F. Simon, *The Jury and the Rules of Insanity*, Brown, 1968; V. J. Konecni & E. B. Ebbesen, *The Criminal Justice System: a Social Psychological Analysis*, Freeman, 1982; S. Lloyd Bostock & B. R. Clifford, *Evaluating Witness Evidence*, Wiley, 1982; J. Gunn & D. Farrington, *Abnormal Offenders, Delinquency and the Criminal Justice System*, Wiley, 1982.

Examination Arrangements: For all students a three hour written paper; in addition candidates *may* submit up to two essays to the examiners. The marks obtained on these will not be used to lower the mark obtained at the examination but may be used to raise the final mark in borderline cases.

Ps6400

Child Development and Socialisation

Teacher Responsible: Dr. J. McShane, Room S384 (Secretary, Mrs. Pat Christopher, S316)

Course Intended Primarily for M.Sc. Social Psychology. M.Sc. students from other departments may be admitted subject to appropriate pre-requisites.

Scope: The course has two main aims: (a) to examine in depth models of developmental change in the areas of cognitive, linguistic, and social development during infancy and early childhood, and (b) to assess empirical research in terms of its contribution to such models.

Syllabus: Cognitive development: Piagetian and neo-Piagetian theories; topics include object permanence, number development, quantity conservation, and memory development.

Linguistic development: formal and functional approaches to language development, lexical and grammatical development.

Social development: attachment and deprivation, egocentrism, social cognition.

Pre-Requisites: A background in general psychology and introductory courses in developmental and cognitive psychology.

Teaching Arrangements: Weekly lectures and discussions (Ps118). The lecture lasts for approximately one hour and the remaining half-hour is devoted to discussion.

Reading List: M. Atkinson, *Explanations in the Study of Child Language Development*, Cambridge University Press, 1982; M. Boden, *Piaget*, Fontana, 1979; C. J. Brainerd, *Piaget's Theory of Intelligence*, Prentice-Hall, 1978; J. Flavell, *Cognitive Development*, Prentice-Hall, 1977; J. Flavell & L. Ross, *Social Cognitive Development*, Cambridge University Press, 1981; R. Kail, *The Development of Memory in Children*, Freeman, 1979.

Examination Arrangements: There is a three-hour written examination in the Summer Term. Students are required to answer three out of a choice of ten questions offered. Written work done during the session forms part of the overall assessment for the course.

Ps6403 The Social Psychology of Organisations

Teacher Responsible: Mr. R. Holmes, Room S313 (Secretary, Mrs. P. Christopher, S316)

Course Intended Primarily for those taking the M.Sc. in Social Psychology; students taking other M.Sc. courses who can take an outside paper are also welcome.

Scope: The full title of the course is 'The Social Psychology of Organisations and the Derivation of the Social Form'; the course is primarily concerned to give the psychological underpinning of 'organisational' phenomena - cf. of the formal role, the nature of power, etc. This approach is based on elementary psychological considerations which can be described as Freud modified by Piaget.

Syllabus: The psychology of communication; groups (including formal and informal groups); leadership (including the conditions under which leadership is considered legitimate); the nature of power; the nature of systems; the nature of work and incentives.

The psychological development of the individual - in so far as it affects formative attitudes to such concepts as power and legitimacy, work and communication, etc.

Pre-Requisites: No previous knowledge of psychology is wholly necessary, but on the whole it will be assumed that the students are familiar with a certain amount of basic psychology.

Teaching Arrangements: The course (Ps153) will not be held in the Session 1983-84.

Written Work: Written essays will be required during the year.

Reading List: The best idea of the approach taken is that of the teacher's: Roger Holmes, *Legitimacy & the Politics of the Knowable* (Routledge & Kegan Paul, 1976).

Reading lists on various topics will be handed out and discussed during the course.

Examination Arrangements: One three hour paper to be sat in June. Further written work will be taken into account.

Ps6404 Social Psychology of Conflict

Teacher Responsible: Dr. A. N. Oppenheim, Room S366 (Secretary, Mrs. Pat Christopher, S316)

Course Intended Primarily for M.Sc. Social Psychology and M.Phil. students in Social Psychology.

Scope: Applications of social psychology to the problems of communal, industrial and international conflict, peace research and conflict resolution.

Pre-Requisites: Knowledge of basic social psychology theories and research methods to third year level will be assumed.

Teaching Arrangements: The course is taught by means of regular weekly seminars (Ps156) in the Michaelmas and Lent Terms and part of the Summer Term. There may also be some visiting speakers. Students are expected to take a major part in the seminar by reading papers and contributing to the discussion. The seminar topics will follow a detailed reading list which will be handed out at the beginning of the Session.

Written Work: Depending on the number of students taking part in the course, each student will be expected to give at least one seminar paper; sometimes a topic is covered by two students.

M.Sc. students are required to write two substantial essays for submission at the final examination; they should consult with the seminar teacher before choosing their essay topics, and encouraged to hand in draft essays for comments and discussion well before the deadlines.

Students should be prepared for reading in depth, since the course requires rapid familiarisation with aspects of related disciplines such as International Relations, Industrial Relations and Organisation Theory.

Reading List: A full reading list will be made available at the start of the course.

Examination Arrangements: There will be a three-hour formal examination paper in the Summer Term. The questions will be set in accordance with the topics actually covered in the seminars. Students are expected to answer three out of a choice of questions offered.

Copies of previous years' papers are available in the departmental library.

Ps6405 The Psychological Study of Social Issues

Teacher Responsible: Dr. A. N. Oppenheim, Room S366 (Secretary, Mrs. Pat Christopher, S316)

Course Intended Primarily for M.Sc. Social Psychology and M.Phil. students in Social Psychology.

Scope: Applications of Social Psychology to social issues and problems.

Syllabus: The examination of the application of Social Psychology to such areas as education, deviance, social medicine, social psychiatry, political socialisation, political behaviour, and programme evaluation. The particular areas to be examined will depend on staff and student interest.

Pre-Requisites: Knowledge of basic social psychology theories and research methods to third year level will be assumed.

Teaching Arrangements: The course is taught by means of regular weekly seminars (Ps159) taking place in the Michaelmas and Lent Terms, and part of the Summer Term. There may also be some visiting speakers. Students are expected to take a major part in the seminar by reading papers and contributing to the discussion. The seminar topics will follow a detailed reading list which will be handed out at the beginning of the Session.

Written Work: Depending on the number of students taking part in the course, each student will be expected to give at least one seminar paper; sometimes, a topic is covered by two students. M.Sc. students are required to write two substantial essays for submission at the final examination; they should consult with the relevant seminar teacher before choosing their essay topics, and are encouraged to hand in draft essays for comments and discussion well before the deadlines.

Since the course deals with applications of social psychology to a variety of substantive fields, students should be prepared to read in depth in each of these fields. They should also become thoroughly familiar with problems of research design and research techniques.

Reading List: No one book covers the entire syllabus, and the course plan and contents of the sections change from year to year, in accordance with student and staff interest. Once the course plan has been agreed, reading lists will be handed out for each section, with additional recommendations for students preparing seminar papers.

Students should be familiar with: P. H. Rossi,

H. E. Freeman and R. Wright, *Evaluation: A Systematic Approach*, Sage, 1979.

Examination Arrangements: There will be a three-hour formal examination paper in the Summer Term. The questions will be set in accordance with the topics actually covered in the seminars. Students are expected to answer three out of 10 questions. Copies of previous years' papers are available in the departmental library.

Ps6407

Personality

Teacher Responsible: Dr. Patrick Humphreys, Room S367 (Secretary, Mrs. Pat Christopher, S316)

Course Intended Primarily for M.Sc. Social Psychology students; students taking other M.Sc. courses who can take an outside paper are also welcome.

Scope: Psychodynamic models of personality and personality dysfunction, issues in psychoanalytic theory and practice.

Syllabus: This seminar investigates personality through considering psychodynamic models of the person in which unconscious processes play a central role. The unconscious will be examined in terms of the history of the concept; motivation and interpretation of dreams; relations with the structure of language and semantic memory; affect and desire.

In relation to personality organization and control, we will explore the significance of narcissism, depression and mechanisms of defence, and assess the status of 'ego psychology'. We shall discuss attempts to build psychodynamic models of personality dysfunction in paranoia and schizophrenia, look at psychoanalytic theory in practice and review ways in which the Freudian paradigm of 'unconscious motivation' has subsequently been modified.

Pre-Requisites: Students without a first degree in psychology should have completed at least two courses in psychology including one in personality or related topics.

Teaching Arrangements: A sessional weekly seminar (Ps154). The seminars will be led by Dr. Humphreys and Dr. Peter Hildebrand of the Tavistock Clinic. The seminars will introduce and survey the range of topics outlined in the syllabus, and provide a forum for discussion of issues involved in their study.

Written Work: Students present papers in the seminar and write essays on topics agreed with either of the seminar leaders.

Reading List: There is no one book which serves as a text book for this course, or which covers the breadth of the syllabus. Books which are useful for general reference and discussions of terms are:

J. Laplanche & J. B. Pontalis, *The Language of Psychoanalysis*, Hogarth, 1973; †C. Rycroft, *Critical Dictionary of Psychoanalysis*, Penguin, 1972; †C. Rycroft et. al., *Psychoanalysis Observed*, Pelican, 1968.

Books recommended for introductory reading which, as a set, illustrate the scope of the course are:

H. Ellenberger, *History of the Unconscious*, Allen Lane, 1970; †S. Freud, *The Interpretation of Dreams*, Pelican Freud Library, 1976; †K. Colby, *Artificial Paranoia*, Pergamon, 1975; †D. Winnicott, *Playing and Reality*, Pelican, 1974; S. Turkle, *Psychoanalytic Politics*, Burnett, 1979.

(† indicates that the book is available in a paperback edition.)

A detailed reading list, keyed to major topics in the syllabus will be given out and reviewed at the beginning of the Session.

Examination Arrangements: A three hour examination in the Summer Term with students answering three questions from a choice of questions. Written work carried out during the session forms part of the assessment.

Ps6409

Interpersonal Behaviour Seminar

Teacher Responsible: Mr. A. D. Jones, Room S311 (Secretary, Mrs Pat Christopher, S316)

Course Intended Primarily for M.Sc. and M.Phil. Social Psychology. The course is also available, with prerequisites (see below), for students who are registered for subjects other than Social Psychology.

Scope: The aim of the course is to explore the psychological aspects of relationships between people in normal settings.

Syllabus: The syllabus is in two parts; the contribution of individualistic psychology and of experiential psychology.

Topics with individualistic psychology are selected as exemplars from social facilitation, conformity, leadership, social perception, exchange theory, attribution theory, interpersonal attraction and others.

Topics within experiential psychology are selected from a number of dyads; doctor-patient, social worker-client, therapist-patient, guard-prisoner, teacher-pupil, interviewer-interviewee, family dyads' and others where

there is a suitable literature. Students with work experience and expertise may introduce a new topic.

Pre-Requisites: None for those registered for M.Sc. or M.Phil. Social Psychology. Other students require the consent of their tutors and of the teacher concerned, would normally have a qualification in psychology and are subject to the constraint of numbers.

Teaching Arrangements: The course meets for a weekly seminar (Ps157) lasting one and a half hours to discuss a paper previously made available to each student. It is usual for each student to prepare at least one of these present papers. The teacher concerned and, occasionally, an invited speaker present papers. Additional meetings are held informally to assist in the preparation of material. Copies of the papers presented in the seminar and other material is made available in the Psychology Department to supplement the library services. Exceptionally a visit is made to an organization such as a hospital, school or prison if this is likely to be helpful to the progress of the course.

Reading List: No one book covers the entire syllabus. Students are advised to consult W. G. Bennis & others, *Interpersonal Dynamics*; and C. H. Swensen, *Interpersonal Relations*; and other books and journal articles which are cited on each year's reading list. The previous year's list is available from the Psychology Department; the current year's is available when the interests of the students are clear, usually by the third week of the Michaelmas Term.

Examination Arrangements: There is a three-hour written examination in the Summer Term. Students are required to answer three out of a choice of ten questions offered. Written work done during the session forms part of the overall assessment for the course.

Ps6410

Communication and Attitude Change

Teacher Responsible: Professor Hilde Himmelweit, Room S303

Course Intended Primarily for M.Sc. Social Psychology and other M.Sc. students with appropriate pre-requisites.

Scope: The role and function of the mass media-attitude organization, social influence and attitude change.

Syllabus: This seminar examines the role of broadcasting in society: its functions, role, influence and effects and reviews the methods and findings of studies. The interdependence of broadcasting with other institutions is investigated within a framework of social influence theories. Responses to social influence are related to the study of attitudes and attitude change. Three contexts are explored: (i) the historical context of research on attitudes, including the radical changes in focus after each of three wars (Second World War, Korea, Vietnam); (ii) the internal context; how attitudes can be represented in cognitive maps, relate to 'cognitive scripts' and the generation of preferences; (iii) the external social and political context, tracing the life history of attitudes and the nature of 'popular ideology'.

Pre-Requisites: Students without a first degree in psychology should have completed at least two courses in psychology.

Teaching Arrangements: A sessional weekly seminar (Ps150) to be taught by Professor Himmelweit and Dr. Humphreys. In addition four lectures will be given by Professor Himmelweit on *The Role of the Mass Media* (Ps120). These are open to undergraduates and graduates from other departments.

Written Work: Students present papers in the seminar and write essays on topics agreed with the teachers.

Reading List: G. Comstock et al., *Television & Human Behavior*, Columbia Univ. Press, 1978; J. Curran (Ed.), *Mass Communication & Society*, Open Univ. Press, 1977; R. J. Eiser, *Cognitive Social Psychology*, McGraw-Hill, 1980; H. T. Himmelweit, P. C. Humphreys, M. Jaeger & M. Katz, *How Voters Decide*, Academic Press, 1981.

Additional reading lists will be given out at the beginning of the Session.

Examination Arrangements: A three-hour examination in the Summer Term with students answering three questions from a choice of questions. Written work carried out during the session forms part of the assessment.

Ps6411

Psychological Aspects of Legal Processes

Teacher Responsible: Dr. A. P. Sealy, Room S387 (Secretary, Mrs. P. Christopher, S316)

Course Intended Primarily for M.Sc. Soc. Psych., Graduate students in Law and Sociology and students in Social Administration, Diploma Soc. Psych., at the discretion of the teacher.

Scope: The application of psychological principles to legal processes; the analysis of some of the assumptions underlying court proceedings; the psychological approach to assessing the validity of eye-witness testimony, identification and other forms of evidence; the use of psychological factors in special court decisions, such as custody of children and arrangement of domestic disputes; use of psychological techniques in forensic decisions, especially with regard to the prediction of parole success and the diagnosis of dangerousness.

Syllabus: The course will have four parts, one concerned with courts and their decision mechanisms; this will range from a study of juries through to an analysis of sentencing. The second part of the course will be concerned with the validity and reliability of evidence in court, with some reference to these issues in other tribunals.

The third part of the course will concern itself with individuals and their behaviour within the system of criminal and civil justice: the identification and analysis of personal bias; the training of participants in the system; the concepts people have of the criminal justice system.

The fourth part will concern itself with special judicial decisions, particularly those concerning children and their custody, dangerous offenders and their treatment and psychopathological offenders and their disposal.

This course is *not* a course in law; its interest is to inquire into some of the psychological assumptions inherent in the forensic processes.

Pre-Requisites: None for graduate students in Psychology.

Teaching Arrangements: 24 lectures & seminars (Ps165), plus tutorials for graduate students.

Reading List: Kalven & Zeisel, *The American Jury*; R. F. Simon, *The Jury and the Rules of Insanity*, Brown, 1968; V. J. Konecni & E. B. Ebbesen, *The Criminal Justice System: a Social Psychological Analysis*, Freeman, 1982; S. Lloyd Bostock & B. R. Clifford, *Evaluating Witness Evidence*, Wiley, 1982; J. Gunn & D.

Farrington, *Abnormal Offenders, Delinquency and the Criminal Justice System*, Wiley, 1982.
Examination Arrangements: This is a three-hour written examination in the Summer Term. Students are required to answer three out of a choice of ten questions offered. Written work done during the session forms part of the overall assessment of the course.

Ps6412

Decision Making and Decision Analysis

Teacher Responsible: Dr. Patrick Humphreys, Room S367 (Secretary, Mrs. Pat Christopher, S316)

Course Intended Primarily for those taking the M.Sc. in Social Psychology; students taking other M.Sc. courses who can take an outside paper are also welcome.

Scope: Personal and social decision making; analysing and aiding decision processes; resolution of conflicting objectives.

Syllabus: This course examines issues in personal and social decision making, looking at how we can describe the cognitive processes involved in forming judgements, planning actions and evaluating their consequences; how people approach decision problems, and cope with the stresses involved; what happens in societal decision making when people have conflicting objectives; how risk is experienced and analysed. Techniques for aiding decision making are explored, and ways in which 'decision support systems' are used in organizations are investigated.

Pre-Requisites: Some background knowledge is desirable in one or more of the fields of cognitive psychology, operations research, systems analysis or management. Only an elementary level of mathematical ability is assumed, together with some capacity for logical analysis of subjective phenomena.

Teaching Arrangements: A sessional weekly seminar course (Ps164). The seminars will be led by Dr. Humphreys with the participation of other members of the School's Decision Analysis Unit in those seminars which cover topics from the syllabus with which they are principally concerned in their work.

Interactive computer-based techniques for modelling and aiding decision making will be introduced through the seminar, and participants will have the opportunity to explore these techniques further outside the seminar.

Written Work: Students present papers in the seminar and are encouraged to write essays and prepare reports.

Reading List: This field is one which is developing rapidly, and there is no overall textbook which adequately covers current issues across the whole syllabus. Recent books which provide partial coverage are: B. Fischhoff et. al., *Acceptable Risk*, Cambridge Univ. Press, New York, 1981; P. C. Humphreys, O. Svenson & A. Vari (Eds.), *Analysing & Aiding Decision Processes*, North Holland, Amsterdam, 1983; I. L. Janis & L. Mann, *Decision Making*, Free Press, New York, 1977; T. S. Wallsten, *Cognitive Processes in Choice and Decision Making*, Lawrence Erlbaum Associates, Hillsdale, N.J., 1980.

Detailed reading lists, including reviews published in journals and some key references for the individual topics covered will be given out during the seminars.

Examination Arrangements: A three hour examination in the Summer Term with students answering three questions from a choice of questions. Written work carried out during the session forms part of the assessment.

NON-EXAMINABLE COURSES

Ps101

Psychoanalytic Theories and their Derivatives

Teacher Responsible: Dr. Hildebrand.
Course Intended Primarily for B.Sc. c.u. main field Social Psychology 1st year; optional for B.Sc. S.S. and A. 3rd year; Diploma Soc. Pol. and Admin. I.

Teaching Arrangements: Six lectures (Ps101) Lent Term.

Examination Arrangements: Non-examinable.

Ps104

Experiential Work on the Psychology of Groups

Teacher Responsible: Mr. A. D. Jones, Room S311 (Secretary, Mrs. P. Christopher, S316)

Course Intended Primarily for B.Sc. c.u. main field Social Psychology 1st and 2nd years on an optional basis.

Syllabus: An introduction to theory and practice of Gestalt, encounter and T-groups.

Teaching Arrangements: A Sessional lecture course (Ps104).

Ps113

Abnormal Psychology

Teacher Responsible: Dr. Trauer.

Course Intended Primarily for B.Sc. c.u. main field Social Psychology 2nd year; optional for M.Sc.; B.Sc. S.S. and A. 3rd year; Diploma in Soc. Pol. and Admin. I.

Syllabus: Aspects of abnormal psychology; classification; aetiology, treatments, theories of mental illness.

Teaching Arrangements: Eight lectures (Ps113), Michaelmas Term.

Examination Arrangements: Non-examinable.

Ps120

The Role of Broadcasting

Teacher Responsible: Professor Hilde Himmelweit, Room S303

Course Intended Primarily for B.Sc. c.u. main field Social Psychology 3rd year; Diploma in Social Psychology; and other interested students.

Teaching Arrangements: Four lectures (Ps120), Michaelmas Term.

Examination Arrangements: Non-examinable.

Ps121

Psychology on Film and Video

Teacher Responsible: Mr. A. D.

Jones, Room S311 (Secretary, Mrs. P. Christopher, S316)

Course Intended Primarily for B.Sc. c.u. main field Social Psychology 1st, 2nd and 3rd years; M.Sc. Social Psychology.

Teaching Arrangements: Fortnightly lectures (Ps121), Michaelmas and Lent Terms.

Examination Arrangements: Non-examinable.

Ps161

Psychology (Seminar)

Teachers Responsible: These seminars will be given by outside speakers.

Course Intended Primarily for graduate students; B.Sc. c.u. main field Social Psychology 3rd year.

Teaching Arrangements: Fortnightly seminars (Ps161), Sessional.

Papers will be presented by outside speakers.

Examination Arrangements: Non-examinable.

Ps162

Current Research in Social Psychology

Teacher Responsible: Dr. G. Gaskell, Room S307 (Secretary, C. Woodgate, S316)

Course Intended Primarily for staff and graduates.

Teaching Arrangements: Fortnightly seminars (Ps162) Michaelmas and Lent Terms.

Examination Arrangements: Non-examinable.

SOCIAL SCIENCE AND ADMINISTRATION

SA5600

Introduction to Social Policy

Teacher Responsible: Sally Sainsbury, Room A250 (Secretary, Doreen Young, A238)

Course Intended Primarily for B.Sc. (Econ.) Parts I and II
B.Sc. course unit

Scope: The course aims to give a general introduction to social policy.

Syllabus: Ideas about social policy: the contribution of social and political theorists and economists: debates about the appropriate scale and nature of government interventions; the changing and conflicting definitions of citizenship, freedom and distributive justice; the social division of welfare.

The course examines how certain social and economic needs of individuals and groups are identified; how policies are formulated; and how government bodies sometimes change their structure in response to these perceived needs; how policies are administered, and revised in response to changing circumstances; the impact of interest groups and changing technology; the debate about planning, resources and manpower.

These topics will be illustrated by reference to selected pieces of social legislation in the fields of health, housing, social security, education, the personal social services and employment. The main focus will be on Great Britain, but comparative material from other societies will also be used.

Pre-Requisites: None required. Students with some knowledge of British History 1800 to the present day, economics, and sociology will be able to use this knowledge.

Teaching Arrangements: One lecture course accompanied by a class.

Lectures: SA100 25 Michaelmas and Lent Terms

Classes: SA100(a) 10 Michaelmas, 10 Lent, 5 Summer Term

Michaelmas Term: work will cover a comparative social policy and social policy innovation in Britain 1800-1950.

Lent Term: work will cover the assessment of the impact of social policy.

Summer Term: the institutional framework within which social policy operates will be discussed.

Written Work: Students will be expected to write one essay per term for class teachers,

and to read for and contribute to class discussion each week.

Reading List: No single book covers the entire syllabus. The following are useful introductory texts one or two of which students might wish to buy:

T. H. Marshall, *Social Policy*, Hutchinson, 1975; M. Brown, *Introduction to Social Administration* (Fifth edn.), Hutchinson, 1982; R. M. Titmuss, *Social Policy: An Introduction*, Allen and Unwin, 1975; D. V. Marsh, *The Welfare State* (Second edn.), Longmans, 1980; W. A. Robson, *Welfare State and Welfare Society*, Allen and Unwin, 1976; J. Le Grand & R. Robinson, *The Economics of Social Problems*, Macmillan, 1976; D. Fraser, *The Evolution of the British Welfare State*, Macmillan, 1973; M. Hill, *Understanding the Welfare State*, Basil Blackwell and Martin Robertson, 1982.

Full bibliographies will be provided with the programme of class topics.

Examination Arrangements: There is a three-hour examination in the Summer Term. The paper contains 15 questions of which four are to be answered. Each question is allocated equal marks.

SA5610

Introduction to Sociology

Teacher Responsible: Dr. D. M. Downes, Room A246 (Secretary, Rachel Mawhood, A255)

Course Intended Primarily for B.Sc. in Social Science and Administration, first year students.

Scope: The aim of the course is to introduce students to major themes and perspectives in social and political theory, as a preparation for their more detailed examination in relation to social policy issues in their third year.

Syllabus: The course relates the basic elements of 19th and 20th century social and political theory to the study of social policy by considering (a) practical issues of social and political control; democracy; industrialisation; social order and social change; and (b) major sociological perspectives on society (these include Marxism; functionalism and action theory; the sociology of knowledge; the sociology of the everyday world).

Pre-Requisites: None.

Teaching Arrangements: Lecture course and associated classes.

Lectures: SA110: **Introduction to Social and Political Theory**, given by Professor Pinker and Dr. Downes. Ten fortnightly lectures, Michaelmas and Lent Terms.

Classes: SA110(a). To accompany SA110.

Classes are fortnightly, 1 hour long. Two groups of students, one taken by Dr. Downes, the other by Dr. Swingewood. A linked set of 5 classes, SA107, *Elements of Political Theory*, are given in the Summer Term of the first year.

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. Thompson (Ed.), *Political Ideas*; W. G. Runciman, *Social Science and Political Theory*; R. A. Pinker, *Social Theory and Social Policy*; H. Stuart Hughes, *Consciousness and Society*; R. A. Nisbet, *The Sociological Tradition*; P. Berger, *Invitation to Sociology*; A. Giddens, *Capitalism and Modern Social Theory*; D. Silverman, *The Theory of Organisations*; L. Closer, *Masters of Sociological Theory*; C. Wright Mills, *The Sociological Imagination*.

Examination Arrangements: Students sit one 3-hour, 3-question paper at the beginning of the Summer Term of their first year. Results do not count towards Finals, but are taken into consideration regarding entry into the second year of the Degree.

SA5611

Economics and Statistics

This is a 1st year examination for the B.Sc. Social Science and Administration. It is divided into two parts of one and a half hours each with separate courses for each part.

Part I: Economics

Teacher Responsible: David Piachaud, Room A284 (Secretary, Doreen Young, A238)

Scope: The aim is to introduce students to economics and its application to social issues and to the social services. There are no pre-requisite courses.

The Syllabus for the Whole Course is as

Follows: The nature of the economic problem. The price mechanism; allocation problems in capitalist and centrally planned economies.

An examination of need and effective demand. Economic efficiency; constraints on decision making. The changing structure of British industries. Central and local government finance and the incidence of taxes. Regional and migrational policies and the mobility of factors of production. The determination of wages; the role of trade unions; minimum wage legislation. The determination of the level of national income; economic growth and income

distribution. The role of the state in economic activity. The use of monetary and fiscal policies for the maintenance of economic stability. National incomes policies. Policies of income redistribution. International trade and its finance.

Throughout the course emphasis will be laid on the application of economic analysis to the structure and finance of British social services and the allocation of resources to the public sector.

The first year examination will only cover those parts of the syllabus covered in the first year.

Teaching Arrangements for the First Year: Lectures: Economics A2 (Ec101). 36 lectures from Dr. Nick Barr and Dr. Christine Whitehead, providing a foundation in economic theory.

Classes: 24 classes (SA131a) with Dr. Jennifer Roberts backing up the lectures and pursuing those aspects of particular relevance to social policy.

Written Work: Essays and class presentations will be required for classes.

Reading List: Each of the lecture courses will provide its own reading list. For the first year, the textbook may be selected from:

W. A. Baumol & A. S. Blinder, *Economics: Principles and Policy*; R. G. Lipsey, *An Introduction to Positive Economics*; P. A. Samuelson, *Economics*.

Part II: Statistics

Teacher Responsible: Mrs. D. Irving, Room A269 (Secretary, Elizabeth Plumb, A280)

Scope: Introduction to statistical methods for social investigation.

Syllabus: Computation of descriptive statistical measures including measures of location, dispersion and association. Elementary sampling theory and statistical inference.

Pre-Requisites: No formal requirement. A pass in mathematics at GCE 'O' level would be sufficient.

Teaching Arrangements:

Lectures: SM202 *Statistical Methods for Social Research* 20 Michaelmas and Lent Terms
Classes: SM202(a) 20 Classes Michaelmas and Lent Term.

SM202: Lectures given by Mr. C. O'Muirheartaigh. Full lecture notes are provided and an exercise given out at the lecture. Classes (SM202a) are designed for discussion of current problems. The class teacher may suggest alternative exercises based on published statistics in the field of social administration.

Students are advised to attend also SM234 *Sources of Social Statistics* as a preliminary to the work in the last year.

Written Work: A weekly exercise should be handed in for marking. It will be returned to the class on Wednesdays.

Reading List: The lecture notes are so full that it may be unnecessary to buy a textbook. It is not advisable to buy a book without first trying out a selection of the books available in the School or public libraries. A useful book to look out for is:

B. H. Erickson & T. A. Nosanchuk, *Understanding Data*. The Open University Press, 1979, paperback.

Examination Arrangements: Candidates are allowed to take textbooks and notes into the examination room. The papers last for one and a half hours. Students are expected to answer two questions out of five. On the same day, there is a one and a half hour paper in Economics. There is a break between the two papers, one being in the morning, the other in the afternoon.

SA5612

History of Social Policy in the 19th and 20th Centuries

Teacher Responsible: To be appointed.

Course Intended Primarily for B.Sc. Soc. Sci. & Admin. first year students, for whom it is compulsory, and optional for Diploma Soc. Pol. and Admin. Option I.

Scope: Aims to give students a knowledge of the development of social policy in the 19th and 20th centuries and the context in which it emerged.

Syllabus: An outline of changes in English social structure, economy, policy and institutions between the industrial revolution and the second world war.

Teaching Arrangements: Lectures (SA100), 25, Sessional, and (SA101), 20, Michaelmas and Lent Terms.

Classes (SA100a; SA101a), two 1½ hour classes each week.

Written Work: Students will be expected to hand in one essay per term to their class teacher. It is also expected that students will read for classes and contribute to class discussion.

General Reading List: Texts: The following are useful for reference purposes, especially if you have no prior knowledge of the period. R. K. Webb, *Modern England*; D. Read, *England, 1868-1914*; F. Betharida, *A Social History of England 1851-1975*; A. Marwick,

Britain in the Century of Total War; Asa Briggs, *The Age of Improvement*; G. Best, *Mid-Victorian Britain 1851-75*.

On economic history the following texts are recommended:

P. Mathias, *The First Industrial Nation*; Phyllis Deans, *The First Industrial Revolution*; W. Ashworth, *Economic History of England 1870-1939*; R. Floud & D. McCloskey, *Economic History of Britain*, especially Vol. II; E. J. Hobsbawm, *Industry and Empire*.

On the development of social policy the following are useful for reference:

D. Fraser, *The Evolution of the Welfare State*; M. Bruce, *The Coming of the Welfare State*; D. Roberts, *Victorian Origins of the British Welfare State*; B. B. Gilbert, *The Evolution of National Insurance; British Social Policy 1914-39*; Pat Thane, *The Foundations of the Welfare State*.

Your class reading lists which will be distributed by class teachers are very important and we have tried to star the particularly crucial material on these.

Examination Arrangements: B.Sc. Soc. Sci. & Admin. first year students will complete an essay of not more than 3000 words during the Easter vacation. Essay topics will be handed out at the end of the Lent Term.

SA5620

Social Administration

Teacher Responsible: Dr. Peter Levin, Room A251 (Secretary, Miss Bridget Atkinson, A267)

Course Intended Primarily for B.Sc. Social Science and Administration, 2nd year; B.Sc. (Econ.) XXIII Social Policy, 2nd year; other B.Sc. (Econ.) students who may take the subject in Part II as a 'paper taught outside the Department'.

Scope: The aim of the course is to introduce students to the study of the processes of making and administering social policy in Britain, and to equip them with a basic methodology for exploring and analysing these processes.

Syllabus: The course deals with processes of several different kinds: (1) Processes leading up to the enactment of social policy legislation; (2) The making of decisions on public expenditure at central level; (3) The interaction between central government and local authorities over policies which are adopted by the former but administered or implemented by the latter; (4) The process of innovation, resolving issues, and meeting needs from day to day that go on within social services organisations such as the

National Health Service and local government; (5) Processes that involve encounters between the citizen and state agencies – the obtaining of welfare benefits, whether as a matter of statutory right or officials' discretion, and the redress of grievances through tribunals or ombudsmen. We seek to explain the forms that these processes take and the outcomes that they have by examining (a) the motivations, interests and powers of the various 'actors' and the parts that these actors play; (b) the input of facts and ideological values and their influence on perceptions and decisions; (c) the effect of the structure of the policy-making and administrative 'system' as manifested in – for example – the departmental structure of British central government, the relationships between government ministers and civil servants, and the division of power and responsibility between central government and local authorities; (d) the social, economic and political context.

The course makes considerable use of published case-study material.

Pre-Requisites: The course requires some familiarity with the government and politics of Britain. B.Sc. Social Science and Administration students will have had some classes on this topic in the Summer Term of their first year; B.Sc. (Econ.) will find it advantageous to have taken in Part I either **Modern Politics and Government, with special reference to Britain**, or **English Legal Institutions**, but this is not essential. A sufficient background can be obtained by reading during the summer vacation (see reading list below).

Teaching Arrangements: The main teaching takes the form of one-hour classes (SA102a-b) (20 in all) by **Dr. Levin** during the Michaelmas and Lent Terms. In addition, four classes are held during the Summer Term preceding the session to give S.S. & A. students some background in British government and politics. There is also a course of 20 lectures (**Social Policy and Administration since the Second World War**, SA102) given by **Mr. Glennerster** and others during the Michaelmas and Lent Terms. It is advisable for students to attend these too.

Written Work: Students are strongly

recommended to submit a minimum of two essays during the course, not least as a means of finding out what the examiners will be looking for at the end of the year. Students are not expected to give oral presentations at classes, but they are required to have prepared for the class by reading beforehand. A class may be terminated if it transpires that insufficient preparation has been done to sustain an informed discussion.

Reading List: Some at least of the following texts, which give a background in British government and politics, must be read before beginning the course: J. P. Mackintosh, *The Government and Politics of Britain* (5th edn.); R. Rose, *Politics in England Today*; A. H. Hanson & M. Walles, *Governing Britain* (2nd edn.); B. Headey, *British Cabinet Ministers*; R. M. Punnett, *British Government and Politics*; S. A. Walkland & M. Ryle, *The Commons Today*; P. G. Richards, *The Backbenchers*; R. G. S. Brown & D. R. Steel, *The Administrative Process in Britain*; P. Kellner & Lord Crowther-Hunt, *The Civil Servants*; A. Alexander, *Local Government in Britain since Reorganisation*; H. Elcock, *Local Government*; S. E. Finer, *Anonymous Empire*; R. Kimber & J. J. Richardson (Eds.), *Pressure Groups in Britain*.

The following texts are representative of the case-study material used: K. G. Banting, *Poverty, Politics and Policy*; M. J. Barnett, *The Politics of Legislation*; D. V. Donnison *et al.*, *Social Policy and Administration Revisited*; J. Edwards & R. Batley, *The Politics of Positive Discrimination*; P. Hall *et al.*, *Change, Choice and Conflict in Social Policy*; P. Hall, *Reforming the Welfare*; H. Hecló & A. Wildavsky, *The Private Government of Public Money*; A. J. Willcocks, *The Creation of the National Health Service*.

A specialised reading list will be given out for each class.

Examination Arrangements: B.Sc. S.S. & A. students take a three-hour formal examination at the beginning of the Summer Term. B.Sc. (Econ.) students take a similar examination at the usual time in the Summer Term. Both papers usually contain twelve or so questions, out of which four must be answered. The content of the paper reflects the topics covered in the classes.

SA5622
SA5662

Social Investigation Methods of Social Investigation

Teacher Responsible: In the absence of **Dr. Bulmer, Ms. Sara Arber**, Room A240 (Secretary, Miss G. Grant, A240), **Mrs. D. Irving**, Room A269 (Secretary, Miss E. Plumb, A280)

Course Intended Primarily for Social Investigation: B.Sc. Social Science & Administration, second year.

Methods of Social Investigation: B.Sc. (Econ.) XXIII Social Policy Paper 7 (g)

Scope: The paper aims to give students a comprehensive introduction to methods of social research with a statistical emphasis. **Syllabus:** The syllabus covers methods of social analysis which incorporate the statistical approach. In this context the emphasis is on the relevance of basic methods to the interpretation of social data and to the study of social situations. A consideration of the nature of social data and the problems of applying scientific method to such data. The computation of descriptive measures from social data including measures of location, dispersion and association. Elementary sampling theory. The concept of statistical inference including both parametric and non parametric tests. The problems of collecting and processing data including published statistics.

Pre-Requisites: The paper is part of a course taken by students who have "A" levels in one or more social science subjects, and usually an "O" level in mathematics. There are no formal pre-requisites, but the course assumes a basic numeracy.

Teaching Arrangements: These are different for students taking the B.Sc. Social Science & Administration from students taking the B.Sc. (Econ.).

Students taking the B.Sc. Social Science & Administration take the course over two years. B.Sc. (Econ.) (Social Policy) students take the course in their second year over one year. (General Course students taking the course also take the course in one year).

There are two lecture courses, each accompanied by a class as follows: Lectures: SA115: **Methods of Social Investigation**, Ms. Arber, one hour per week in Michaelmas and Lent Terms (in second year for B.Sc. S.S. & A.)

SA202: **Statistical Methods for Social Research**, Mr. O'Muircheartaigh (S214) one

hour per week in Michaelmas and Lent Terms (in first year for B.Sc. S.S. & A.)

Classes: SA115(b) Classes to accompany SA115, Ms. Arber, one hour per fortnight, Michaelmas and Lent Terms (second year B.Sc. S.S. & A.)

SA202(a) Class to accompany SM202, one hour per week Michaelmas and Lent Terms (first year, B.Sc. S.S. & A.)

Additional classes for B.Sc. S.S. & A. only: SA115(a) Summer Term Project Class, Mrs. Irving (A269) one hour per week last seven weeks of Summer Term in first year SA115(c) Statistics. Mrs. Irving (A269) – one hour per week in Lent Term of second year.

Written Work: For Ms. Arber's fortnightly **Methods of Social Investigation** class students are required (a) to make one verbal presentation of about 20 minutes at a class during the two terms, (b) to write two essays, one in each term, of about 1500-2000 words on a topic prescribed at the beginning of the term. In these classes active verbal participation by students is expected throughout.

For statistics classes (SM202a and SA115c) students are required to hand in a weekly exercise.

Reading List:

A. Social Investigation

The recommended text for the lecture course is L. Kidder, *Research Methods in Social Relations* and students should purchase a copy.

The following will also be frequently consulted:

H. M. Blalock, *An Introduction to Social Research*; C. Selltitz *et al.*, *Research Methods in Social Relations*; H. W. Smith, *Strategies of Social Research*; M. Bulmer (Ed.), *Sociological Research Methods*, Pts I and 2; G. Rose, *Deciphering Sociological Research*; M. Stacey, *Methods of Social Research*; C. Marsh, *The Survey Method*; S. Stouffer, "Some Observations on Study Design" (*American Journal of Sociology*, 60, 1950); M. Rosenberg, *The Logic of Survey Analysis*; H. Zeisel, *Say it with Figures*; E. J. Webb *et al.*, *Unobtrusive Measures*; HMSO, *Social Trends* (annually); B. Edwards, *Sources of Social Statistics*; A. Shonfield & S. Shaw, *Social Indicators and Social Policy*; M. Carley, *Social Measurement and Social Indicators*; D. T. Campbell & J. C. Stanley, *Experimental and Quasi-Experimental Designs for Research*; G. J. McCall & J. L. Simmons (Eds.), *Issues in Participant Observation*; I. Deutscher, *What we Say/What we Do*; E. H. Carr, *What is History?*; L. Gottschalk, *Understanding History*; K. Popper, *The Poverty of Historicism*; E. Nagel, *The*

Structure of Science; M. Weber, *The Methodology of the Social Sciences*; G. Myrdal, *Value in Social Theory*; G. Sjöberg (Ed.), *Politics, Ethics and Social Research*; L. Rainwater & W. L. Yancey (Eds.), *The Moynihan Report and the Politics of Controversy*; W. G. Runciman, *Social Science and Political Theory*; M. D. Shipman, *The Limitations of Social Research*; M. Bulmer (Ed.), *Social Policy Research*.

The lecture reading list and the reading list for Dr. Bulmer's classes provide basic guidance on reading for this part of the course.

B. Statistics

Mr. O'Muircheartaigh provides notes and exercises at each lecture.

In addition to the books listed below, an introductory text which adopts a reassuring style on the assumption that social scientists may be a little afraid of numbers is B. H. Erikson & T. A. Nosanchuk, *Understanding Data*.

The following notes were provided at the first SM202 lecture in 1982/83 to help students choose among available text books.

1. H. M. Blalock, *Social Statistics*, McGraw Hill (1st or 2nd edn.). Probably the best single text. It is widely used in university courses at this level but the mathematical level is rather higher than in this course and it covers a much wider range. Social Psychologists are recommended to buy it; others should look at it first to see if it meets their needs.
2. H. J. Loether & D. G. McTavish, *Descriptive Statistics for Sociologists: An Introduction; Inferential Statistics for Sociologists: An Introduction*, Allyn and Bacon. Two very good books although very long (more than 300 pages in each) and going beyond the scope of this course. Certainly worth consulting from time to time.
3. K. A. Yeomans, *Introductory Statistics, Statistics for the Social Scientist Vol. I Applied Statistics, Statistics for the Social Scientist Vol II*, Penguin (paperback). A good alternative to 1. Vol. I contains a revision of elementary arithmetic and mathematics. Vol. II takes the subject beyond the scope of this course.
4. F. R. Jolliffe, *Commonsense Statistics for Economists and Others*, Routledge and Kegan Paul. A good elementary introduction with no particular bias in spite of the title. Goes a little further in some directions than this course. It would be a reasonable choice for someone who finds Blalock too difficult. Available in paperback.
5. D. Rowntree, *Statistics Without Tears*, Penguin Books. Described as a primer for non-mathematicians it covers much of the material in the early part of the course. It

would serve as a good preparation for those whose mathematics is very limited but would need to be supplemented by one of the other books giving a more complete coverage.

6. A. H. Pollard, *Introductory Statistics, A Service Course*, Pergamon Press of Australia. Similar coverage to Jolliffe and equally good.

7. T. W. Anderson & S. L. Sclove, *Introductory Statistical Analysis*, Houghton, Mifflin Co. Another introductory text somewhat above the level of Jolliffe and with wider coverage. The examples tend to have an American flavour but those who find this appealing and have 'A' or good 'O' level mathematics might find it a good choice.

8. E. Willemsen, *Understanding Statistical Reasoning*, Freeman. This is an excellent book. It is written primarily for psychologists and its object is to enable them to evaluate critically the statistical arguments which appear in their research literature. It goes well beyond the scope of this course and concentrates on those topics which are prominent in the psychological literature. Social psychologists, especially, would find it useful both for this course and later.

9. T. H. Wonnacott & R. J. Wonnacott, *Introductory Statistics*, Wiley international edn. Particularly useful for the later part of the course. The mathematical level is a little high but the treatment is clear and concise. The book covers many topics beyond the level of this course.

Examination Arrangements: B.Sc. S.S. & A. students take a qualifying paper in statistics in their first year. In their second year they take a three-hour formal examination at the beginning of the Summer Term. Candidates choose two questions to be answered in Statistics and two in Social Investigation, with a choice in each. For statistics a formulae sheet is provided, and hand-held battery-operated calculators may be used. Each of the four questions carries equal marks. Past examination papers are available.

B.Sc. (Econ.) students take two two-hour formal examinations in the Summer Term. In the first, candidates choose two questions to be answered in statistics, from a choice. In the second, candidates choose two questions to be answered in social investigation from a choice. For the statistics paper only, B.Sc. (Econ.) students are allowed to take textbooks and notes into the examination rooms. Past examination papers are available. General course students taking the course in one year are recommended to sit the B.Sc. (Econ.) examination as this takes place later in the academic year and allows more time for preparation of material.

SA5660

Social Economics (B.Sc. Social Science and Administration)

Teacher Responsible: David Piachaud, Room A284 (Secretary, Doreen Young, A238)

Course Intended Primarily for The economics teaching is spread over two years and is primarily intended for those taking the B.Sc. Social Science and Administration.

Scope: The aim is to introduce students to economics and its application to social issues and to the social services.

Syllabus: The nature of the economic problem. The price mechanism; allocation problems in capitalist and centrally planned economies. An examination of need and effective demand. Economic efficiency; constraints on decision making. The changing structure of British industries. Central and local government finance and the incidence of taxes. Regional and migrational policies and the mobility of factors of production. The determination of wages; the role of trade unions; minimum wage legislation.

The determination of the level of national income; economic growth and income distribution. The role of the state in economic activity. The use of monetary and fiscal policies for the maintenance of economic stability. National incomes policies. Policies of income redistribution. International trade and its finance.

Throughout the course emphasis will be laid on the application of economic analysis to the structure and finance of British social services and the allocation of resources to the public sector.

Pre-Requisites: Economics and Statistics Part I.

Teaching Arrangements:

Second Year Lectures: Economic Analysis of Social Policy Issues (SA130) – ten lectures (Michaelmas Term) from David Piachaud, analysing expenditure on social services, the demand for and supply of social services, their effects, and decision-making in the social services.

Economic Aspect of British Social Services – ten lectures (Ecl05), (Michaelmas Term) from Dr. Nick Barr on the objectives and forms of state activity in the social services and the economics of the principal social services.

Financing the Social Services – ten lectures (SA132), in the Lent Term, from Mr. Howard Glennerster. Optional.

Second Year Classes: Twenty classes (SA131b) with Nick Barr, completing the syllabus.

Written Work: Essays and class presentations will be required for classes.

Reading List: Each of the lecture courses will provide its own reading list.

For the second year, the most important books are:

J. Le Grand & R. Robinson, *The Economics of Social Problems*; A. B. Atkinson, *The Economics of Inequality*; A. Williams & R. Anderson, *Efficiency in the Social Services*.

Examination Arrangements:

Second Year: **Social Economics** is a three hour paper early in the Summer Term, in which four questions should be answered.

SA5661

Social Structure

Teacher Responsible: Dr. Marjorie Ferguson (Secretary, Bridget Atkinson, A267)

Course Intended Primarily for B.Sc. Social Science and Administration, 2nd year.

Scope: The application of sociological concepts and research to social processes and institutions which are of particular interest to, and relevance for, students of Social Policy and Administration.

Syllabus: The course examines the role of the stratification system, the family, the education system, religion and the mass media in Britain today. It explores the significance of urbanisation, professionalisation and bureaucratisation for policy makers, and looks at the issues concerning sex and gender roles, deviance and social control, race and ethnicity.

Pre-Requisites: B.Sc. Social Science and Administration, 1st year Social and Political Theory.

Teaching Arrangements: Fortnightly classes (SA109 ii and iii) beginning in the Summer Term of the 1st year, carrying on through Michaelmas and Lent in the 2nd year.

Written Work: Students are expected to prepare one or more class papers each term, and write one class essay per term.

Reading List: The following are some key texts. Detailed bibliographies will be given out with the class programme.

I. Reid, *Social Class Differences in Britain* (2nd edn.); J. Westergaard & H. Resler, *Class in a Capitalist Society*; J. Tunstall (Ed.), *Media Sociology: A Reader*; S. Cohen & J. Young (Eds.), *The Manufacture of News. Deviance, Social Problems and the Mass Media*; G. Salaman & K. Thompson, *People and Organisations*; D. Harvey, *Social Justice and the City*; R. E. Pahl, *Whose City?*; M. Anderson (Ed.), *Sociology of the Family* (2nd

edn.); CPRS, *People and Their Families*; A. H. Halsey et al., *Origins and Destinations*; J. Eggleston (Ed.), *Contemporary Research in the Sociology of Education*; T. Johnson, *Professions and Power*; E. Wilson, *Women and the Welfare State*; G. Room, *The Sociology of Welfare*; B. Wilson, *Religion in Secular Society*.

Examination Arrangements: The examination consists of a three-hour, unseen written paper with four questions to be answered. The examination paper is based on the topics covered in the Class Topics list.

SA5662

Methods of Social Investigation See Social Investigation SA5622

SA5720

Social Policy

Teacher Responsible: Mike Reddin, Room A281 (Secretary, B. Atkinson, A267)

Course Intended Primarily for B.Sc. Soc. Sci. and Admin., 3rd year (paper 5); B.Sc. Econ. XXIII Social Policy (paper 2)

Scope: The range of theoretical approaches to social policy, and the economic and social impact of such policies.

Syllabus: Social policy is concerned with the attempts of government and other collective agencies to affect the welfare of individuals and groups. This course will centre on social policy in Britain and other industrialised societies analysed conceptually, historically and comparatively from the perspectives of the different social science disciplines.

Political ideologies and philosophical ideas underlying choices in social policy; freedom and authority; rights and duties; law and discretion; justice and punishment.

Problems of definition, scope and content in studying the interaction of social, political, economic and technological forces in relation to the processes of policy formation, conflict and change.

The role of government and the market. Distribution and redistribution. The application of models to the British 'welfare' system.

Historical and contemporary case studies of social policies in Great Britain and elsewhere. These concepts will be discussed primarily in the context of the history of social policy in Great Britain in the nineteenth and twentieth centuries, but comparative material from other societies will also be used.

Pre-Requisites: Students who are taking no other social policy paper will be helped if they

attend course SA102 **Social Policy and Administration since the Second World War.** Students will gain most if they have some general understanding of UK social, economic and political institutions.

Teaching Arrangements: The weekly lectures (SA103) **Social Policy** are followed by 1½ hour classes. The lectures are shared between three lecturers, **John Carrier, Howard Glennerster** and **Mike Reddin**. Each of these teachers is responsible for all the classes on a termly basis.

Classes: SA103(a) B.Sc. S.S. & A. and B.Sc. (Econ.) Part II: Michaelmas (**John Carrier**, Room A268), Lent (**Mike Reddin**, Room A281) and Summer (**Howard Glennerster**, Room A279).

Written Work: One or more students will normally be required to make a brief introduction to the class: thus, each student is likely to have to prepare one such introduction per term. It is expected that students will actively participate in discussion in all classes. Each student will be required to submit a piece of written work to the class teacher at the end of the Michaelmas and Lent Terms.

Reading List: R. M. Titmuss, *Problems of Social Policy; The Gift Relationship; Social Policy: An Introduction*; R. A. Pinker, *Social Theory and Social Policy; The Idea of Welfare*; P. Hall et al., *Change, Choice and Conflict in Social Policy*; M. Hill, *The State Administration and the Individual*; W. A. Robson, *The Welfare State and Welfare Society*; J. R. Hay, *The Origins of the Liberal Welfare Reforms, 1906-1914*; H. Glennerster, *Social Service Budgets and Social Policy*; J. Rawls, *A Theory of Justice*; W. G. Runciman, *Relative Deprivation and Social Justice*; D. Miller, *Social Justice*; R. Mishra, *Theoretical Perspectives on Welfare*; Graham Room, *The Sociology of Welfare*; Ian Gough, *The Political Economy of the Welfare State*; R. Pant et al., *Political Philosophy and Social Welfare*; Keith G. Banting, *Poverty, Politics and Policy*; M. Adler & Asquith, *Discretion and Welfare*; P. Taylor-Goodby & J. Dale, *Social Theory and Social Welfare*; P. Townsend, *Poverty in the United Kingdom*; D. Donnison, *The Politics of Poverty*; J. Higgins, *States of Welfare*; M. Brown & N. Madge, *Despite the Welfare State*.

Supplementary Reading List: Full bibliographies will be given to students at the start of each term.

Examination Arrangements: Students sit one three-hour examination in the Summer Term. They are required to answer four questions.

SA5725

Social and Political Theory

Teacher Responsible: Dr. D. M. Downes, Room A246 (Secretary, Rachel Mawhood, A255)

Course Intended Primarily for B.Sc. Degree in Social Science and Administration, end of second and throughout third year. Also optional for third year B.Sc. (Econ.) Social Policy option.

Scope: The aim of the course is to enable students to examine major issues in social and political theory, and their relation to social policy.

Syllabus:

(a) Political theory; the role of the state and the nature of political authority, and problems of distributive justice, are examined in relation to major traditions of political thought, from Hobbes to the present, including Locke, Rousseau and the Enlightenment, Utilitarianism and developments in liberalism, Marx and developments in socialist theory, Burke and conservative philosophies.

(b) Social theory: major issues in theory and methodology concerning the bases of social order and social change; social meaning and values; and the grounds for conflict and differentiation. Approaches included are Marxism; the work of Durkheim, Weber and Spencer; functionalism and action theory; critical theory; symbolic interactionism, and phenomenological approaches. A concern throughout is to discern the implications of these approaches for social policy and political activity.

Pre-Requisites: Normally, students will have taken **Introduction to Social and Political Theory** (SA110), but comparable introductory course material would suffice.

Teaching Arrangements: Lecture course and classes.

Lectures: So106: **Sociological Theory**, given by **Dr. Mann** (S778; Secretary: Ms. Y. Brown, S656) 20 lectures, weekly, Michaelmas and Lent Terms.

Classes: SA120(a) and (b). 6 weekly classes in weeks 5-10 of the Summer Term are given and cover political theory from Hobbes to Marx. These precede 20 weekly classes for students in their 3rd Year by **Dr. Downes**, which cover the sociological and selected political aspects of the course. Classes are one-and-a-half hours.

Written Work: One essay per term is strongly recommended. One introductory paper per term is expected in class.

Reading List: There is no set text for the course, and a full reading list is provided at the first class. Basic reading:

J. Plamenatz, *Men and Society* (2 Vols.); G. Duncan, *Marx and Mill*; G. Sabine, *A History of Political Thought* (3rd edn.); C. B. Macpherson, *The Political Theory of Possessive Individualism*; R. Aron, *Main Currents in Sociological Thought* (2 Vols.); G. Hawthorne, *Enlightenment and Despair*; A. Giddens, *Capitalism and Modern Social Theory*; A. Giddens, *New Rules of Sociological Method*; E. Gellner, *Legitimation of Belief*; T. Bottomore & R. Nisbet (Eds.), *A History of Sociological Thought*.

Examination Arrangements: Students sit one three-hour, four question, paper in the Summer Term if their third year.

SA5730

Educational Policy and Administration

Teacher Responsible: Dr. Marjorie Ferguson, Room A261 (Secretary, Bridget Atkinson, A267)

Course Intended Primarily for B.Sc. Social Science and Administration 3rd year students.

Scope: The course deals mainly with educational policy making in Britain – its decision-making processes, institutional power structure and forms of provision at all levels from pre-school to higher education.

Syllabus: The formation of educational policy in Britain, the role of central and local government, school governing bodies, professional organisations and pressure groups. The provision of education – costs, methods of finance, distribution of resources, educational planning. Issues, research and policies concerning sex, race and class differences in educational performance, pre-school provision and post-school training.

Pre-Requisites: None.

Teaching Arrangements: Ten lectures in the Michaelmas Term (SA121). Weekly classes (SA121a and SA121b) throughout the Michaelmas and Lent Terms of the 3rd year. Three introductory classes in the Summer Term of the 2nd year.

Written Work: Students are expected to prepare one or more class papers each term, and write one class essay per term.

Reading List: The following are some key texts. Detailed bibliographies will be given out with the class programme.

E. G. West, *Education and the State*; E. E. Rich, *The Education Act 1870*; P. H. J. H. Gosden, *Education in the Second World War*; A. H. Halsey et al., *Origins and Destinations*; A. Corbett, *Much to do about Education*; W. Richmond, *Education in Britain since 1944*; M. Rutter et al., *Fifteen Thousand Hours*; D.

Lawton, *The Politics of the School Curriculum*; M. Kogan, *The Politics of Educational Change; Educational Policy Making*; P. Lodge & T. Blackstone, *Educational Policy and Educational Inequality*; D. Regan, *Local Government and Education*; C. Baxter et al., *Economics and Educational Policy*.

Examination Arrangements: The examination consists of a three hour, unseen written paper with four questions to be answered. The examination paper is based on the topics covered in the class topics list.

SA5731

Personal Social Services

Teacher Responsible: Sally Sainsbury, Room A250 (Secretary, Doreen Young, A238)

Course Intended Primarily for B.Sc. (Econ.) Part II; B.Sc. Social Science and Administration

Scope: The development and operation of the personal social services in Britain.

Syllabus: The personal social services, with special reference to Britain: an examination of their goals and functions, the ethical and political issues they raise and the underlying concepts, values and assumptions. An examination of policies and legislation. Different concepts and measures of need; policy choices and their consequences. Patterns and problems of social intervention. The role of social work; professionalisation, domiciliary, day and residential care, community work and development. Inter-organisational and management issues: performance indices and evaluation; the interaction of central and local government; the voluntary sector; pressure groups; the clientele; private and community patterns of service.

Pre-Requisites: None.

Teaching Arrangements: One lecture course accompanied by classes.

Lectures: SA123, 10 Michaelmas Term.

Classes: SA123 (b), 10 Michaelmas, 10 Lent, 5 Summer Terms.

Written Work: Students are expected to write one essay per term for the class teacher, and to read for and contribute to class discussion each week.

Reading List: No single book covers the entire syllabus; the following are useful introductory texts.

P. Townsend, *The Last Refuge*, RKP, 1962; K. Jones, *Opening the Door*, RKP, 1975; B. M. Rodgers & J. Stevenson, *New Portrait of Social Work*, OUP, 1973; *Report of the Committee on Local Authority and Allied*

Personal Social Services, (Seebohm), Cmnd. 3703, 1968; P. Hall, *Reforming the Welfare*, Heinemann, 1976; B. Davies, *Social Needs and Resources in Local Service*, Michael Joseph, 1968; E. Sainsbury, *Personal Social Services*, Pitman, 1977.

A full bibliography will be provided with the programme of class topics.

Examination Arrangements: There is a three-hour formal examination in the Summer Term. The paper contains 12 questions, of which four are to be answered. Each question is allocated equal marks.

SA5732

Housing and Urban Structure

Teacher Responsible: Dr. Peter Levin, Room A251 (Secretary, Miss Bridget Atkinson, A267)

Course Intended Primarily for B.Sc. Social Science and Administration, 3rd year; B.Sc. (Econ.) XXIII, Social Policy, 3rd year; other B.Sc. (Econ.) students who may take the subject in Part II as a 'paper taught outside the Department'.

Scope: 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 housing markets. It does this by adopting an issue-oriented approach, ie. by taking certain issues and exploring what lies behind them. The course deals mainly with England and Wales, although there is a comparative component.

Syllabus: This course can be divided into five parts:

1. *The Housing System in Britain:* This part of the course looks at housing on a national scale, and provides a background to the following parts. It covers the pattern of tenures and major changes, such as the decline in private renting and the growth of 'alternative' forms of tenure; it also tackles the question of whether there is a national housing problem, and the need and scope for action by central government.

2. *How Cities Work:* Here we put housing in the context of other elements of urban structure - social, physical, economic - and ask, among other questions, what determines where people of different social class live. We look at the changes currently taking place in population, housing and employment, and ask how these changes are related. There is some emphasis on the problems of inner urban areas, and we ask what lessons have been learned from the Community Development

Projects and the Inner Area Studies. We also look at the way the town planning system has operated, and put the classic questions: who gains? who loses? who decides?

3. *Housing at Local Level:* Here we are concerned with questions of who gets what in housing, and why, paying particular attention to the role of local authorities and other 'urban managers' or gatekeepers. So we ask, for example, who becomes homeless, and why, and how do local authorities respond to it. Are ethnic minorities relatively worse housed than other people? Has the 1974 Rent Act, which gave security of tenure to many 'furnished' tenants, made it more difficult for newcomers to the housing market to find somewhere to live? Why do some local authorities have hard-to-let accommodation at the same time as long waiting lists? Are tenant co-ops the solution to the problem of how to manage local authority estates?

4. *Problems of Run-down Housing:* This part of the course looks at 'gentrification' and other processes that are going on in some inner areas, and at the way in which local authorities have been facing the issue of whether to improve run-down housing or to pull it down and build anew. We ask what the social costs of rehabilitation and redevelopment are, and whether the people on the receiving end might with advantage be enabled to participate in the decisions that will affect them.

5. *New Towns and 'Overspill':* We look at new towns and 'town development' schemes with two questions in mind. To what extent have the planners and development corporations been successful in creating balanced and self-contained communities? And what contribution - if any - have these developments made to solving the problems of inner London and other cities?

Pre-Requisites: Students who have taken introductory courses in one or more of social policy and administration, public administration, sociology, economics or geography will have a useful foundation. More important are curiosity about the subject matter and the desire to relate one's personal experience of living in a town or city to a wider context.

Teaching Arrangements: There is a course of ten lectures (**Urban Planning and Housing Policies**, SA125) given by Dr. Levin in the Michaelmas Term; he also holds weekly classes (SA125a-b) (25 in all) of 1½ hours duration during the session. In addition, four classes are held during the Summer Term preceding the session - these are of an introductory nature and are not essential for the main course. The range of possible class

topics is very wide: the actual programme will be decided in consultation with the members of the class and will take their particular interests into account wherever possible.

Written Work: Each student will be expected to prepare and give a 20-minute oral presentation at two or three classes during the year. It is strongly recommended that students should in addition submit a minimum of two essays during the year, not least as a means of finding out what the examiners will be looking for at the end of the year.

Reading List: The following introductory texts are recommended: K. Bassett & J. Short, *Housing and Residential Structure*; J. B. Cullingworth, *Essays on Housing Policy*; D. V. Donnison & C. Ungerson, *Housing Policy*; P. Hall (Ed.), *The Inner City in Context*; G. Kirk, *Urban Planning in a Capitalist Society*; S. Lansley, *Housing and Public Policy*; P. Lawless, *Britain's Inner Cities*; A. Murie et al., *Housing Policy and the Housing System*.

More specialised lists will be given out for particular classes and lectures.

Examination Arrangements: Students take a 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 the classes and lectures.

SA5733

Health Administration

Teacher Responsible: Professor Brian Abel-Smith, Room A243 (Secretary, Mrs. E. Ellis, A244)

Course Intended Primarily for B.Sc. (Econ.) Part II. B.Sc. (SS&A) 3rd year. M.Sc. Social Policy and Planning (Health Service Seminar). Optional for Dip. Soc. Pol. & Admin. (Option I).

Scope: The aim of the paper is to introduce students to the main issues involved in the administration of health services in modern societies, drawing mainly upon the example of the National Health Service in England and Wales.

Syllabus: The determinants of health improvement; the organisation and finance of the National Health Service. The planning of acute services, general practice, and services for particular groups, (e.g. the maternity services, services for the mentally ill and mentally handicapped). Prescribing and the pharmaceutical industry; the problem of priorities and planning, medical education and the distribution of medical manpower.

Pre-Requisites: Students are not expected to have any specialised knowledge of health

service provision in general or the NHS in particular, but they should be familiar with the basic concepts used in social policy, especially those used in the study of either/or public administration, political science, sociology and economics.

Teaching Arrangements: The lecture course (SA126) (**Background to Health Administration**) is composed of 15 lectures covering the Michaelmas Term and the first half of the Lent Term. **Professor B. Abel-Smith** will give a total of ten lectures and **John Carrier**. Each lecture is supported by a one-hour class which is based on the topic of the lecture. In addition there are a further ten classes which continue after the lecture course has finished, and extend into the Summer Term. Students are expected to produce written papers for class discussion (at least one paper per student for the course, depending on the numbers who attend). Several hours of private study are expected in the preparation for classes each week, whether or not the student is presenting a class paper. **Written Work:** In addition to the class paper referred to above students are expected to produce at least two essays of between 1500 and 2000 words each for the class teacher during the length of the course. Individual teachers will set, read and discuss this work with the individual student.

Reading List: The reading list is the minimum necessary reading for this course.* Specialised reading for lecture topics will be given out by lecturers responsible for particular aspects of the course. Students should attempt to buy some of the following:

B. Abel-Smith, *Value for Money in Health Services* (Heinemann, 1976) £5.50; *The National Health Service: The First Thirty Years* (HMSO, 1978) (out of print, available in LSE Library); L. Garner, *The NHS: Your Money or Your Life* (Penguin, 1979) £1.25; *Report of the Royal Commission on the National Health Service*. Cmnd. 7615 Chairman, Sir Alec Merrison, (HMSO, July 1979) £8.00; P. Townsend & N. Davidson, *Inequalities in Health* (The Black Report) (Penguin, 1982) £2.50; B. Watkin, *The National Health Service: The First Phase 1948-74 and After* (G. Allen & Unwin, 1980) £4.95; J. A. Muir Gray, *Man Against Disease. Preventive Medicine* (Oxford University Press, 1979); Christopher Ham, *Health Policy in Britain* (The Macmillan Press, 1982).

The above literature is available in the LSE Library but students will be advised which specialised libraries near to the School can also be used.

Supplementary Reading List: This is given out at the beginning of the course, and reflects the

special interests of the subject lecturers.

Examination Arrangements: For undergraduates reading for a 3-year degree (B.Sc. (Econ.); B.Sc. (SS&A)) a formal three-hour written examination. The usual format requires students to answer four questions out of a choice of 14/15; all carry equal marks. For other students (General Course, Diploma) there are no formal examinations, but individual requirements for assessment are met by students sitting the formal examination or a combination of course assessment and an advance notice paper. M.Sc. students take a formal examination in the Planning of Health Services course.

SA5734

Sociology of Deviance and Control

Teacher Responsible: Dr. D. M. Downes, Room A246 (Secretary, Rachel Mawhood, A255)

Course Intended Primarily for B.Sc. degree in Social Science and Administration, Third year; B.Sc. (Econ.) Social Policy Option, Third year; B.Sc. (Econ.) Outside Option, Third Year.

Scope: The aim of the course is to introduce students to the major theories of deviance and control, and their relevance for social policy, with special reference to the criminal justice and penal spheres.

Syllabus: Detailed consideration is given to the major sociological perspectives on deviance and control, 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.

Pre-Requisites: Introductory courses in sociological theory and social structure.

Teaching Arrangements: There is a lecture course and classes.

Lectures: So144: **Sociology of Deviant Behaviour**, given by Dr. Downes and Dr. Rock (Room S875; Secretary, Jenny Law, A453). There are ten lectures, one per week in the Michaelmas Term only.

Classes: SA128(a) and (b). Four fortnightly classes in the Summer Term (for second year

students) precede 20 weekly classes in the Michaelmas and Lent Terms of the following year (for third year students). The four Summer Term classes are of an introductory nature, and are not essential for the main course. Classes are one and a half hours long; the teacher is Dr. Downes.

Written Work: One essay per term is strongly recommended. One introductory paper per term is expected in class.

Reading List: There is no set text for the course, and a full reading list, covering all classes, is provided at the first class. The following is basic reading:

D. M. Downes & P. E. Rock, *Understanding Deviance*; H. Becker, *Outsiders*, 2nd edn.; A. K. Cohen, *Deviance and Control*; D. Matza, *Becoming Deviant*; I. Taylor, P. Walton & J. Young, *The New Criminology*; S. Cohen, *Folk Devils and Moral Panics*, 2nd edn.; S. Cohen & L. Taylor, *Psychological Survival*; S. Box, *Deviance, Reality and Society*; R. King & R. Morgan, *The Future of the Prison System*; R. Hood (Ed.), *Crime, Criminology and Public Policy*; E. Rubington & M. Weinberg (Eds.), *Deviance: The Interactionist Perspective*, 2nd edn.; W. G. Carson & P. Wiles (Eds.), *Crime and Delinquency in Britain*, Vols. 1 & 2.

Examination Arrangements: Students sit one three-hour examination in the Summer Term of third year. Four questions must be answered from a total of c.14.

SA5735

Social Security Policy

Teacher Responsible: David Piachaud, Room A284 (Secretary, Doreen Young, A238), and Mike Reddin, Room A281 (Secretary, Bridget Atkinson, A267)

Course Intended Primarily for B.Sc. S.S. and A. 3rd year; B.Sc. (Econ.) 3rd year; B.Sc. course unit 3rd year.

Syllabus: The ends and means of income maintenance and social security systems with special reference to Britain: the philosophical and political issues they raise and the underlying concepts, values and assumptions. The historical development of social security legislation and policies. The definition of poverty and criteria for determining the scope and level of social security benefits. Social and economic developments and their consequences for social security policies. Alternative approaches to income maintenance.

Pre-Requisites: None.

Teaching Arrangements: Lectures (SA129)

Social Security: 15 lectures in the Michaelmas

and Lent Terms that cover techniques of income maintenance; poverty; redistribution; provisions for the old, children and unemployed people; universal, selective, occupational and fiscal approaches to income support.

Classes (SA129a): 20 classes in the Michaelmas and Lent Terms.

Written Work: Class papers will be required.

Reading List: Basic reading for the course comprises:

B. B. Gilbert, *The Evolution of National Insurance in Great Britain: British Social Policy 1914-1939*; A. B. Atkinson, *Economics of Inequality*; V. George, *Social Security and Society: Social Security Beveridge and After*; J. Walley, *Social Security: Another British Failure?*; L. McClements, *The Economics of Social Security*; P. Townsend, *Poverty in the United Kingdom*.

Examination Arrangements: The examination in the Summer Term consists of a three-hour paper in which four questions have to be answered.

SA5751

Social Theory and Social Policy 1870-1918

Teacher Responsible: To be appointed.

Course Intended Primarily for B.Sc. (S.S. & A.) 3rd year students.

Scope: Developments in British social policy between 1870 and 1918 will be examined in relation to the history of ideas.

Syllabus: The relationship between development in social policy and social economic and political ideas will be illustrated by select case studies; international and comparative material will also be used for illustrative purposes. In the Michaelmas Term we look generally at the economic and political background and social structure of Britain during the period, going on to focus more specifically on social and political ideas and the relationship between the family and the state. During the Lent Term we look in detail at income distribution, policy formation in areas such as health, education, old age pensions, unemployment and housing, and the development of policy in the USA and Germany.

Pre-Requisites: This course is usually open only to B.Sc. Soc. Admin. students in their third year.

Teaching Arrangements: One weekly class of two hours commencing in the Summer Term of the second year (SA127a) and continuing through the third year (SA127b).

Written Work: Students will be expected to make presentations in classes and hand in one essay per term.

Reading List:

Useful texts for reference:

P. Thompson, *The Edwardians*; D. Read, *Britain, 1868-1914*; R. Floud & McCloskey, *The Economic History of Britain*, Vol. II; E. H. Hunt, *British Labour History 1815-1914*; D. Fraser, *The Evolution of the Welfare State*; B. B. Gilbert, *Evolution of National Insurance*; Pat Thane, *The Foundations of the Welfare State*.

The importance of items on your class reading list will be indicated to you.

Particularly useful volumes are listed below:

P. Clarke, *Lancashire and the New Liberalism*; D. Winch, *Economics and Policy*; H. Parris, *Constitutional Bureaucracy*; R. Barker, *Political Ideas in Modern Britain*; B. Semmel, *Imperialism and Social Reform*; S. Collini, *Liberalism and Sociology*; M. Anderson, *Family Structure in 19th Century Lancashire*; H. Pelling, *Origins of the Labour Movement*; G. Stedman Jones, *Outcast London*; J. Treble, *Urban Poverty in 19th Century Britain*; P. Thane, *The Origins of British Social Policy*; J. Harris, *Unemployment and Politics 1886-1914*; Beveridge; W. J. Mommsen (Ed.), *Development of the Welfare State in Great Britain and Germany*.

Examination Arrangements: One three-hour paper; students should attempt to answer four questions. Each question carries equal marks.

SA5752

General and Social Psychology

Teacher Responsible: Professor D. E. G. Plowman, Room A245 (Secretary, Mrs. Eileen Ellis, A244)

Course Intended Primarily for B.Sc. Social Science and Administration, third-year options 7 and 8 (i), General and Social Psychology.

Scope: To provide an introduction to elements of general, social and abnormal psychology and the study of individual differences, applied to social policy and administration, including social work.

Syllabus: This covers areas of general psychology – genetics, perception, motivation, learning, memory; social psychology – attitudes, prejudice, social interaction, behaviour in groups, intelligence and aspects of personality theory and learning theory approaches; psychological aspects of roles, socialisation, deprivation, institutionalisation and deviance; aspects of psychopathology and

psychotherapy, including behaviour therapy; environmental psychology.

Pre-Requisites: None, except that it is normally limited to third-year students on the B.Sc. Social Science and Administration. Available where suitable to General Course students.

Teaching Arrangements: The basis consists of weekly 1½ hour seminars (SA117), beginning around the fourth week of the Summer Term of the second year and continuing to the end of the Lent Term of the third year, with optional revision classes in the following Summer Term.

Lectures: Ps100, **Introduction to Individual and Social Psychology** (25, Sessional), is strongly recommended as background in the third year if not already followed during the second year.

SA116, **Psychology in Social Administration** (10, Michaelmas and Lent Terms), also strongly recommended.

Ps101, **Psychoanalytical Theories and Derivatives** (6, Lent Term), is optional.

Ps113, **Abnormal Psychology** (8, Michaelmas Term), also optional.

Note: because of the wide range of the syllabus, considerable private reading is required.

Written Work: Normally, one formal essay to be submitted per term. Students are also expected to make verbal presentations approximately twice a term.

Reading List: There is no adequate single book to cover this course. As a minimal list, students are recommended to read chapters in:

Ann Taylor *et al.* (Eds.), *Introducing Psychology* (2nd edn.), Penguin, 1982, chapters 3, 6, 7, 10-13, 16, 19-22; H. Tajfel & C. Fraser, *Introducing Social Psychology*, Penguin, 1978, chapters 1, 3-12, 14, 16, 17; B. F. Foss (Ed.), *New Horizons in Psychology 1*, Penguin, 1966, chapters 2, 3, 9, 10, 14, 16, 18, 20; P. C. Dodwell (Ed.), *New Horizons in Psychology 2* (2nd edn.) Penguin, 1980, chapters 2, 6, 7, 11; B. F. Foss (Ed.), *Psychology Survey No 1*, Allen & Unwin, 1978, chapters 2, 8, 9, 11, 14; K. Connolly (Ed.), *Psychology Survey No 2*, Allen & Unwin, 1979, chapters 1, 2, 4; E. R. Hilgard, R. L. Atkinson & R. C. Atkinson, *Introduction to Psychology* (7th edn.) Harcourt Brace Jovanovich, 1979, chapters 10-18.

Note: Not all these chapters are equally good, but between them they cover much of the background necessary, but tend to say little on the policy implications.

Supplementary Reading List: To be handed out at the beginning of the course.

Examination Arrangements: Three-hour unseen examination in the Summer Term, four questions to be answered out of (normally) 12. All questions carry equal weight. They will assume attendance at the seminar (SA117) and the two lecture courses, SA116 and Ps100, but will not assume attendance at the optional lectures.

SA6600

Social Policy and Economics

This course is for the Diploma in Social Policy and Administration (Option 1). There are no pre-requisites.

The examination paper is divided into two sections. In each part, two questions have to be answered in one and a half hours, from a choice of six questions.

Part I: Social Policy

Teacher Responsible: Mike Reddin, Room A281 (Secretary, Bridget Atkinson, A267)

Scope: An introduction to the field of study, its range and its values. Developments in social policies since World War Two.

Syllabus: An introduction to the field of study and its boundaries; administrative mechanisms and problems of policy implementation; values in social policy; the social divisions of welfare; social policy and redistribution; some public and private conflicts; research and evaluation; contemporary perspectives on social policy. An examination of developments in the evolution of social policy since 1939. A survey of the main fields of social administration: income redistribution, education, the housing market, medical care and the personal social services.

Teaching Arrangements:

Lectures: SA103 **Social Policy** Sessional (Lecturers: John Carrier, Howard Glennerster, Mike Reddin)

SA102 **Social Policy and Administration since the Second World War** Michaelmas and Lent Terms, (Lecturers: Howard Glennerster, *et al.*)

Classes: SA103(a) **Social Policy** Sessional, weekly 1½ hours. Teacher: Mike Reddin
The weekly classes will develop material presented in the two main lecture courses. They will require brief introductory papers from one or more students, or participation in joint class exercises. This is likely to mean two main presentations per student per term, but active participation in discussion and

preparatory reading will be expected for all classes.

Written Work: One piece of written work will be required at the end of the Michaelmas Term, and contribution to a joint project at the end of the Lent Term.

Reading List: D. V. Donnison *et al.*, *Social Policy and Administration Revisited*; A. Forder, *Concepts in Social Administration*; H. Glennerster, *Social Service Budgets and Social Policy*; J. Parker, *Social Policy and Citizenship*; M. Rein, *Social Policy*; R. M. Titmuss, *Social Policy: an Introduction*; D. Wedderburn, *Poverty, Inequality and Class Structure*; A. Walker, *Public Expenditure and Social Policy*; Hall, Land, Parker & Webb, *Change, Choice and Conflict in Social Policy*; G. Room, *The Sociology of Welfare*; I. Gough, *The Political Economy of the Welfare State*; W. Robson, *Welfare State and Welfare Society*.

Supplementary Reading List: Bibliographies for SA103 and SA102 will be given to students at the start of the year. A full list of classes and associated reading will be given out at the first class meeting of the year.

Part II: Economics

Teacher Responsible: David Piachaud, Room A284 (Secretary, Doreen Young, A238)

Scope: The aim is to introduce students to basic economics and its application to social issues and to the social services.

Syllabus: Basic principles of economics. Aspects of the British economy of particular relevance to social policy. The contribution of economic analysis to the understanding of social problems. Economic foundations of social services. Historical trends and recent developments in the costs and financing of social services and income maintenance programmes. The problems of allocating resources to different services.

Teaching Arrangements:

Lectures: **Economic Analysis of Social Policy Issues** (SA130); 10 lectures in the Michaelmas Term from David Piachaud analysing expenditure on social services, the demand for and supply of social services, their effects, and decision-making in the social services.

Economic Aspects of British Social Services (Ec105); 10 lectures in the Michaelmas Term from Dr. Nick Barr and Professor Richard Layard on the objectives and forms of state activity in the social services and the economics of the principal social services. **Financing the Social Services** (SA132); 10 lectures in the Lent Term from Howard Glennerster on the scale and growth of social

service expenditure and the reasons for it, the means of planning and controlling spending and the finance of services in the UK; forms of grant from central government and local authority budgeting; the finance of the NHS. Optional is **Economics A2** (Ec101), an introductory course of 36 lectures from **Dr. Nick Barr** and **Dr. Christine Whitehead**, providing a foundation in economic theory. Classes: 20 classes (SA131c) with **David Piachaud** will provide a basic introduction to economic analysis and will back up the lectures.

Written Work: One essay and one or more class presentations will be required each term in the classes.

Reading List: Each of the lecture courses will provide its own reading list. There is a wide choice of general introductory texts. Of particular relevance to social policy are: J. LeGrand & R. Robinson, *The Economics of Social Problems*; A. B. Atkinson, *The Economics of Inequality*; A. Williams & R. Anderson, *Efficiency in the Social Services*.

SA6601

Social Structure and Psychology

Teachers Responsible: Part 1 – Dr. Marjorie Ferguson, Room A261 (Secretary, Bridget Atkinson, A267); **Part 2 – Professor D. E. G. Plowman, Room A245** (Secretary, Mrs. Eileen Ellis, A244)

Course Intended Primarily for Diploma in Social Policy and Administration, Option 1, paper 2, Social Structure and Psychology.

Part 1 – Social Structure

Scope: The paper aims to introduce students to aspects of sociology relevant to the study of social policy.

Syllabus: The application of sociology to issues of social policy in a number of fields, including education, health, housing and town planning, income distribution, the personal social services, crime and deviance.

Teaching Arrangements: There is a lecture course and associated classes.

Lectures: SA109, **Sociology and Social Policy**, given by **Professor Pinker, Dr. Downes, Dr. Ferguson, Mr. Carrier, Dr. Ramon, Dr. Levin**. One hour per week, Michaelmas and Lent Terms.

Classes: SA109(a), Sessional; 1½ hours, fortnightly. Teacher to be arranged.

Written Work: will be prescribed by the class teacher.

Reading List: There is no set text for the course, and the reading list for the lectures

provides the framework for the course. The following is basic reading:

R. Pinker, *Social Theory and Social Policy*; P. Marris & M. Rein, *Dilemmas of Social Reform* (2nd edn.); P. Townsend, *Sociology and Social Policy*; M. Rein, *Social Science and Public Policy*; D. Wedderburn (Ed.), *Poverty, Inequality and Class Structure*; M. Hill, *The Sociology of Public Administration*; D. Harvey, *Social Justice and the City*; W. G. Carson & P. Wiles (Eds.), *Crime and Delinquency in Britain*; V. George & P. Wilding, *Ideology and Social Policy*; M. Bulmer (Ed.), *Social Policy Research*.

Part 2 – Psychology

Scope: To provide an introduction to elements of general, social and abnormal psychology and the study of individual differences, applied to social policy and administration, including social work.

Syllabus: Covers areas of general psychology – genetics, perception, learning; social psychology – attitudes, prejudice, social interaction, behaviour in groups; intelligence and aspects of personality theory, including psychoanalysis, trait theory and learning theory approaches; psychological aspects of socialisation, deprivation and institutionalisation; aspects of psychopathology and psychotherapy, including behaviour therapy; environmental psychology.

Pre-Requisites: None.

Teaching Arrangements:

Lectures: Ps100, **Introduction to Individual and Social Psychology** (25, Sessional).

SA116, **Psychology in Social Administration** (10, Michaelmas and Lent Terms).

Ps101, **Psychoanalytical Theories and their Derivatives** (5, Lent Term), optional.

Ps113, **Abnormal Psychology** (8, Michaelmas Term), also optional.

Classes: SA116(a) (ii), **Psychology in Social Administration** (classes): 15 weekly classes of 1½ hours, Michaelmas and Lent Terms.

Revision classes in the Summer Term.

Written Work: Normally one formal essay per term (Michaelmas and Lent Terms) to be submitted. Students are also expected to make verbal presentations approximately twice a term.

Reading List: There is no adequate single book to cover this course. As basic reading, students are recommended to read chapters in some of,

Ann Taylor *et al.* (Eds.), *Introducing Psychology* (2nd edn.) Penguin, 1982, chapters 3, 10-13, 19-22; H. Tajfel & C. Fraser, *Introducing Social Psychology*, Penguin, 1978, chapters 4-12, 16, 17; B. F. Foss (Ed.), *New Horizons in Psychology 1*, Penguin, 1966,

chapters 2, 3, 9, 14, 18, 20; P. C. Dodwell (Ed.), *New Horizons in Psychology 2* (2nd edn.) Penguin, 1980, chapters 2, 6, 7, 11; B. F. Foss (Ed.), *Psychology Survey No 1*, Allen & Unwin, 1978, chapters 10, 14; K. Connolly (Ed.), *Psychology Survey No 2*, Allen & Unwin, 1979, chapters 1 and 2; M. Jeeves (Ed.), *Psychology Survey No 3*, Allen & Unwin, 1980, chapter 8; E. R. Hilgard, R. L. Atkinson & R. C. Atkinson, *Introduction to Psychology* (7th edn.) Harcourt Brace Jovanovich, 1979, chapters 12-16, 18. **Note:** Not all these chapters are equally good, but between them they cover much of the background necessary; they tend to say little on the policy implications.

Supplementary Reading List: To be handed out at the beginning of the course.

Parts 1 and 2 Examination Arrangements: The examination paper is divided into two sections. In each part two questions have to be answered in 1½ hours, from a choice of six questions. The Psychology examination will assume attendance at the classes SA116(a) (ii) and the two lecture courses, Ps100 and SA116, but will not assume attendance at the optional lectures.

SA6610

Social Policy

Teacher Responsible: Mike Reddin, Room A281 (Secretary, Bridget Atkinson, A267)

Course Intended Primarily for Diploma in Social Policy and Administration Option II.

Scope: The range of theoretical approaches to social policy, and the economic and social impact of such policies.

Syllabus: Social policy is concerned with the attempts of government and other collective agencies to affect the welfare of individuals and groups. This course will centre on social policy in Britain and other industrialised societies analysed conceptually, historically and comparatively from the perspectives of the different social science disciplines.

Political ideologies and philosophical ideas underlying choices in social policy; freedom and authority; rights and duties; law and discretion; justice and punishment. Problems of definition, scope and content in studying the interaction of social, political, economic and technological forces in relation to the processes of policy formation, conflict and change.

The role of government and the market. Distribution and redistribution. The application of models to the British 'welfare' system.

Historical and contemporary case studies of social policies in Great Britain and elsewhere. These concepts will be discussed primarily in the context of the history of social policy in Great Britain in the nineteenth and twentieth centuries, but comparative material from other societies will also be used.

Pre-Requisites: None.

Teaching Arrangements: The weekly lectures (SA103) are followed by 1½ hour classes. The lectures are shared between three lecturers, **John Carrier, Howard Glennerster** and **Mike Reddin**. Each of these teachers is responsible for all the classes on a termly basis. Lectures: SA103: Twenty-five lectures, Sessional
Classes: SA103(a).

Written Work: One or more students will normally be required to make a brief introduction to the class: thus, each student is likely to have to prepare one such introduction per term. It is expected that students will actively participate in discussion in all classes. Each student will be required to submit a piece of written work to the class teacher at the end of the Michaelmas and Lent Terms.

Reading List: R. M. Titmuss, *Problems of Social Policy: The Gift Relationship: Social Policy: An Introduction*; R. A. Pinker, *Social Theory and Social Policy: The Idea of Welfare*; P. Hall *et al.*, *Change, Choice and Conflict in Social Policy*; M. Hill, *The State Administration and the Individual*; W. A. Robson, *The Welfare State and Welfare Society*; J. R. Hay, *The Origins of the Liberal Welfare Reforms, 1906-1914*; H. Glennerster, *Social Service Budgets and Social Policy*; J. Rawls, *A Theory of Justice*; W. G. Runciman, *Relative Deprivation and Social Justice*; D. Miller, *Social Justice*; R. Mishra, *Theoretical Perspectives on Welfare*; Graham Room, *The Sociology of Welfare*; Ian Gough, *The Political Economy of the Welfare State*; R. Pant *et al.*, *Political Philosophy and Social Welfare*; Keith G. Banting, *Poverty, Politics and Policy*; M. Adler & S. Asquith, *Discretion and Welfare*; P. Taylor-Goodby & J. Dale, *Social Theory and Social Welfare*; P. Townsend, *Poverty in the United Kingdom*; D. Donnison, *The Politics of Poverty*; J. Higgins, *States of Welfare*; M. Brown & N. Madge, *Despite the Welfare State*.

Supplementary Reading List: Full bibliographies will be given to students at the start of each term.

Examination Arrangements: Students sit one three-hour examination in the Summer Term. They are required to answer four questions.

SA6611
Social Policy and Administration
Teacher Responsible: Mike Reddin,
Room A281 (Secretary, Bridget
Atkinson, A267)

Course Intended Primarily for Diploma in Social Policy and Administration.

Scope: An introduction to the field of study, its range and its values. Developments in social policies since World War Two.

Syllabus: An introduction to the field of study and its boundaries; administrative mechanisms and problems of policy implementation; values in social policy; the social divisions of welfare; social policy and redistribution; some public and private conflicts; research and evaluation; contemporary perspectives on social policy. An examination of developments in the evolution of social policy since 1939. A survey of the main fields of social administration: income redistribution, education, the housing market, medical care and the personal social services.

Pre-Requisites: None.

Teaching Arrangements:

Lectures: SA103 Social Policy Sessional (Lecturers: **John Carrier, Howard Glennerster, Mike Reddin**)

SA102 Social Policy and Administration since the Second World War Michaelmas and Lent Terms, (Lecturers: **Howard Glennerster, et al.**)
Classes: SA103(b) Social Policy Sessional, weekly, 1½ hours. Teacher: **Mike Reddin.**

The weekly classes will develop material presented in the two main lecture courses. They will require brief introductory papers from one or more students, or participation in joint class exercises. This is likely to mean two main presentations per student per term, but active participation in discussion and preparatory reading will be expected for all classes.

Written Work: One piece of written work will be required at the end of the Michaelmas Term, and contribution to a joint project at the end of the Lent Term.

Reading List: D. V. Donnison *et al.*, *Social Policy and Administration Revisited*; A. Forder, *Concepts in Social Administration*; H. Glennerster, *Social Service Budgets and Social Policy*; J. Parker, *Social Policy and Citizenship*; M. Rein, *Social Policy*; R. M. Titmuss, *Social Policy: an Introduction*; D. Wedderburn, *Poverty, Inequality and Class Structure*; A. Walker, *Public Expenditure and Social Policy*; Hall, Land, Parker & Webb, *Change, Choice and Conflict in Social Policy*; G. Room, *The Sociology of Welfare*; I. Gough, *The Political Economy of the Welfare*

State; W. Robson, *Welfare State and Welfare Society*.

Supplementary Reading List: Bibliographies for SA103 and SA102 will be given to students at the start of the year. A full list of classes and associated reading will be given out at the first class meeting of the year.

Examination Arrangements: An advance notice examination, involving selection of an essay topic from a list of six titles distributed to students early in the Summer Term. Students then have two weeks in which to present a 5,000 word essay.

SA6615
The Development of British Social Policy

Teacher Responsible: Mr. H. Glennerster, Room A279 (Secretary, Doreen Young, A238)

Course Intended Primarily for Diploma in Social Policy and Administration, Option II.

Scope: Developments in social policy since 1939 in Britain, set against the economic, political and social changes of the period.

Syllabus: An examination of developments in the evolution of social policy since 1939. A survey of the main fields of social policy, income redistribution and social security, education, having medical care and the personal social services.

Pre-Requisites: None.

Teaching Arrangements: Twenty weekly lectures (SA102) are followed by 1½-hour classes (SA102b). There will be six lectures, each covering a separate field of social policy, after an introduction to the political and economic background to the period.

Written Work: One or more students will normally be required to make a brief introduction to the class: thus, each student is likely to have to prepare one such introduction per term. It is expected that students will be required to submit a piece of written work to the class teacher at the end of the Michaelmas and Lent Terms.

Reading List: M. Brown, *Introduction to Social Administration in Britain* (Hutchinson); T. H. Marshall, *Social Policy*; W. D. Birrell *et al.* (Eds.), *Social Administration* (Penguin); P. Hall, H. Land, R. Parker & A. Webb, *Change, Choice and Conflict in Social Policy* (Heinemann); J. Parker, *Social Policy and Citizenship*; D. V. Donnison *et al.*, *Social Policy and Administration Revisited* (Allen & Unwin); R. M. Titmuss, *Essays on the Welfare State* (Allen & Unwin); *Commitment to*

Welfare; P. Thane, *The Foundations of the Welfare State*.

Supplementary Reading List: A full reading list and a course synopsis is given out at the first lecture.

Examination Arrangements: Students sit one three-hour examination in the Summer Term. They are required to answer four questions.

SA6630
Social Policy and Administration
Teachers Responsible: (for day seminar) **Professor B. Abel-Smith,** Room A243 (Secretary, Mrs. Eileen Ellis, A244), and **Professor R. A. Pinker,** Room A237 (Secretary, A274)

(for evening seminar) **Mr. H. Glennerster,** A279 (Secretary, Doreen Young, A238)

Course Intended Primarily for M.Sc. in Social Administration and Social Work Studies, Option 1 (Social Policy and Planning).

Students on this degree must take either this paper or the **Social Planning** (SA152) paper. Both can be taken.

Scope: Broad themes affecting social policy in Britain and other advanced industrial societies; administrative issues largely focussing on Britain as an example. (For a distinction between the content of this paper and that of **Social Planning**, see the study guide for **Social Planning**.)

Syllabus: The formation and development of social policy. The evolution of aims and principles in relation to the growth of social welfare, fiscal welfare and occupational welfare. The problems of redistributive justice and ethical issues in social policy. The assessment of the effects of the social services and social policies. Concepts of need and social welfare. The contributions made by political, professional and charitable bodies to the development of collective action to promote social welfare. The structure, functions and forms of administration of social services provided by the state, charitable institutions and employers. This course will be concerned in general terms with special branches of the social services covered by other papers, eg social security, medical care and the welfare services. It will take account of historical developments and include, where appropriate, comparative developments in other countries, and focus on current policy questions.

Pre-Requisites: None.

Teaching Arrangements: 25 weekly seminars throughout the session. Students prepare papers for discussion. Lecture course SA103 is particularly relevant for students who have no background in British Social Policy and is designed to complement the subjects treated in the seminars. Lecture course SA102, on **Social Policy and Administration since the Second World War**, provides a basic introduction to the institutions of the British welfare state.

Reading List: Some introductory texts are: T. H. Marshall, *The Right to Welfare: Social Policy*; J. Harris, *Sir William Beveridge: a Biography*; D. V. Donnison, *Social Policy and Administration Revisited*; P. Townsend, *Sociology and Social Policy*; R. M. Titmuss, *Essays on the Welfare State*; J. Higgins, *State of Welfare*; T. Wilson & D. Wilson, *The Political Economy of the Welfare State*; I. Gough, *Political Economy of the Welfare State*; M. Brown & N. Madge, *Despite the Welfare State*.

A full bibliography will be handed out with the programme of seminar topics.

Examination Arrangements: There is a written formal three-hour examination in June. Three questions must be answered.

SA6631
Social Planning

Teacher Responsible: Howard Glennerster, Room A279 (Secretary, Doreen Young, A238)

Course Intended Primarily for M.Sc. in Social Administration and Social Work Studies, Option 1 (Social Policy and Planning). Students on this degree must take either this paper or the paper, **Social Policy and Administration** (SA151). They can take both, see below.

Scope: The **Social Planning** course is complementary to and quite distinct from **Social Policy and Administration**. It does not deal with the broader philosophical issues of social policy's place in society or with policy issues as such. Instead, it is concerned with the methodologies that are relevant to the analysis of policy issues, and in determining priorities in resource allocation. It will consider theories of administrative decision-making and their relevance to social planning, look at the application of quantitative techniques to measuring demands and needs, at the use of cost-benefit analysis and programme evaluation. Students will gain most from the course if they have a sound background in economics and statistics. It is

particularly relevant to those working in research and development sections of local authority departments or in administrative posts in the public sector. For overseas students, who do not want to specialise too deeply in British institutional issues the course can be productively combined with that in **Social Policy and Administration**. It begins by discussing theories and methodologies in the first term, and then goes on in the second and third terms to work through a series of case studies drawn from actual examples of social planning at national and local levels.

Pre-Requisites: None.

Teaching Arrangements: Weekly two-hour seminars for 25 weeks throughout the session (SA152). During the Michaelmas Term the seminars will be introduced by one of the teachers. During the rest of the session students will present papers. The seminars of **Social Policy Research** (SA153) are also necessary to the course, and will cover methodological aspects of topics raised in the social planning seminars.

Reading List: The following are some key texts but a comprehensive reading list will be handed out with the programme of seminar topics.

A. Faludi, *Planning Theory*; J. K. Friend & N. Jessup, *Local Government and Strategic Choice*; H. Glennerster, *Planning for the Priority Groups*; T. Booth, *Planning for Welfare*; M. Carley, *Rational Techniques in Policy Analysis*.

Examination Arrangements: There is a three-hour formal written examination in June. Three questions must be answered.

SA6640

Planning of Health Services (Seminar)

Teacher Responsible: Professor Brian Abel-Smith, Room A243 (Secretary, Mrs. E. Ellis, A244)

Course Intended Primarily for M.Sc. Social Policy and Planning; M.Sc. Sociology (Medical Sociology)

Scope: The aim of the course is to enable students studying for the M.Sc. in Social Policy and Planning to apply social planning theories and methods to the provision of health services. To this end, a wide variety of social science disciplines are drawn upon, and a comparative approach is emphasised. The main examples used in the course are health service arrangements in the USA and Western Europe, and the NHS in England and Wales.

Students reading for the M.Sc. in Sociology also join this seminar.

Syllabus: The development and structure of health services; the social demographic and economic factors relevant to planning health services; models of funding medical care; the evaluation of medical care services; cross cultural comparisons of medical care systems. Conceptions of health and disease; the sick role; doctor/patient relationship and communication; patient utilisation of services; the health professions; their education and inter-relationship; the sociology of hospitals and other medical organisations.

Pre-Requisites: Graduates with a first or good second honours degree in one of the social sciences who are interested in applying social science theory and method to the analysis of health service planning. Some experience working and/or carrying out research in a public agency would be an appropriate but not necessary background.

Teaching Arrangements: Attendance at the course of 15 lectures in **Background to Health Administration** (SA126) is essential. There are also 24 seminars which support the above course (SA154). Each seminar is of 2 hours duration. They begin in the Michaelmas Term and continue into the Summer Term.

Seminars are organised by teachers, on the topics in which they have a specialised interest. For each seminar, one student or a group of students prepares a written paper on the subject for discussion and all others prepare themselves by consulting the relevant literature. Students will be expected to produce at least one seminar paper for the course (or more depending on the number who enrol). Several hours of private study are expected in the presentation for seminars each week, whether or not the student is presenting a paper.

Written Work: As well as seminar papers, students may be expected to produce essays of at least 1500 to 2000 words each for one of the seminar teachers during the course. Individual teacher will comment separately upon this work and also upon a finished seminar paper.

Reading List: The reading list below is the minimum necessary reading for this course. Specialised reading for seminar topics will be given out by lecturers responsible for particular aspects of the course.

Starred items* should be bought if possible.

*B. Abel-Smith, *Value for Money in Health Services* (Heinemann, 1976) £5.50; *The National Health Service: The First Thirty Years* (HMSO, 1978) (out of print; available in LSE Library); Douglas E. Ashford, *Comparing*

Public Policies: New Concepts and Methods (Sage, 1980); G. Bevan *et al.*, *Health Care: Priorities and Management* (Croom Helm, 1980); N. W. Chaplin, *Health Care in the United Kingdom* (Huer Medical, 1982); H. Fabrega, *Disease and Social Behaviour* (M.I.T., 1974); I. Illich, *Medical Nemesis* (Calder and Boyars, 1975); D. Mechanic, *The Growth of Bureaucratic Medicine* (J. Wiley, 1976); *Report on the Royal Commission in the National Health Service*, Cmnd. 7615, Chairman, Sir Alec Merrison (HMSO, July 1979); P. Townsend & N. Davidson, *Inequalities in Health* (The Black Report) (Penguin, 1982) £2.50; *B. Watkins, *The National Health Service: The First Phase and After* (G. Allen & Unwin, 1980) £4.95; J. A. Muir Gray, *Man Against Disease. Preventive Medicine* (Oxford University Press); Christopher Ham, *Health Policy in Britain* (The Macmillan Press, 1982). The above literature is available in the LSE Library, but students will be advised which specialised libraries near to the School can also be used.

Supplementary Reading List: This is given out at the beginning of the course and reflects the special interest of the subject lecturers.

Examination Arrangements: The examination is by way of sitting a formal, three hour, unseen paper, answering 3 questions from a choice of twelve to fifteen questions. Each question carries equal marks.

SA6641

Income Maintenance and Social Security Policies

Teachers Responsible: David

Piachaud, Room A284 (Secretary,

Doreen Young, A238) and Mike

Reddin, Room A281 (Secretary,

Bridget Atkinson, A267)

Course Intended Primarily for M.Sc. Social Policy and Planning.

Syllabus: The course analysis income maintenance and social security policies defined broadly to include not only national insurance and social assistance provisions but also fiscal, occupational and private provisions that maintain incomes. Definitions and measurements of need and poverty are reviewed. Economic and financial aspects of social security are considered, as is the impact

of social security on social and economic behaviour. A comparative approach is adopted where appropriate.

Pre-Requisites: There are no pre-requisites for the course.

Teaching Arrangements: Teaching comprises lectures and seminars.

Lectures: There are 15 lectures (SA129) in the Michaelmas and Lent Term that cover: approaches to income maintenance; poverty; redistribution; provisions for the old, children and unemployed people; universal, selective, occupational and fiscal approaches to income support. (These lectures are open to all).

Seminar: The seminar (SA155) will hold 20 weekly meetings spread over the three terms. It is the main arena for teaching for the M.Sc. In the first term the seminar will pursue the same topics as the lectures. In the second and third terms the seminar will cover (subject to meeting the interests of members as far as possible): political and economic dimensions of income maintenance; the inter-relationship of tax and benefit systems; the role of funded insurance systems; the administration of social security and problems of equity and discretion; work incentives; manpower policies; provisions for a wide range of contingencies; comparative income maintenance systems.

Written Work: Seminar members will be expected to make regular presentations to the seminar, usually two per term.

Reading List: Basic reading for the course comprises B. B. Gilbert, *The Evolution of National Insurance in Great Britain*; *British Social Policy 1914-1939*; B. Abel-Smith & P. Townsend, *The Poor and the Poorest*; J. F. Harris, *Beveridge: A Biography*; A. B. Atkinson, *Economics of Inequality*; V. George, *Social Security and Society*; *Social Security: Beveridge and After*; L. McClements, *The Economics of Social Security*; J. Schultz *et al.*, *Providing Adequate Retirement Income*; A. Heidenheimer *et al.*, *Comparative Public Policy*; P. Townsend, *Poverty in the United Kingdom*; Sir John Walley, *Social Security: Another British Failure?*

A wide range of additional reading for specific topics will be given at the start of the course.

Examination Arrangements: The examination in the Summer Term consists of a three-hour paper in which three questions have to be answered.

SA6642

Planning of Personal Social Services

Teacher Responsible: Sally Sainsbury, Room A250 (Secretary, Doreen Young, A238)

Course Intended Primarily for M.Sc. in Social Administration and Social Work Studies, Option 1 (Social Policy and Planning)

Scope: The course will focus primarily on personal social services in Britain, although there is a comparative component.

Syllabus: The evolution of the local authority social services departments. Problems of policy, organisation, staffing, and inter-agency coordination. Needs, demand and supply: theories about their determinants and inter-relationship. Social deviance and concepts of community welfare. Aims, objectives and evaluation in personal social services. The application of planning to personal social services provision.

Pre-Requisites: None.

Teaching Arrangements: Weekly seminars accompanied by an optional lecture course. Seminars - SA156, 10 Michaelmas Term, 10 Lent Term, 5 Summer Term.

Option lectures - SA123, 10 Michaelmas Term.

Written Work: Students are expected to prepare papers for discussion in seminars.

Reading List: The following are useful introductory texts.

P. Townsend, *The Last Refuge*, RKP, 1962; K. Jones, *History of the Mental Health Service*, RKP, 1972; E. Sainsbury, *Personal Social Services*, Pitman, 1977; J. Heywood, *Children in Care*, RKP, 1959; *Report of the Committee on Local Authority and Allied Personal Social Services* (Seebohm), Cmnd. 3703, 1968; B. M. Rodgers & J. Stevenson, *New Portrait of Social Work*, OUP, 1973; B. Davies, *Social Needs and Resources in Local Services*, Michael Joseph, 1968.

Full bibliographies will be provided with the programme of seminar topics.

Examination Arrangements: There is a three-hour formal examination in June. The paper contains 12 questions of which three are to be answered. Each question is allocated equal marks.

SA6643

Housing and Urban Planning

Teacher Responsible: Dr. Peter Levin, Room A251 (Secretary, Miss Bridget Atkinson, A267)

Course Intended Primarily for M.Sc. in Social

Administration and Social Work Studies Option 1 (Social Policy and Planning). Also open to students taking the M.Sc. in Regional and Urban Planning Studies.

Scope: The course deals mainly with housing and urban planning in England and Wales, though there is a comparative component. The subject is a very complex one: there have been frequent shifts of policy in recent years, there are numerous institutions in the field, and there are many and subtle inter-connections between different parts of "the system", eg between public and private sectors and between central government and local. The course aims to equip students to unravel these complexities, without getting bogged down in minutiae. It does this by adopting an issue-oriented approach, ie by taking certain issues and exploring what lies behind them. This approach allows for choice among a wide range of topics for seminars: the actual programme will be decided in consultation with the members of the seminar.

Syllabus: Analysis of housing and urban planning issues in Britain. The changing structure of the housing market, the roles of the local authority, private rented and owner-occupied sectors, and of alternative forms of tenure; the problem of access to housing. Housing finance issues: subsidies, rent control, income support. The problems of vulnerable groups and localities: slums, overcrowding, homelessness, the treatment of ethnic minorities. The problem posed by older housing: redevelopment and rehabilitation and their social and economic effects. Community development and other policies for inner urban areas. The distributional consequences of physical planning and urban management. New towns and town development schemes and their effect on "exporting" cities. Decision-making and public involvement in planning; tenant management: the roles of the professional and politician.

Pre-Requisites: None.

Teaching Arrangements: Weekly seminars (SA157) of 1½ hours duration. Students are expected to take it in turn to open the discussion with a prepared paper. A reading list is supplied for each topic.

Students may also attend the lecture course SA125 (10 lectures in the Michaelmas Term).

Introductory Reading List: K. Bassett & J. Short, *Housing and Residential Structure*; J. B. Cullingworth, *Essays on Housing Policy*; D. V. Donnison & C. Ungerson, *Housing Policy*; P. Hall (Ed.), *The Inner City in Context*; G. Kirk, *Urban Planning in a Capitalist Society*; S. Lansley, *Housing and Public Policy*; P. Lawless, *Britain's Inner Cities*; A. Murie et al., *Housing Policy and the Housing System*.

Examination Arrangements: There is a three-hour formal written examination in June. The paper contains 12-15 questions, of which three should be answered.

SA6644

Education Policies and Administration

Teacher Responsible: Dr. M. Ferguson, Room A261 (Secretary, Miss Bridget Atkinson, A267)

Course Intended Primarily for M.Sc. in Social Administration and Social Work Studies, Option 1 (Social Policy and Planning)

Scope: The course covers the politics of education and education decision-making at central, local and institutional levels and the finance of education, current practice and alternatives. The aim is to deal with both the economic and sociological aspects of the subject. Part of the session is left open so that topics can be arranged to fit in with the particular interests of the group.

Syllabus: The development of education policy and administration since 1918. The structure and relationships of the administrative organisation responsible for maintained schools, the system of higher and further education and the independent schools. The recruitment, training and deployment of teachers. An introduction to the problems of educational planning and finance.

Pre-Requisites: None.

Teaching Arrangements: Weekly seminars through the session (SA158). Students will be expected to prepare papers for discussion.

Reading List: The following are some key texts. Detailed bibliographies will be given out with the seminar programme.

J. Karabel & A. H. Halsey (Eds.), *Power and Ideology in Education*; W. K. Richmond, *Education in Britain since 1944*; G. Baron & W. Taylor (Eds.), *Educational Administration and the Social Sciences*; R. Jennings, *Education and Politics*; P. W. Musgrave, *Society and Education in England since 1800*; T. Burgess, *A Guide to English Schools*; C. Baxter, P. J. O'Leary & A. Westoby (Eds.), *Economics and Education Policy*; A. H. Halsey, A. F. Heath & J. M. Ridge, *Origins and Destinations*; J. Eggleston (Ed.), *Contemporary Research in the Sociology of Education*; W. Taylor (Ed.), *Research Perspectives in Education*.

Examination Arrangements: There is a three-hour formal written examination in June. Three questions must be answered.

Introduction to the Study Guide M.Sc. in Social Administration and Social Work Studies (Option 2) AND

M.Sc. in Social Policy and Social Work Studies (Option 3)

The courses combine studies for a higher degree with those aimed at a professional qualification in social work. These two aspects of study are seen as interdependent and are therefore combined in lecture courses, seminars, classes and tutorials. Students are expected to spend approximately fifty per cent of their time in approved fieldwork placements under the supervision of designated practice teachers. These placements run concurrently with academic work, and students' performance in them is assessed as an essential part of the overall result. Great importance is attached to both the closeness of the links between learning in fieldwork and at the School, and also to individual tutorials. All these aspects of the course are reflected in the final examinations. In addition to three unseen papers students are required to submit a long essay of between 7,000 and 10,000 words, which must be on a subject related to current fieldwork experience. Students are expected to demonstrate an ability to relate the theoretical exploration of their chosen topic to its practical application to a particular area of social work practice.

SA6680

Theory and Practice of Social Work

Teacher Responsible: Mrs. J. Nursten, Room A271 (Secretary, A274)

Course Intended Primarily for M.Sc. in Social Policy and Social Work Studies (Option 3).

Scope: These courses have a dual aim. They seek to help students attain a sound grasp of the theoretical knowledge underpinning social work and at the same time to equip them with the basic social work practice knowledge and skills necessary for the beginning practitioner. The two Social Work practice courses include both introductory and advanced level teaching for the newly qualified practitioner.

Syllabus: The role of social work in contemporary society. The impact of public attitudes, social policies and legislation. Value orientations underlying social work and their relationship to professional ethics. Social control, social caring and social change. The

knowledge-base of social work. Genericism and specialism. The nature of the social work process and various ways of conceptualising it. Functions of different social service agencies in which social work is carried out. The nature of the professional relationship. Communication in social work. Goal setting. Recording. The nature of social work with different client groups. Direct and indirect work with clients. Principles and practice of collaboration within various contexts. The impact of psycho-analytic theory, self-theories, ego psychology, learning theory on models of practice. Differential approaches in relation to agency function and client groups, e.g. crisis intervention, task-centred and time-limited work, behavioural therapy, marital and family therapy. The nature of therapeutic relationships and the social context of interviews. Evaluation and research in social work practice. Students will be expected to bring illustrations from their practical supervised experience in the field, for analysis and discussion. Some case material will be supplied to illustrate work with children, adolescents, elderly persons, those who are depressed; instances of child abuse and of aggressive clients; particular attention will also be given to residential care; fostering, adoption and to direct work with children.

Pre-Requisites: No previous knowledge of the subject is assumed.

Teaching Arrangements:

First Year:

SA302 **Issues and Problems in Society**, 15 lectures, Michaelmas and Lent Terms
 SA318 **Introduction to Social Work**, 10 lectures, Michaelmas Term
 SA319 **Social Work Practice**, 25 seminars, Sessional
 Other courses of relevance include:
 SA314 **Social Work Legislation**, 6 lectures, Summer Term
 SA320 **Psychology and Social Work**, 25 lectures, Sessional
 SA321 **Psychology and Social Work Seminars**, 15 seminars, Sessional
 SA322 **Social Research**, 8 lectures, Michaelmas Term
 SA322a **Social Research Seminars**, 20 seminars, Sessional
 SA326 **Innovation in Social Work**, 6 lectures, Summer Term
 SA323 **Issues in Social Policy and Administration Seminars**, 14 seminars, Sessional
 SA324 **Sociology and Social Welfare**, 10 seminars, Michaelmas and Lent Terms.
Reading List: No single book covers the entire syllabus. Reading list and guidance are

provided at the start of the course.

Examination Arrangements: One three-hour formal examination in the Summer Term of the second year of the M.Sc. course. Three questions are to be attempted – at least one from Part One (Psychology) and one from Part Two (Human Growth and Behaviour). The remaining question can be chosen from either part.

SA6681

Psychology, Human Growth and Behaviour

Teacher Responsible: Mr. D. B. Cornish, Room A270 (Secretary, A274)

Examination and Component Courses Intended for M.Sc. Social Policy and Social Work Studies.

Scope: The aim of this group of courses is to provide social work students a basic grounding in theories and research relating to normal and abnormal human development and behaviour throughout the lifespan; and to examine the application of this material to professional social work practice.

Syllabus: The core courses in this subject field are **Human Growth and Behaviour, Psychology, theories in Clinical Psychiatry, Child Psychiatry and Mental Handicap.** The syllabus

will include the following topics: Development before birth; early neonatal development. Early social and emotional behaviour. Attachment and bonding. Cognitive development. Moral development. Language development. Play. Family structures and relationships. The child in the school. Abnormalities in development; physical, psychiatric, emotional and behavioural disorders. Adoption, fostering, children in care. The transition from adolescence to adult life. The physical, cognitive, emotional and social aspects of adulthood and the critical life stages and events: young adulthood; work; marriage; parenthood; middle age; old age; loss; bereavement; death; disability. Basic principles of child psychiatry. The causes, nature and epidemiology of mental handicap. An introduction to personality theories and their relevance to social work practice; psychodynamic and behavioural approaches; social skills training; person perception; environmental psychology.

Pre-Requisites: No previous knowledge of the subject field is required.

Teaching Arrangements: Lectures and Seminar courses for this paper are as follows:

First Year:

SA302 **Issues and Problems in Society**, 15 lectures, Michaelmas and Lent Terms
 SA316 **Social Work Practice**, seminars, Sessional
 SA320 **Psychology and Social Work**, 20 lectures, Michaelmas and Lent Terms
 SA321 **Psychology and Social Work** seminars, 12 seminars, Michaelmas and Lent Terms
Second Year:
 SA303 **Human Growth and Behaviour**, 20 lectures, Michaelmas and Lent Terms
 SA305 **Themes in Clinical Psychiatry**, 10 lectures, Lent Term
 SA306 **Child Psychiatry**, 10 lectures, Lent Term
 SA307 **Mental Handicap**, 4 lectures, Lent Term
 SA312 **The Social Work Electives**, 15 seminars, Michaelmas and Lent Terms
 SA315 **Social Work Studies**, 27 seminars, Sessional
 Some of the above courses, or parts thereof, are provided by outside speakers with particular expertise in the field.

Written Work: See above (tutorials). In addition, students will be expected to prepare papers for seminar courses.

Reading List: No one book covers the entire syllabus. Students are advised to consult the reading list provided by those responsible for individual courses.

Examination Arrangements: One three-hour formal examination in the Summer Term of the second year of the M.Sc. course. Three questions are to be attempted – at least one from Part One (Psychology) and one from Part Two (Human Growth and Behaviour). The remaining question can be chosen from either Part.

SA6700

Social Work Studies

Teacher Responsible: Zofia Butrym, Room A253 (Secretary, A274)

Courses Intended Primarily for M.Sc. in Social Administration and Social Work Studies, Option 2.

Scope: These courses have a dual aim. They seek to help students attain a sound grasp of the theoretical knowledge underpinning social work and at the same time to equip them with the basic social work practice knowledge and skills necessary for the beginning professional practitioner.

Syllabus: The role of social work in contemporary society. The impact of public attitudes, social policies and legislation. Value orientations underlying social work and their

relationship to professional ethics. Social control, social caring and social change. The knowledge of social work. Genericism and specialism. The nature of the social work process of study, assessment and helping and the various ways of conceptualising it. The impact of psychoanalytic theory, self-theories, ego psychology, learning theory on models of practice. Differential approaches in relation to agency function and client groups, e.g. crisis intervention, task-centred and time-limited work, behavioural therapy, marital and family therapy. The nature of therapeutic relationships and the social context of interviews. Evaluation and research in social work practice. Students will be expected to bring illustrations from their practical supervised experience in the field, for analysis and discussion. Some case material will be supplied to illustrate work with children, adolescents, elderly persons, those who are depressed; instances of child abuse and of aggressive clients; particular attention will also be given to residential care; fostering, adoption and to direct work with children.

Pre-Requisites: A first degree in the social sciences and at least one year's employment in social work.

Teaching Arrangements:

SA315 **Social Work Studies**, 25 weekly seminars.
 SA316 **Social Work Practice**, 25 weekly seminars.
 Other courses of relevance include:
 SA302 **Issues and Problems in Society**, 15 lectures, Michaelmas and Lent Terms.
 SA303 **Human Growth and Behaviour**, 20 lectures, Michaelmas and Lent Terms.
 SA305 **Themes in Clinical Psychiatry**, 10 lectures, Michaelmas Term.
 SA306 **Child Psychiatry**, 8 lectures, Lent and Summer Terms.
 SA307 **Mental Handicap**, 4 lectures, Lent Term.
 SA308 **Probation Practice and Policy**, 10 seminars, Michaelmas Term.
 SA309 **Group Processes and Group Work**, 20 lectures, Michaelmas and Lent Terms.
 SA311 **Social Policy and Administration**, 15 seminars, Michaelmas and Lent Terms.
 SA312 **Social Work Electives**, 15 seminars, Michaelmas and Lent Terms.
 SA313 **Law, Rights and Social Work**, 12 lectures, Lent Term.
 SA314 **Social Work Legislation**, 6 lectures, Summer Term.
 SA317 **Issues in Social Policy**, 25 lectures, Sessional.
 SA320 **Psychology and Social Work**, 25 lectures, Sessional.

SA326 **Innovation in Social Work**, 6 lectures, Summer Term.

Reading Lists: No single book covers the syllabus. Reading Lists and guidance are provided at the start of the courses.

Examination Arrangements: There is a three-hour formal examination in the Summer Term based on the full syllabus for the courses listed and teaching in both fieldwork and tutorials as described in the Introduction to the M.Sc. Study Guides. Candidates must attempt to answer three out of ten questions and one-third of the marks are awarded for each of the three answers.

SA6701 Social Problems and Social Services

Teacher Responsible: Professor R. A. Pinker, Room A237 (Secretary, A274)

Course Intended Primarily for M.Sc. in Social Administration and Social Work Studies – Option 2 (one year).

Scope: The aim of the course is to bring students up to date on recent developments in social service provision and in the literature of social policy and administration.

Syllabus: The boundaries of social policy and administration as a field of study and its relevance to social work. A review of post war developments. Recent developments in relations between central and local government, the finance of the social services, social security and the social division of welfare, poverty and inequality, housing policy and urban deprivation, the National Health Service, the personal services and social work, educational policy, and Race relations. A review of recent theoretical and conceptual literature.

Pre-Requisites: A general knowledge of the subject field to first degree graduation level.

Teaching Arrangements:

SA311 **Social Policy and Administration**, 15 lectures

SA317 **Issues in Social Policy**, 20 seminars
Other courses of relevance include:

SA302 **Issues and Problems in Society**

SA313 **Law, Rights and Social Work**

SA308 **Probation Practice and Policy**

SA307 **Mental Handicap**

SA306 **Child Psychiatry**

SA303 **Human Growth and Behaviour**

SA305 **Themes in Clinical Psychiatry**

SA314 **Social Work Legislation**

SA315 **Social Work Studies**

SA316 **Social Work Practice**

SA320 **Psychology and Social Work**

SA312 **Social Work Electives**

Reading List: No one book covers the syllabus. Reading lists and guidance are provided at the start of the course.

Examination Arrangements: There is a three-hour formal examination in the Summer Term based on the full syllabuses for main lecture and seminar courses. The examination paper has two titles: Social Problems and Social Services (Option 2), and Social Policy and Administration (Option 3), as it is taken by both one year and two year graduate social work students. It contains up to 14 questions and makes provision for the Option 3 students who follow a broader course of study. Candidates answer *three* questions and one-third of the marks are awarded for each of the three answers.

SA6702 Mental Health and Mental Disorder

Teacher Responsible: Mrs. J. Harwin, Room A272 (Secretary, to be announced, A274)

Examination and Component Courses Intended Primarily for M.Sc. in Social Administration and Social Work Studies (Option 2).

Scope: The aim of this series of courses is to provide a basic grounding in normal and abnormal human development and behaviour throughout the life span, and to examine the application of this material to professional social work practice.

Pre-Requisites: A first degree in the social sciences and at least one year's employment in social work.

Syllabus: The core courses in this subject field are **Human Growth and Behaviour, Psychology, Theories in Clinical Psychiatry, Child Psychiatry and Mental Handicap**. The syllabus will include the following topics: Development before birth; early neonatal development. Early social and emotional behaviour. Attachment and bonding. Cognitive development. Moral development. Language development. Play. Family structures and relationships. The child in school. Abnormalities in development; physical, psychiatric, emotional and behavioural disorders. Adoption, fostering, children in care. The transition from adolescence to adult life. The physical, cognitive, emotional and social aspects of adulthood and the critical life stages and events; young adulthood; work; marriage; parenthood; middle age; old age; loss; bereavement; death; disability.

Basic principles of child psychiatry. The causes, nature and epidemiology of mental handicap. An introduction to personality theories and their relevance to social work practice; psychodynamic and behavioural approaches; social skills training; person perception; environmental psychology.

Teaching Arrangements:

SA302 **Issues and Problems in Society**, 15 lectures, Michaelmas and Lent Terms.

SA303 **Human Growth and Behaviour**, 20 lectures, Michaelmas and Lent Terms.

SA305 **Themes in Clinical Psychiatry**, 10 lectures, Michaelmas Term.

SA306 **Child Psychiatry**, 10 lectures, Michaelmas Term.

SA307 **Mental Handicap**, 4 lectures, Lent Term.

SA312 **The Social Work Electives**, 15 seminars, Michaelmas and Lent Terms.

SA315 **Social Work Studies**, 27 seminars, Sessional.

SA316 **Social Work Practice**, 27 seminars, Sessional.

SA320 **Psychology and Social Work**, 20 lectures, Sessional.

Some of the above courses are taught by external lecturers with particular expertise in the field.

Reading Lists: No one book covers the entire syllabus. Reading lists will be provided by those responsible for individual courses and students should consult staff responsible for individual courses for particular guidance.

Examination Arrangements: One three-hour formal examination in the Summer Term. Ten questions are set of which three are to be attempted.

SA6740 Social Policy and Planning in Developing Countries

Teacher Responsible: Dr. J. Midgley, Room A224 (Secretary, Miss G. Grant, A240)

Course Intended Primarily for Diploma in Social Planning in Developing Countries.

Scope: To provide students with a thorough grounding in social policy and planning in developing countries. The course focuses on the major issues of social policy formulation, methods and techniques appropriate to social planning and provides an introduction to the governmental and economic aspects of social planning in developing countries.

Syllabus: The course consists of four elements each of which is taught separately. Broadly, these cover **Planning Theory and the Context of Planning, Planning Methods, The Governmental**

Context of Development and Economic Aspects of Planning in Developing Countries. Further details are provided below under the heading **Teaching Arrangements**.

Pre-Requisites: Practical experience of working in government or other relevant organisations concerned with social policy and administration in developing countries.

Teaching Arrangements: Teaching for this paper is provided through lectures, a workshop and classes which are held weekly throughout the academic session. These are: SA170: **Planning Theory and the Context of Planning**. This series of lectures and class discussions deals with the nature of social planning, examines the social context of planning in developing countries and introduces the student to major policy issues in social planning. These include planning for increased levels of living, redistribution, population, urban development, rural development, education, health, housing, industrial development, national integration and employment.

SA171: **Planning Methods**. These workshop sessions are intended to acquaint the student with planning techniques appropriate to social planning in developing countries. They include surveys, censuses and indicators, budgeting, cost benefit analysis and simple operations procedures including simulation. SA174: **The Governmental Context of Development** introduces students to political and governmental aspects of examining the concept of political development, public opinion and the role of interest groups, the nature of bureaucracy and political culture in developing countries.

SA175: **Economic Aspects of Social Planning in Developing Countries**. These classes are designed to provide an introduction to economic issues relevant to social planning in developing countries.

Written Work: Where relevant students will prepare brief papers for discussion in classes. Written work related to the teaching will be set by personal tutors throughout the session. Students will also be expected to undertake preparatory reading in order to participate in class discussions.

Reading List: A detailed reading list is provided for each of the teaching elements described previously. Although no single book covers the syllabus the set book for this course which students should purchase is: M. Hardiman & J. Midgley, *The Social Dimensions of Development*.

Other essential reading includes: S. MacPherson, *Social Policy in the Third World*; D. Conyers, *An Introduction to Social Planning in the Third World*; A. Livingstone,

Social Policy in Developing Countries; H. Chenery et al., *Redistribution with Growth*; J. Goldthorpe, *The Sociology of the Third World*; I. Oxaal et al., *Beyond the Sociology of Development*; M. Todaro, *Economics for a Developing World*; O. Mehmet, *Economic Planning and Social Justice in Developing Countries*; G. S. Fields, *Poverty, Inequality and Development*; T. King et al., *Population Policies and Economic Development*; R. Repetto, *Economic Equality and Fertility in Developing Countries*; R. Jolly et al., *Third World Employment*; P. Bairoch, *Urban Unemployment in Developing Countries*; P. Van den Berghe, *Race and Racism*; L. Kuper, *Race, Class and Power*; W. Brandt et al., *North-South: A Programme for Survival*; P. T. Bauer, *Dissent on Development*; World Bank, *The Assault on World Poverty*; World Bank, *World Development Reports, 1978-1981*; United Nations, *1978 World Social Situation Report*; D. J. Casley & D. A. Lury, *Data Collection in Developing Countries*.

Examination Arrangements: There will be a three-hour written examination based on the teaching described previously. Three questions out of about fourteen are to be answered. The examination is usually held in mid-June.

SA6741

Problems of Health and Disease

See Planning Health Development SA6761

SA6742

Planning Welfare Services and Social Security

Teacher Responsible: Dr. J. Midgley, Room A224 (Secretary, Miss Grant, A240)

Course Intended Primarily for Diploma in Social Planning in Developing Countries.

Scope: To acquaint students with the major issues in planning welfare services in developing countries.

Syllabus: The history of welfare services. Current features of welfare services in developing countries. Policy issues in welfare planning. Problems of planning services for the elderly, disabled, children, young offenders, and victims of disasters. Social security services in developing countries. Issues in social security policy in the Third World.

Pre-Requisites: Preferably a qualification in social work or experience of welfare services and/or social security administration in developing countries.

Teaching Arrangements: Teaching is provided through a seminar (SA177: **The Planning of Family Welfare Services and Social Security**) which is held weekly throughout the academic session.

A handout listing the topics to be covered each week will be provided at the first meeting of the seminar.

Written Work: Members of the seminar will take turns to present a paper for discussion on the topics. All will be expected to undertake preparatory reading in order to participate in the discussions.

Reading List: A detailed list for each topic is provided on the handout. The set work for this seminar which students should purchase is:

J. Midgley, *Professional Imperialism: Social Work in the Third World*.

Students should also read chapter 9 of:

M. Hardiman & J. Midgley, *The Social Dimensions of Development*.

Other relevant titles include:

W. Clifford, *A Primer of Social Casework in Africa*; M. Clinard & D. Abbott, *Crime in Developing Countries*; S. D. Gokhale & B. Chatterjee (Eds.), *Social Welfare: Legend and Legacy*; N. Hasan, *The Social Security System of India*; ILO, *The Cost of Social Security*; S. K. Khinduka (Ed.), *Social Work in India*; P. Mouton, *Social Security in Africa*; R. Savy, *Social Security in Agriculture*.

Examination Arrangements: There will be a three-hour examination based on the topics covered in the seminar. Three questions out of nine or ten to be answered. The examination is usually held in mid-June.

SA6743

Rural Development

Teacher Responsible: To be appointed. (Secretary, Miss Grant, A240)

Course Intended for Diploma in Social Planning in Developing Countries.

Scope: The course is designed to introduce students to the problems of rural development in the Third World, to consider alternative strategies to improve levels of living in rural areas, and to increase the contribution of the rural sector to national development.

Syllabus: The nature and extent of the problem: the significance of the rural-agricultural sector in national development. The characteristics of rural communities and the impact of socio-economic change. Issues and strategies in rural development: land reform, agricultural improvement, settlement schemes, credit, marketing, extension services and co-operatives. The improvement of the rural infrastructure: water supply, roads, rural electrification, health and education. The community development approach to rural development. Selection and training of personnel. Administration and evaluation of national plans for rural development.

Pre-Requisites: This paper is one of the options available to Diploma students. Knowledge of rural areas and relevant work experience is desirable but not essential.

Teaching Arrangements: Teaching is by a weekly seminar (SA178) of 1½ hours in the Michaelmas, Lent and first half of the Summer Terms. A detailed programme is handed out at the beginning of the Session. Students are required to present papers for group discussion and must provide an outline on the blackboard or by handouts. Extensive reading is an essential part of the course and students are encouraged to discuss seminar presentations with their supervisors or with the course teachers.

Written Work: In addition to seminar presentations students write essays on this subject for their supervisors.

Reading Lists: A detailed reading list is included in the seminar programme. The following is an introductory list of books. N. Long, *An Introduction to the Sociology of Rural Development*; M. Lipton, *Why Poor People Stay Poor: Urban Bias in World Development*; R. Firth, *Human Types*; D. Brokensha & P. Hodge, *Community Development: An Interpretation*; G. Hunter, *Modernising Peasant Societies*; World Bank, *Rural Development Sector Policy Paper 1975*;

S. Wallman (Ed.), *Perception of Development*; P. Harrison, *Inside the Third World*; K. Griffin, *The Political Economy of Agrarian Change*; A. H. Savile, *Extensions in Rural Communities*; M. Ahmed & H. Coombs (Eds.), *Education for Rural Development*; R. Apthorpe (Ed.), *Social Research & Community Development*.

Examination Arrangements: There is a three-hour written examination paper in June. Students are required to answer three questions from a choice of 10-12 questions.

SA6744

Social and Economic Aspects of Urbanization

Teacher Responsible: Dr. J. Midgley, Room A224 (Secretary, Miss Grant, A240)

Course Intended Primarily for Diploma in Social Planning in Developing Countries.

Scope: To acquaint students with the major problems and issues of urban development and housing policy in developing countries today.

Syllabus: Definitions of terms and concepts. Characteristics of Third World urbanisation. Urban social problems. Urban development policy. Housing problems. Approaches to housing policy.

Pre-Requisites: Preferably an experience of urban development policy and administration and/or housing administration in a developing country.

Teaching Arrangements: Teaching is provided through a seminar (SA179: **Social and Economic Aspects of Urbanisation**) which is held weekly throughout the academic session. A handout listing the topics to be covered each week will be provided at the first meeting of the seminar.

Written Work: Members of the seminar will take turns to present a paper for discussion on the topics. All will be expected to undertake preparatory reading in order to participate in the discussions.

Reading List: A detailed reading list for each topic is provided on the handout. General works on the subject which all members of the seminar should read include:

D. J. Dwyer, *People and Housing in Third World Cities*; D. Drakakis-Smith, *Urbanization, Housing and the Development Process*; O. F. Grimes, *Housing for Low Income Urban Families*; A. Mabogunje, *The Development Process*; H. S. Murison & J. P. Lea (Eds.), *Housing in Third World Countries*; B. Roberts, *Cities of Peasants*; H. Stretton,

Urban Planning in Rich and Poor Countries; J. F. C. Turner, *Housing by People*; World Bank, *Housing: Sector Policy Paper*; C. Abrams, *Housing in the Modern World*; G. Breese (Ed.), *The City in Newly Developing Countries*; R. Bromley (Ed.), *The Urban Informal Sector*; J. AbuLughod & R. Hay, *Third World Urbanization*.

Examination Arrangements: There will be a three-hour written examination based on the topics covered in the seminar. Three questions out of nine or ten are to be answered. The examination is usually held in mid-June.

SA6745

Social Implications of Education Teacher Responsible: To be appointed (Secretary, Miss Grant, A240)

Course Intended Primarily for Diploma in Social Planning in Developing Countries.
Scope: The course is designed to consider the role of education in national development and its relation to manpower needs, with particular reference to the situation in developing countries.

Syllabus: Key issues in the study of educational systems: education and social and economic development, the contribution of economists, sociologists, and psychologists. Access to schooling, questions of equity and appropriateness. Planning the curriculum in primary, secondary and tertiary education: vocational, technical and non-formal education. The special position of women: education in plural societies: the role of overseas aid and technical co-operation. The role of administrators and educational planners.

Pre-Requisites: This paper is one of the options available to Diploma students. Work experience in education is desirable, but not essential.

Teaching Arrangements: Teaching is by weekly seminar (SA180) of 1½ hours in the Michaelmas, Lent and half of the Summer Term.

For the main seminar SA180 a detailed programme is handed out at the beginning of the session. Students are required to present papers for group discussion, and must provide an outline on the blackboard or by handouts. Extensive reading is an essential part of the course and students are encouraged to discuss seminar presentations with their supervisors or course teachers.

Written Work: In addition to seminar presentations students are required to write one essay by the end of the Michaelmas Term,

and one during the Lent Term on a selected topic.

Reading List: A detailed reading list is included in the seminar programme. The following is an introductory list of books: J. Vaizey, *Education in the Modern World*; R. Dore, *The Diploma Disease*; O. Banks, *The Sociology of Education*; World Bank, *Education Policy Paper 1980*; D. Adams, *Education in National Development*; C. D. Rowley, *The Politics of Educational Planning in Developing Countries* (UNESCO); C. A. Anderson, *The Social Context of Educational Planning* (UNESCO); P. H. Coombs, *What is Educational Planning?* (UNESCO); C. E. Beeby, *Planning and the Educational Administrator* (UNESCO); M. Blaug, *Introduction to the Economics of Education*; M. Woodhall, *Cost-Benefit Analysis in Educational Planning* (UNESCO).

Examination Arrangements: There is a three-hour written examination paper in June. Students are required to answer three questions from a choice of 10 to 12 questions.

SA6760

Social Policy and Planning in Developing Countries

Teacher Responsible: Dr. J. O. Midgley, Room A224 (Secretary, Miss Grant, A240)

Course Intended Primarily for M.Sc. in Social Planning in Developing Countries.

Scope: The course is designed to give students a knowledge of the principles of social policy and social planning, and the techniques of planning in relation to the socio-economic and cultural situations of the Third World countries.

Syllabus: Concepts of social policy, social development and social planning. Theories of planning and decision-making. Problems of planning: planners and the political process, values and ideologies, the goals of social planning and alternative strategies. Policy issues in social planning: population, rural development, urbanisation, industrialisation and technology, unemployment, income distribution, poverty, health, education, welfare, stratification, the role of women and ethnic relations. International aspects of social development, overseas aid. Social research methods and planning techniques: data collection, surveys, censuses, social indicators, operational research, cost-benefit analysis and project appraisal, analysis of national plans.

Pre-Requisites: This paper is a compulsory part of the M.Sc. in Social Planning in

Developing Countries. Students are expected to have a background in the social sciences and work experience in developing countries. Students should provide themselves with background data on their own countries.

Teaching Arrangements: Teaching is by two seminars a week in the Michaelmas, Lent and half of the Summer Term.

SA172: **Social Policy and Planning in Developing Countries.** 1½ hour seminar taught by Dr. Midgley. If there are more than 20 students on the M.Sc. they are divided into two groups.

A detailed seminar programme is handed out at the beginning of the session. Students are required to prepare themselves to participate by extensive reading and by discussion of topics with their supervisors. Each week one or more students present papers for which they must provide an outline on the blackboard or by handouts.

SA173: **Social Research Methods and Planning Techniques in Developing Countries.** 2-hour seminar taught by Professor A. McKennell, Mr. Cornford, Mr. Piachaud and Dr. Midgley. A detailed seminar programme is handed out by the course teachers. Introductory lectures are given on the different topics, followed by workshop exercises for which students meet in groups out of seminar hours to prepare presentations.

Written Work: In addition to the preparation of seminar papers students will write essays for their tutors on the subject matter of the course.

Reading List: Detailed reading lists will be set out in the seminar programme. The following is an introductory list of books: those asterisked should be purchased.

*M. Hardiman & J. Midgley, *The Social Dimensions of Development: Social Policy & Planning in the Third World*; *D. Conyers, *An Introduction to Social Planning in the Third World*; *M. Todaro, *Economics for a Developing World: An Introduction to Principles, Problems and Policies for Development*; A. J. Kahn, *Theory and Practice of Social Planning*; A. Waterston, *Development Planning*; R. Titmuss, *Social Policy: An Introduction*; J. E. Goldthorpe, *The Sociology of the Third World*; E. Boserup, *Women's Role in Development*; V. George & P. Wilding, *Ideology and Social Welfare*; N. Baster, *Measuring Development*, H. Chenery *et al.*, *Redistribution with Growth*; C. Elliott, *Patterns of Poverty in the Third World*; *World Bank, *World Development Report 1980*; *United Nations, *1978 Report on The World Social Situation*; *D. J. Casey & D. A. Lury, *Data Collection in Developing Countries*.

Examination Arrangements: There is a three hour written examination paper in June. Students are required to answer three questions from a choice of 10-12 questions. The paper is not sectionalised; questions are based on work covered in courses SA172 and SA173.

SA6761

SA6741

Planning Health Development (M.Sc. Social Planning in Developing Countries) Problems of Health and Disease (Diploma in Social Planning in Developing Countries)

Teacher Responsible: John Carrier, Room A268 (Secretary, Rachel Mawhood, A251)

Course Intended Primarily for those following the one-year Master's and Diploma courses (above) although students reading for the M.Sc. in Social Policy and Planning and the M.Sc. in Sociology are also able to attend and be examined in the course.

Scope: The aim of the papers is to introduce students with a background in planning and social sectoral planning in the Third World to the issues facing such planners in the field of health service provisions and evaluation. Some experience in a planning agency would be appropriate but not an absolutely essential background for study.

Syllabus: Health and ill health in developing countries; The development of health services; indigenous medicine and its relationship with Western medicine; the social, demographic and economic background to the planning of health services; the problems of determining priorities between different parts of health services; the principles of planning primary care and hospital services; the collection and use of health statistics; the financing of health services; the effect of different forms of central, regional and local organisation; the relationships of health and other social services.

Pre-Requisites: As above under Scope, some experience in a planning agency or previous work in the health or other social service field in the Third World would be an advantage, but otherwise the entry requirements for the above courses are sufficient.

Teaching Arrangements: The course covers the Michaelmas/Lent and half of the Summer Term.

The M.Sc. and Diploma students attend the

same lectures and seminars (although they sit different examination papers, for which see below under Examination Arrangements). There are several lectures for the course. **John Carrier** and **David Piachaud** give 10 lectures and seminars (SA176) between them and **Dr. Gill Walt** of the London School of Hygiene and Tropical Medicine gives 6 lectures and seminars (mainly on primary health care). Other teachers present to students their own case study researches into health service planning in the Third World (**Drs. Mills, Walker and Winyard** of the L.S.H.; **Dr. Anderson** of St. Georges Hospital Medical School). The case studies in the past have been drawn from Jordan, Botswana, Lesotho and Papua New Guinea. Each lecture is immediately followed by a seminar. Students prepare seminar papers based upon allotted reading, related to the subject of the lecture. A combined lecture/seminar is of one and a half hours duration. All students are required to prepare themselves for seminar discussion by reading.

Written Work: Much of the written work required of students is in the form of seminar paper preparation. Each paper should take about 15 minutes to read, and be about 1000 words in length. All seminar work papers can be read and discussed by teachers with the student concerned.

Reading List: Below is the minimum necessary reading for this course. Specialised reading for seminar topics will be given out by lecturers responsible for particular aspects of the course. Starred items* should be purchased if possible.

B. Abel-Smith, *Value for Money in Health Services* (Heinemann, 1976) £5.50; B. Abel-Smith, *Poverty, Development and Health Policy: Public Health Papers No. 69* (WHO, 1978); J. Evans *et al.*, *Health Care in the Developing World: Problems of Scarcity and Choice*, New England Journal of Medicine, November 1981; WHO, *Formulating Strategies for Health for All by the Year 2000* (1979); Basil S. Hetzel, *Basic Health Care in Developing Countries* (Oxford University Press, 1978) £4.00; M. Muller, *The Health Nations: A North-South Investigation* (Faber, 1982); K. W. Newell, *Health by the People* (WHO, 1975); WHO, *Sixth Report on the World Health Situation, Parts One and Two* (1980); UNICEF, *Government and the People's Health*, No. 42, April/June 1978; G. Walt & P. Vaughan, *An Introduction to the Primary Health Care Approach in Developing Countries*, (Ross Institute Publication, No. 13, July 1981); G. E. W. Wolstenholme & K. M. Elliott, *Human Rights in Health* (Ciba

Foundation Symposium 23, Associated Scientific Publishers, 1974); World Bank, *Health Sector Policy Paper* (World Bank, 1980) Free of Charge.

Supplementary Reading List: This is given out at the beginning of the course, reflects the special interest of the subject lecturers. **Examination Arrangements:** The M.Sc. and Diploma Students are examined in separate papers although the subject matter examined is similar. The M.Sc. paper is a conventional 3-hour paper; 3 questions have to be answered from a choice of about 12/15 set questions. Each question carries the same marks. The Diploma students also have to answer 3 questions from a choice of about 10/12 questions. All questions carry the same marks.

SA6762

Planning Welfare Services and Social Security

Teacher Responsible: Dr. J. Midgley, Room A224 (Secretary, Miss Grant, A240)

Course Intended Primarily for M.Sc. in Social Planning in Developing Countries.

Scope: To acquaint students with policy issues and problems in planning family welfare and social security services in Third World countries.

Syllabus: The nature of family welfare services. Issues in welfare planning: the role of residential care, voluntary action and traditional responses. Administrative problems. The contribution of professional social work. Problems of planning social security. Economic aspects of social security. Social security and redistribution.

Pre-Requisites: Preferably a qualification in social work or experience of working in welfare services and/or social security administration in developing countries. **Teaching Arrangements:** Teaching is provided through a seminar (SA177: **The Planning of Family Welfare Services and Social Security**) which is held weekly throughout the academic session.

A handout listing the topics to be covered each week will be provided at the first meeting of the seminar.

Written Work: Members of the seminar will take turns to present a paper for discussion on the topics. All will be expected to undertake preparatory reading in order to participate in the discussions.

Reading List: A detailed reading list for each topic is provided on the handout. The set

work for this seminar which students should purchase is:

J. Midgley, *Professional Imperialism: Social Work in the Third World*.

Students should also read chapter 9 of: M. Hardiman & J. Midgley, *The Social Dimensions of Development*.

Other relevant titles include:

W. Clifford, *A Primer of Social Casework in Africa*; M. Clinard & D. Abbott, *Crime in Developing Countries*; S. D. Gokhale & B. Chatterjee (Eds.), *Social Welfare: Legend and Legacy*; N. Hasan, *The Social Security System of India*; ILO, *The Cost of Social Security*; S. K. Khinduka (Ed.), *Social Work in India*; P. Mouton, *Social Security in Africa*; R. Savy, *Social Security in Agriculture*.

Students are also encouraged to peruse the following journals which contain many relevant articles:

International Social Work; *International Social Security Review*.

Examination Arrangements: There will be a three-hour examination based on the topics covered in the seminar. Three questions out of nine or ten to be answered. The examination is usually held in mid-June.

SA6763

Social and Economic Aspects of Urbanisation

Teacher Responsible: Dr. J. Midgley, Room A224 (Secretary, Miss Grant, A240)

Course Intended Primarily for M.Sc. in Social Planning in Developing Countries.

Scope: To acquaint students with the major social and economic problems of Third World urbanisation and the policies designed to deal with them.

Syllabus: The nature and extent of urbanisation in developing countries. Major social and economic problems of Third World urbanisation. Urban development policy approaches: urban decentralisation, urban planning and management, urban control measures. Approaches to urban housing policies in developing countries.

Pre-Requisites: Preferably an experience of urban development policy and administration and/or housing administration in a developing country.

Teaching Arrangements: Teaching is provided through a seminar (SA179: **Social and Economic Aspects of Urbanisation**) which is held weekly throughout the academic session. A handout listing the topics to be covered

each week will be provided at the first meeting of the seminar.

Written Work: Members of the seminar will take turns to present a paper for discussion on the topics. All will be expected to undertake preparatory reading in order to participate in the discussions.

Reading List: A detailed reading list for each topic is provided on the handout. General works on the subject which all members of the seminar should read include:

D. J. Dwyer, *People and Housing in Third World Cities*; D. Drakakis-Smith, *Urbanization, Housing and the Development Process*; O. F. Grimes, *Housing for Low Income Urban Families*; A. Mabogunje, *The Development Process*; H. S. Murison & J. P. Lea (Eds.), *Housing in Third World Countries*; B. Roberts, *Cities of Peasants*; H. Stretton, *Urban Planning in Rich and Poor Countries*; J. F. C. Turner, *Housing by People*; World Bank, *Housing: Sector Policy Paper*; C. Abrams, *Housing in the Modern World*; G. Breese (Ed.), *The City in Newly Developing Countries*; R. Bromley (Ed.), *The Urban Informal Sector*; J. AbuLoghod & R. Hay, *Third World Urbanization*.

Examination Arrangements: There will be a three-hour written examination based on the topics covered in the seminar. Three questions out of nine or ten are to be answered. The examination is usually held in mid-June.

SA6764

Rural Development

Teacher Responsible: To be appointed. (Secretary, Miss Grant, A240)

Course Intended for M.Sc. in Social Planning in Developing Countries.

Scope: The course is designed to introduce students to the problems of rural development in the Third World, to consider alternative strategies to improve levels of living in rural areas, and to increase the contribution of the rural sector to national development.

Syllabus: The nature and extent of the problem: the significance of the rural-agricultural sector in national development. The characteristics of rural communities and the impact of socio-economic change. Issues and strategies in rural development: land reform, agricultural improvement, settlement schemes, credit, marketing, extension services and co-operatives. The improvement of the rural infrastructure: water supply, roads, rural electrification, health and education. The community development approach to rural development. Selection and training of

personnel. Administration and evaluation of national plans for rural development.

Pre-Requisites: This paper is one of the options available to M.Sc. students. Knowledge of rural areas and relevant work experience is desirable but not essential. **Teaching Arrangements:** Teaching is by a weekly seminar (SA178) of 1½ hours in the Michaelmas, Lent and first half of the Summer Terms.

A detailed programme is handed out at the beginning of the Session. Students are required to present papers for group discussion and must provide an outline on the blackboard or by handouts. Extensive reading is an essential part of the course and students are encouraged to discuss seminar presentations with their supervisors or with the course teachers.

Written Work: In addition to seminar presentations students write essays on this subject for their supervisors.

Reading List: A detailed reading list is included in the seminar programme. The following is an introductory list of books. N. Long, *An Introduction to the Sociology of Rural Development*; M. Lipton, *Why Poor People Stay Poor: Urban Bias in World Development*; R. Firth, *Human Types*; D. Brokensha & P. Hodge, *Community Development: An Interpretation*; G. Hunter, *Modernising Peasant Societies*; World Bank, *Rural Development Sector Policy Paper 1975*; S. Wallman (Ed.), *Perception of Development*; P. Harrison, *Inside the Third World*; K. Griffin, *The Political Economy of Agrarian Change*; A. H. Savile, *Extension in Rural Communities*.

Examination Arrangements: There is a three-hour written examination paper in June. Students are required to answer three questions from a choice of 10-12 questions.

SA6765

Social Implications of Education and Manpower

Teacher Responsible: To be appointed. (Secretary, Miss Grant, A240)

Course Intended Primarily for M.Sc. in Social Planning in Developing Countries. Students in some other branches of the M.Sc. in the Faculty of Economics may also take this paper by agreement with their supervisors.

Scope: The course is designed to consider the role of education in national development and its relation to manpower needs, with

particular reference to the situation in developing countries.

Syllabus: Key issues in the study of education systems: education and social and economic development, the contribution of economists, sociologists, and psychologists. Access to schooling, questions of equity and appropriateness. Planning the curriculum in primary, secondary and tertiary education: vocational, technical and non-formal education. The special position of women: education in plural societies: the role of overseas aid and technical co-operation. The role of administrators and educational planners.

Pre-Requisites: This paper is one of the options available to M.Sc. students. Work experience in education is desirable, but not essential.

Teaching Arrangements: Teaching is by a weekly seminar (SA180) of 1½ hours in the Michaelmas, Lent and first half of the Summer Terms.

For the main seminar SA180 a detailed programme is handed out at the beginning of the session. Students are required to present papers for group discussion, and must provide an outline on the blackboard or by handouts. Extensive reading is an essential part of the course and students are encouraged to discuss seminar presentations with their supervisors or course teachers.

Written Work: In addition to seminar presentations students are required to write one essay by the end of the Michaelmas Term, and one during the Lent Term on a selected topic.

Reading List: A detailed reading list is included in the seminar programme. The following is an introductory list of books: J. Vaizey, *Education in the Modern World*; R. Dore, *The Diploma Disease*; O. Banks, *The Sociology of Education*; World Bank, *Education Policy Paper 1980*; D. Adams, *Education in National Development*; C. D. Rowley, *The Politics of Educational Planning in Developing Countries* (UNESCO); C. A. Anderson, *The Social Context of Education Planning* (UNESCO); P. H. Coombs, *What is Educational Planning?* (UNESCO); C. E. Beeby, *Planning and the Educational Administrator* (UNESCO); M. Blaug, *Introduction to the Economics of Education*; M. Woodhall, *Cost-Benefit Analysis in Educational Planning* (UNESCO).

Examination Arrangements: There is a three-hour written examination paper in June. Students are required to answer three questions from a choice of 10 to 12 questions.

NON-EXAMINABLE COURSE

SA133

Media and Society: Social and Communications Policy Issues

Teacher Responsible: Dr. M.

Ferguson, Room A261 (Secretary, Bridget Atkinson, A267)

Course Intended Primarily for B.Sc. SS. & A. 3rd year; B.Sc. (Econ.) Part II; Optional for M.Sc.

Syllabus: The role of the media: a comparative approach to key issues in communications policy – the social, economic and ethical implications of the new technologies (eg. cable television and direct satellite broadcasting); trends in media ownership; issues of press freedom with reference to media ownership, government regulation and the free market.

The media – audience – society relationship: the interaction between producers, messages, audiences and cultural and political life. The role of the media in presenting social policy issues.

Teaching Arrangements: Six lectures (SA133) in the Lent Term.

Reading List: D. McQuail, *Mass Communication*; E. Katz & T. Szecskö, *Mass Media and Social Change*; G. O. Robinson (Ed.), *Communications for Tomorrow: Policy Perspectives for the 1980s*; B. M. Compaigne et al., *Who Owns the Media? Concentration of Ownership in the Mass Communications Industry* (2nd edn.); Report of the International Commission for the Study of Communication Problems, *Many Voices, One World*, UNESCO, 1980; M. Jussawalla & D. Lamberton (Eds.), *Communication Economics and Development*; T. L. McPhail, *Electronic Colonialism, the Future of International Broadcasting and Communication*; J. Curran & J. Seaton, *Power Without Responsibility, the Press and Broadcasting in Britain*; P. Golding & S. Middleton, *Images of Welfare, Press and Public Attitudes to Poverty*.

Examination Arrangements: This course is non-examinable.

SOCIOLOGY

So5800

Introduction to Sociology

Teacher Responsible: Dr. C. Badcock,
Room S665 (Secretary, Miss
Josephine Johnson, S779)

Course Intended Primarily for B.Sc. Sociology
1st year (compulsory), Geog., Maths., Stats.,
Comp., Act. Sci., Man. Sci., Psych., B.Sc.
(Econ.) Parts I and II. Optional for B.Sc. S.S.
and A. 1st year; M.Sc.

Scope and Syllabus: The principal aim is to
provide an introduction to the theoretical and
empirical study of social systems and of the
processes of change which they undergo. An
attempt is made to do this by way of certain
central questions which have informed, and
do inform, sociological enquiry: how society is
possible; elements of social structure —
communication, socialisation, economic
allocation and production, social control,
ritual and symbolic action. The history of
sociological concepts from the Enlightenment
to the present time.

Pre-Requisites: None. The course assumes no
prior knowledge of the social sciences and is
suitable for any student in the School eligible
to take it.

Teaching Arrangements: A one-hour lecture
(So100) each week and a weekly class
(So100a).

Lectures are organised as follows: Michaelmas
Term: 10 lectures given by **Dr. Badcock** on the
fundamentals of society in an evolutionary
perspective; 5 lectures, also given by **Dr.
Badcock** in the Lent Term on some principal
sociological paradigms linked to the material
discussed in the first term (viz: positivism,
Marxism, Weberian sociology, Functionalism,
Structuralism, Psycho-analysis and
Sociobiology); 10 lectures given by **Professor
MacRae** in the Lent and Summer Terms on
basic analytic concepts and issues related to
industrial society.

Classes: All class groups will follow an
identical sequence of class topics and related
reading closely linked to the lectures.

Written Work: Entirely at the class teacher's
discretion. There is no formal requirement for
course-work; however, all students are
expected to prepare for all classes and to
produce class papers if this is the method of
instruction agreed on between the class
teacher and the class. Students from foreign
universities which require written course-work
to be assessed must arrange this with their
class teachers on an individual basis.

Reading List:

Minimal Reading List. The basic text-book for

the course is G. & J. Lenski, *Human Societies*.
Students may also wish to purchase some of
the following basic texts:

R. Aron, *Main Currents of Sociological
Thought*; L. Coser & B. Rosenberg,
Sociological Theory: Readings; T. Raison, *The
Founding Fathers of Social Science*;
and, for background reading to **Dr. Badcock's**
lectures:

C. Badcock, *The Psychoanalysis of Culture,
and Levi-Strauss*.

Wherever possible xeroxed copies of selected
reading specified on the class reading list will
be deposited in the Library off-print collection
(excepting the text-book).

Supplementary Reading List: ((P) indicates
inexpensive paper-back).

R. Dawkins, *The Selfish Gene*; L. Stone, *The
Family, Sex and Marriage in England 1500-
1800* (P); T. Bottomore & M. Rubel, *Selected
Writing of Karl Marx* (P); D. MacRae, *Max
Weber* (P); R. Nisbet, *Durkheim*; R. Fletcher,
The Making of Sociology; R. Merton, *Social
Theory and Social Structure*; M. & R.
Friedman, *Free to Choose*(P).

Examination Arrangements: A three-hour
unseen examination towards the end of the
Summer Term, four questions to be answered
out of about 14. Examination questions will
tend to follow the lectures and the questions
for class discussion printed on the main
reading list.

So5801

Issues and Methods of Social Research

Teacher Responsible: Mr. G. Rose,
Room S667 (Secretary, Josephine
Johnson, S779)

Course Intended Primarily for students in the
B.Sc. course unit, main field Sociology
(compulsory course to be taken in the first,
second or third year) and B.Sc. (Econ.), Part
II, special subject Sociology (compulsory
course to be taken in the second or third
year).

Scope: The aim of the course is to introduce
students to central issues and basic techniques
in the conduct of research in sociology.

Syllabus: The course examines basic issues
and methods of social research using examples
from a number of sociological works. It
covers elementary aspects of the philosophy of
science, the relationship between research and
theory, study design and sampling, and the
main approaches to doing sociological
research, including social surveys, experiments
and quasi-experiments, field research and
participant observation, and unobtrusive
methods. Students are made familiar with the

concepts of reliability and validity, with specific techniques of data-gathering (such as interviews, questionnaires, etc.) and with the measurement devices appropriate for particular tasks (e.g., various types of attitude measurement). The course covers differing approaches to data analysis, in particular various techniques for handling confounding variables and the construction of simple causal models. There is also material on the sources and problems of validity of certain major types of data, such as aggregate data and official data like crime statistics, wealth data and basic demographic statistics. Students work collectively throughout the year on a research project that involves the collection of data by questionnaire and their analysis using the computer.

Pre-Requisites: Students must be concurrently taking, or must have completed, the course SM202 **Statistical Methods for Social Research** (or an equivalent course).

Teaching Arrangements: The course comprises a series of twenty lectures, ten fortnightly workshops classes, and twenty-four weekly classes in small groups.

Lectures: SA115 **Methods of Social Investigation** 20 Michaelmas and Lent Terms. **Workshop Classes:** So103 **Issues and Methods of Social Research** 10 Michaelmas and Lent Terms (fortnightly starting in the second week of the Michaelmas Term).

Classes: So103 **Issues and Methods of Social Research** 24 Sessional.

The lectures provide a comprehensive coverage of topics in the syllabus. The fortnightly workshop classes aim to co-ordinate practical work on the projects and to show how lecture material can be applied to the project. In the weekly classes there will be sixteen devoted to the project and eight to topics selected directly from the syllabus. Students should note that the lectures, the workshop classes and the weekly classes are all essential parts of the course.

Written Work: There is a compulsory assignment entailing the answering of four or so short essay-questions that is distributed at the end of the Michaelmas Term and this must be handed to the student's class tutor by the end of the first full week of the Lent Term. There is also a compulsory research report that contributes to the examination for the course.

Reading List: There is no single textbook that covers the content of the whole course but students are encouraged to buy:

L. H. Kidder, *Research Methods in Social Relations* (4th edn.).

Other useful textbooks are:

K. D. Bailey, *Methods of Social Research*; H. M. Blalock, Jr., *An Introduction to Social*

Research; D. P. Forcese & S. Richer (Eds.), *Stages of Social Research*; C. Marsh, *The Survey Method*; C. A. Moser & G. Kalton, *Survey Methods in Social Investigation* (2nd edn.); D. Nachmias & C. Nachmias, *Research Methods in the Social Sciences*; A. Orenstein & W. R. F. Phillips, *Understanding Social Research*; G. Rose, *Deciphering Sociological Research*; M. Shipman, *The Limitations of Social Research*; H. W. Smith, *Strategies of Social Research*; M. Stacey, *Methods of Social Research*.

Supplementary Reading List: C. Bell & H. Newby (Eds.), *Doing Sociological Research*; M. I. A. Bulmer (Ed.), *Sociological Research Methods*; J. Bynner & K. M. Stribley (Eds.), *Social Research: Principles and Procedures*; J. A. Davis, *Elementary Survey Analysis*; L. Festinger & D. Katz (Eds.), *Research Methods in the Behavioral Sciences*; W. J. Goode & P. K. Hatt, *Methods in Social Research*; P. Hammond (Ed.), *Sociologists at Work*; G. Hoinville, R. Jowell & Associates, *Survey Research Practice*; P. F. Lazarsfeld & M. Rosenberg (Eds.), *The Language of Social Research: A Reader in the Methodology of Social Research*; R. Mayntz, K. Holm & P. Hoebner, *Introduction to Empirical Sociology*; D. C. Miller, *Handbook of Research Design and Social Measurement*; A. N. Oppenheim, *Questionnaire Design Attitude Measurement*; S. L. Payne, *The Art of Asking Questions*; B. Phillips, *Social Research: Strategies and Tactics*; M. W. Riley, *Sociological Research: A Case Approach*; M. Rosenberg, *The Logic of Survey Analysis*; M. Shipman (Ed.), *The Organisation and Impact of Social Research*; J. Silvey, *Deciphering Data*; E. J. Webb, D. T. Campbell, R. D. Schwartz and L. Sechrest, *Unobtrusive Measures*; H. Zeisel, *Say It With Figures* (5th edn.).

Examination Arrangements: There is a conventional three-hour written examination in the Summer Term that is based on the full syllabus. The paper contains twelve or so questions, of which four are to be answered. All questions carry the same marks. Seventy per cent of the total assessment for the course is based on this examination.

The remaining 30 per cent is awarded for the student's report of the research project. This latter assignment is given towards the end of the Lent Term and the completed report must be handed to the Examinations Office by 1 May.

So5809

Social Structure of Modern Britain

Teacher Responsible: Dr. Colin Crouch, Room A351 (Secretary, Miss Josephine Johnson, S779)

Course Intended Primarily for B.Sc. (Econ.) Part II; B.Sc. course units main fields Sociology, Social Psychology; B.Sc. Social Science and Administration; Diploma in Social Policy and Administration; Diploma in Trade Union Studies.

Scope: The aim is to introduce students to the main contributions of sociological knowledge to the study of post-war British society. This will be achieved by considering some of the main problems which are considered to affect that society. The course is strongly empirical and makes use of quantitative material.

Syllabus: An examination of academic evidence relevant to some of the major issues confronting British society including industrial decline, inequality, political uncertainty, the fact of a multi-cultural society and the role of the mass media. This involves discussion of social stratification and mobility; occupational structure and the distribution of income; industrial structure and wealth ownership; industrial relations; education; the state, including the welfare state; demographic patterns and family structure; religion, patterns of settlement and housing tenure; and race relations.

Pre-Requisites: While constructed primarily for first and second year undergraduates reading for the B.Sc. course units degree in sociology and for the B.Sc. Econ. Part II special subject sociology, the course does not assume a detailed knowledge for sociology. It is intended to be suitable as an outside option for undergraduates reading for a range of other degrees, and for students taking the Diploma in Trade Union Studies. Overseas students, including those on single-year or single-term courses, may find it a useful means of improving their knowledge of British society.

Teaching Arrangements: There are 30 lectures (So120) (20 in Michaelmas Term; 10 in Lent) supplemented by 15-20 classes. Most of the lectures are given by Dr. Crouch, but the following are also involved:

Mr. Langford (Demography) (Room A341)

Professor Martin (Religion) (Room S777)

Dr. Swingewood (Culture) (Room A352)

Classes (So120a) will be taken by teachers in the department of sociology, except for those reading for the B.Sc. in Social Science and Administration, whose classes are organised by that department. During the Summer Term

special tuition will be provided for General Course students taking this option.

Written Work: In addition to the presentation of class papers, each student attending classes should expect to present a short essay on a topic within the course to his/her class teacher during both the Michaelmas and Lent Terms.

Reading List: *Basic Reading.*

*P. Abrams (Ed.), *Work, Urbanisation and Inequality*; A. B. Atkinson, (Ed.), *Wealth, Income and Inequality*; M. Banton, *Racial Minorities*; F. Blackaby (Ed.), *De-Industrialisation*; R. M. Blackburn & M. Mann, *The Working Class in the Labour Market*; W. Brown, *The Changing Contours of British Industrial Relations*; D. Butler & D. Stokes, *Political Change in Britain* (2nd edn.); H. A. Clegg, *The Changing System of Industrial Relations in Great Britain*; P. R. Cox, *Demography*; C. J. Crouch, *The Politics of Industrial Relations* (2nd edn.); A. Francis, "Families, firms and finance capital; the development of U.K. industrial firms with particular reference to their ownership and control", *Sociology*, 14, 1, 1980; J. H. Goldthorpe, *Social Mobility and Class Structure in Modern Britain*; I. Gough, *The Political Economy of the Welfare State*; *A. H. Halsey, *Change in British Society*; A. H. Halsey et al., *Origins and Destininations*; A. Heath, *Social Mobility*; E. Hobsbawm, *Industry and Empire*; T. J. Johnson, *Professions and Power*; D. Kavanagh (Ed.), *The Politics of the Labour Party*; J. Le Grand, *The Strategy of Equality*; D. A. Martin, *A Sociology of English Religion*; *T. Noble, *Structure and Change in Modern Britain*; A. Oakley, *A Sociology of Housework*; K. Roberts et al., *The Fragmentary Class Structure*; R. Rose, *Politics in England* (3rd edn.); G. Routh, *Occupation and Pay in Great Britain, 1906-1970*; J. Scott, *Corporations, Classes and Capitalism*; A. Sked & C. Cooke, *Post-War Britain: a Political History*; D. J. Smith, *The Facts of Racial Disadvantage*; P. Stanworth & A. Giddens (Eds.), *Elites and Power in British Society*; A. Stewart et al., *Social Stratification and Occupations*; P. Townsend, *Poverty in the United Kingdom*; *J. Westergaard & H. Resler, *Class in a Capitalist Society*; M. J. Wiener, *English Culture and the Decline of the English Spirit 1850-1980*; R. Williams, *The Long Revolution*; M. Young & P. Wilmott, *The Symmetrical Family*.

*indicates the most useful general references. Further reading will be given with the lecture course outline.

Examination Arrangements: Those taking this course as part of the B.Sc. course unit or B.Sc. Econ. degree will be examined by means of three essays written during the Easter

vacation. The essays, which are chosen from an extensive list of questions, must be of less than 2,000 words each.

So5810

Social and Moral Philosophy

Teacher Responsible: Eileen Barker, Room S684 (Secretary, Jean Ridyard, A451)

Course Intended Primarily for B.Sc. c.u. main fields Sociology, Social Psychology, B.Sc. (Econ.) Part II Special Subject Sociology, but open to all students, if their depts. agree.

Scope: The course is designed to introduce awareness of philosophical problems, particularly those concerned with knowledge and ethics, which are of relevance to the social scientist.

Syllabus: Introduction to concepts concerning the nature of knowledge, reality and ethics. Brief description of the thought of some of the classical philosophers.

Elementary principles and fallacies in logical thought.

Discussion of problems in descriptions and explanations of social behaviours.

An introduction to moral philosophies, especially those of Kant and the Utilitarians. Discussion of the relationship between science and values.

Pre-Requisites: No background knowledge is necessary.

Teaching Arrangements: Lectures: So111: 10 Michaelmas Term and 10 Lent Term. Lectures which involve considerable student participation, given by Eileen Barker.

Classes: So111a: 10 Michaelmas Term and 10 Lent Term, taken by David Martin.

Written Work: Students are expected to do some simple logical exercises for the lectures and to provide at least one class paper per term.

Reading List: J. Hospers, *An Introduction to Philosophical Analysis*; J. Hospers, *Human Conduct*; B. Russell, *Problems of Philosophy*; B. Russell, *A History of Western Philosophy*; A. MacIntyre, *A Short History of Ethics*; K. Popper, *Conjectures and Refutations*, Ch. 1; K. Popper, *The Poverty of Historicism*; A. Ryan, *The Philosophy of the Social Sciences*; M. Lessnoff, *The Structure of Social Science: A Philosophical Introduction*; E. Gellner, *Thought and Change*; E. Gellner, *Legitimation and Belief*.

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.

Examination Arrangements: Three-hour formal examination in Summer Term, 12-16

questions, four to be attempted. Also an optional essay which can upgrade borderline examination results, but cannot lower marks.

So5820

So6962

Comparative Social Structures I

Teacher Responsible: Dr. L. Sklair, Room A350 (Secretary, Mrs. Y. Brown, S686)

Course Intended Primarily for B.Sc. c.u. main field Soc. 2nd year; B.Sc. (Econ.) Part II; B.Sc. c.u. Anth. and Med. Hist.; Dip. Soc. Normally students will have successfully completed **Introduction to Sociology** (So100). **Scope:** The comparative sociology of pre-industrial societies.

Syllabus: Problems of comparative method in the analysis of social structure. The contributions of the main sociological schools on this issue; the analysis in terms of modes of production and systems of domination of the major types of complex pre-industrial societies; slavery, caste, feudalism, oriental; sex inequality.

Teaching Arrangements: The course will consist of 24 lectures (So104) and a weekly class (So104a). The class lists are posted on the notice boards on the Ground Floor of the Main Building. The lectures will provide an account of the main theories and a survey of the main sources for each of the areas to be covered in the course, while the classes will look in detail at the specific topics listed in the attached "Class Topics" reading list.

Written Work: Students will be expected to prepare one or more class papers and these will normally be revised in light of the class discussion and handed in to be marked by class teachers. Some topics may extend over more than one week.

Reading List: Lecture Course: The following list contains a selection of books that will serve as a sound introduction to one or more parts of the course. Students are strongly advised to buy and study at least one of these. References to the relevant works of Marx, Weber and Durkheim, and to the literature on substantive problems will be given in the lectures. Specific topic references will be found in class reading lists.

P. Abrams, *Historical Sociology*; P. Anderson,

Passages from Antiquity to Feudalism; Lineages of the Absolutist State; S. Andreski, *Elements of Comparative Sociology*; A. Bailey & J. Llobera (Eds.), *The Asiatic Mode of Production*; M. Bloch, *Feudal Society*; S. Eisenstadt, *Political System of Empires*; A. Etzioni & F. Dubow (Eds.), *Comparative Perspectives*; L. Dumont, *Homo Hierarchicus*; B. Hindess & P. Q. Hirst, *Pre-Capitalist Modes of Production*; R. Hilton (Ed.), *Transition from Feudalism to Capitalism*; E. Hobsbawm, "Introduction" to K. Marx, *Pre-Capitalist Economic Formations*; R. Marsh, *Comparative Sociology*; T. Parsons, *The Evolution of Societies*; M. Rosaldo & L. Lamphere (Eds.), *Women, Culture and Society*; I. Vallier (Ed.), *Comparative Methods in Sociology*; D. Warwick & S. Osherson (Eds.), *Comparative Research Methods*; K. Wittfogel, *Oriental Despotism*; A. Weinstein & F. Gatell (Eds.), *American Negro Slavery*.

Examination Arrangements: The examination will consist of a three hour unseen written paper in which three questions must be answered. The examination paper will be based on the topics covered in the "Class Topics" list.

So5821

Sociological Theory

Teacher Responsible: Dr. Michael Mann, Room S778 (Secretary, Mrs. Yvonne Brown, S686)

Course Intended Primarily for B.Sc. c.u. main fields Soc. 2nd year, Soc. Anth. 2nd year; B.Sc. (Econ.) Part II; B.Sc. S.S. and A.; M.Sc.; Dip. Soc.

Syllabus: An introduction to the main varieties of classical and modern sociological theory, concentrating on three tasks: what are the principal arguments of the classic texts, to what problems and changes in the real world were the theories a response, and what relevance do they have in the contemporary world? The principal theorists and schools considered are: Marx, Weber, Durkheim, Parsons and normative functionalism, symbolic interactionism, phenomenology and contemporary Marxism.

Teaching Arrangements: Lectures: So106 Twenty lectures, weekly in Michaelmas and Lent Terms.

Classes: So106(a) Twenty classes, weekly in Michaelmas and Lent Terms.

Reading List: (a) General Secondary Sources R. Aron, *Main Currents in Sociological Theory* (2 vols.); L. Coser & B. Rosenberg (Eds.), *Sociological Theory*; L. Coser, *Masters of Sociological Theory*; T. Parsons, *The Structure of Social Action* (2 vols.); A. Giddens,

Capitalism and Modern Social Theory; R. Nisbet, *The Sociological Tradition*; A. Gouldner, *The Coming Crisis of Western Sociology*; J. H. Turner, *The Structure of Sociological Theory*.

(b) Primary Sources

It is important that the student read at least one substantial work by each of the principal classic writers.

For Marx either *Capital*, Vol. 1 or Vol. III or one of several one-volume collections of his shorter works.

For Weber either *The Theory of Economic & Social Organization* or one of the Sociology of Religion Volumes (*The Protestant Ethic, The Religion of China, The Religion of India*).

or Gerth & Mills (Eds.), *From Max Weber*. For Durkheim either *The Division of Labour in Society* or *The Elementary Forms of the Religious Life*.

Examination Arrangements: One three-hour formal examination in the Summer Term, based on the whole syllabus of the lecture course and the classes. Students are requested to answer three from about fifteen questions.

So5830

So6963

Comparative Social Structures II

Teachers Responsible: Mr. Michael Burrage (Course Convenor), Room A375 (Secretary, Jenny Law, A453);

Dr. Colin Crouch, Room A351 (Secretary, Miss Josephine Johnson, S779); Professor E. A. Wrigley, Room A328 (Secretary, A326)

Course Intended Primarily for B.Sc. Soc. course units (Sociology); B.Sc. Econ. (Sociology); M.Sc. in Sociology, supplementary to Course So162, (**Social Structure of Industrial Societies**); Dip. Soc.

Scope: The aim of the course is to review, making extensive use of comparisons between societies, the main theories related to (a) the industrialisation of the major industrial societies and (b) their more recent development.

Syllabus: The first parts of the course will outline major features in the development of the political, economic and social institutions of four modern societies, and discuss sociological interpretations thereof. In the final part, these institutions will be examined in more detail in comparative perspective. Since the syllabus covers a very wide area, students will be permitted to specialise to some degree, and class discussions and examination papers will provide for this.

Pre-Requisites: Undergraduates specialising in sociology normally take this course in their final year. Students taking the course as an outside option should have followed an introductory course in sociology.

Teaching Arrangements: The lectures are in three parts: first, two lectures by Professor Wrigley on the demographic context of industrialisation; second, eleven lectures by Mr. Burrage on the development of an industrial order in Britain, France, Russia and the United States; third twelve lectures by Dr. Crouch on the major developments affecting advanced industrial societies. The lectures extend until the early part of the Summer Term.

Classes covering material in the first two parts will be conducted by Mr. Burrage in Michaelmas and Lent Terms, those covering part three will be conducted by Dr. Crouch in the Lent and Summer Terms.

A lecture outline with bibliography will be provided at the first lecture, and additional material will be available for classes.

Lectures: So105, Sessional, 25

Classes: So105a, Sessional, 20

Written Work: In addition to the presentation of class papers, each student attending classes should expect to present a short essay on a topic within the course to his/her class teacher during both the Michaelmas and Lent Terms.

Reading List: The following represents a minimal list:

D. Bell, *The Coming of Post-Industrial Society*; R. Bendix, *Work and Authority in Industry*; R. Bendix, *Nation-Building and Citizenship*; S. Berger & M. Piore, *Dualism and Discontinuity in Industrial Societies*; J. Gershuny, *After Industrial Society?*; A. Giddens, *Class Structure of the Advanced Societies*; A. Giddens & D. Held (Eds.), *Class, Power and Conflict*; C. P. Lindblom, *Politics and Markets*; S. M. Lipset & S. Rokkan, *Party Systems and Voter Alignments*; B. Moore, *Social Origins of Dictatorship and Democracy*; P. Schmitter & G. Lembruch (Eds.), *Trends Towards Corporatist Intermediation*; A. Shonfield, *The Use of Public Power*; T. Skocpol, *States and Social Revolutions*.

Examination Arrangements: There is a three-hour advanced notice examination in the Summer Term, in which four out of about 16 questions must be answered.

So5860

The Social Structure of the Soviet Union

Teacher Responsible: Dr. E. A. Weinberg, Room S666 (Secretary, Jenny Law, A453)

Course Intended Primarily for B.Sc. c.u. main field Sociology (2nd or 3rd years), B.Sc. (Econ.) Part II; M.Sc.

Scope: Major aspects of Soviet social structure will be examined in relation to problems of industrialisation and social change. The course draws on a wide range of contemporary materials, but places these within an historical perspective.

Syllabus: Particular attention will be given to the analysis of: population and the family, urban and rural structure, the distribution of power, the economy, collectivisation, social stratification and mobility, the education system, social welfare, trade unions, religion, nationalities, and the military. Problems of information, the role of ideology, cohesion, conflict and social change will also be discussed. The course will also include the comparative analysis of the Soviet Union as a model of industrialisation.

Pre-Requisites: A knowledge of introductory sociology is assumed. Knowledge of the Russian language is *not* necessary.

Teaching Arrangements: The lectures and classes are given by Dr. Weinberg and as such are entirely integrated.

Lectures: 20 Michaelmas and Lent Terms (So121)

Classes: 20 Michaelmas and Lent Terms (So121a)

Written Work: Each student is required to produce several papers for class presentation throughout the year.

Reading List: The following should be consulted for relevant topics throughout the course:

C. Black (Ed.), *The Transformation of Russian Society*; F. Fléron (Ed.), *Communist Studies and the Social Sciences*; A. Inkeles, *Social Change in Soviet Russia* (essays); A. Inkeles & K. Geiger (Eds.), *Soviet Society: a book of readings*; A. Kassof (Ed.), *Prospects for Soviet Society*; D. Lane, *Politics and Society in the USSR*; E. A. Weinberg, *Development of Sociology in the Soviet Union*; A. Brown & M. Kaser, *The Soviet Union Since the Fall of Khrushchev*; J. Pankhurst & M. P. Sacks, *Contemporary Soviet Society*.

Examination Arrangements: There is a three-hour formal examination in the Summer Term. Out of 12 or 13 questions, three are to be answered.

So5861

The Development of Modern Japanese Society

Teacher Responsible: Professor Keith Thurley, Room H707 (Secretary, Mrs Ann Morris, H707)

Course Intended Primarily for undergraduates taking the B.Sc. (Econ.) and B.Sc. (Sociology) in the second or third year of study. The course can be taken by others, including post-graduates and General Course students.

Scope: (a) To introduce students to the main patterns of the development of the modern Japanese state and its economic and social institutions since 1600; (b) To discuss the factors behind this development; (c) To examine a range of social, economic and political topics characterising Japan since 1945, discussing the significance of differences with other advanced industrial societies.

Syllabus: Culture, social structure and social change; Japanese ideas and assumptions. Social and economic change in the Tokugawa period. The development of political and industrial elites. Social change in agrarian communities. Urban development in Japan. Educational policy and the educational revolution. The development of large scale organisation and managerial ideology. The growth of the labour unions and the post-war industrial relations system. The labour market and changes in occupational structure. The dynamics of growth and the nature of Japanese capitalism. Social discrimination and social deviance. Democracy and the party system. The internationalisation of Japan. Japan as a case in the convergence debate.

Pre-Requisites: No prior knowledge of Japanese history is assumed, nor knowledge of Japanese language required (although, of course, useful).

Teaching Arrangements: Lectures (So122): twenty-four

Classes: (So122a): twenty-four

Written Work: Students will prepare seminar papers for discussion from the third week of the course. Two essays will be prepared from these papers, one in each of the first two terms.

Reading List: A detailed bibliography, topic by topic, will be given. Major reference books include:

R. P. Dore (Ed.), *Aspects of Social Change in Modern Japan*, 1967; H. Patrick & H. Rosovsky (Eds.), *Asia's New Giant*, 1976; H. Patrick (Ed.), *Japanese Industrialisation and its Social Consequences*, 1976; R. J. Smith & R. K. Beardsley (Eds.), *Japanese Culture, Its Development and Characteristics*, 1963; R. Clark, *The Japanese Company*, 1979; K. Taira, *Economic Development and the Labor Market*

in Japan, 1970; J. Hirschmeier & T. Yui, *The Development of Japanese Business 1600-1973*, 1975; R. P. Dore, *British Factory, Japanese Factory*.

Examination Arrangements: One three-hour paper, with approximately twelve questions. Four questions to be answered.

So5862

Social Structure and Politics in Latin America

Teacher Responsible: Dr. Ian Roxborough, Room S687 (Secretary, Ms. Jenny Law, A453, Ext. 454)

Course Intended Primarily for B.Sc. Sociology; B.Sc. (Econ.) Sociology.

Scope: The social bases of politics in Latin America in the twentieth century.

Syllabus: The Michaelmas Term will be devoted to a survey of the historical development of social structures and political processes in the major countries of the region. The remainder of the course will analyse variations in social structure and politics between various Latin American countries, focussing on: dominant classes, working class, peasantry, the state, the military, multinational corporations, etc.

Teaching Arrangements: 23 lectures and classes (So123 and So123a).

Reading List: F. S. Weaver, *Class, State and Industrial Structure*, Greenwood Press, 1980; B. Kean & M. Wasserman, *A Short History of Latin America*, 1980; R. Chilcote & J. Edelstein (Eds.), *Latin America: the Struggle with Dependency and Beyond*, 1974; F. H. Cardoso & E. Faletto, *Dependency and Development in Latin America*, 1979; A. Lowenthal (Ed.), *Armies and Politics in Latin America*, 1976.

Supplementary Reading List: A more detailed reading list is available from Dr. Roxborough or his secretary.

Examination Arrangements: A three-hour examination in June. Three questions to be answered.

NB. This course will be given in alternate years only starting 1986/87.

Political Sociology

Teachers Responsible: Dr. C. T. Husbands, Room S879 (Secretary, Jenny Law, A453) and Mr. A. W. G. Stewart, Room S876 (Secretary, Yvonne Brown, S686)

Course Intended Primarily for students in the B.Sc. course unit, main fields Sociology or Social Psychology (second or third years), B.Sc. (Econ.), Part II, special subject Sociology (second or third years), or M.Sc. in Sociology.

Scope: The aim of the course is to discuss relevant theoretical and empirical issues in order to introduce the range of problems that define the field of political sociology.

Syllabus: The course presents competing views regarding the nature and scope of political sociology. This involves the analysis of power and the role attributed to power and/or politics within some major sociological paradigms. The distinction between authority and domination is presented. There is a discussion of the analysis of the state and the problem of sociological reductionism; the fascist state as an exceptional form of the capitalist state is also analysed.

A further major focus is the role of classes and elites in the political process and the role of organisation in political activity, which relates to group theory and the development of pluralism. The distribution of power in capitalist and socialist societies is discussed. Further specific topics discussed include the analysis of community power, varying approaches to the study of ideology, the analysis of the mass support received by fascism and Nazism and by post-war neo-fascism in Britain and western Europe. The course also focuses upon more empirical and contemporary issues of mass politics, including the changing nature of political participation, political socialisation, the depth of issue-awareness in western electorates and the changing dynamics of voting behaviour, especially in Great Britain.

Pre-Requisites: Students are normally expected to have taken So100: *Introduction to Sociology* or to be able to present evidence of equivalent knowledge. However, in special circumstances exceptions may be made to this formal requirement.

Teaching Arrangements: There is a lecture course and a series of twenty-two compulsory weekly classes. There is some flexibility in the division of lecturing between Dr. Husbands and Mr. Stewart. In general, however, the lectures in the first part of the course will be

So5880

given by Mr. Stewart and those in the second part by Dr. Husbands.

Depending upon the number of students registered in the course, Dr. Husbands and Mr. Stewart each take a weekly class.

Lectures: So130 *Political Sociology*, 20 Michaelmas and Lent Terms

Classes: So130a 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. Aron, *Main Currents in Sociological Thought*, Vol. I; T. B. Bottomore, *Elites and Society*; D. Butler & D. Stokes, *Political Change in Britain* (2nd edn.); H. H. Gerth & C. W. Mills (Eds.), *From Max Weber: Essays in Sociology*; J. H. Meisel (Ed.), *Pareto and Mosca*; R. Michels, *Political Parties*; N. Poulantzas, *Political Power and Social Classes*.

Supplementary Reading List: N. Abercrombie, S. Hill & B. S. Turner, *The Dominant Ideology Thesis*; P. Anderson, *Considerations on Western Marxism*; D. Apter (Ed.), *Ideology and Discontent*; P. Bachrach, *The Theory of Democratic Elitism: A Critique*; R. Bahro, *The Alternative in Eastern Europe*; D. Beetham, *Max Weber and the Theory of Modern Politics*, Chapters 1 to 5, 8, 9; M. Billig, *Fascists*; I. Budge, I. Crewe & D. Fairlie (Eds.), *Party Identification and Beyond*; R. E. Dowse & J. A. Hughes, *Political Sociology*; A. Effrat (Ed.), *Perspectives in Political Sociology*; D. Kavanagh (Ed.), *The Politics of the Labour Party*; W. Laqueur (Ed.), *Fascism: A Reader's Guide*; J. Larrain, *The Concept of Ideology*; S. M. Lipset, *Political Man*; R. T. McKenzie, *British Political Parties* (2nd edn.); R. T. McKenzie, and A. Silver, *Angels in Marble*; L. W. Milbrath, *Political Participation*; R. Miliband, *The State in Capitalist Society*; R. Miliband, *Marxism and Politics*; L. Minkin, *The Labour Party Conference*, (new edn.); T. Nairn, *The Break-up of Britain*; D. Nicholls, *Three Varieties of Pluralism*; N. H. Nie, S. Verba & J. R. Petrocik, *The Changing American Voter*, (enl. edn.); F. Parkin, *Marxism and Class Theory*; N. W. Polsby, *Community Power and Political Theory* (2nd edn.); P. G. J. Pulzer, *Political Representation and Elections in Britain* (3rd edn.); R. Rose (Ed.), *Studies in British Politics* (3rd edn.); R. Rose (Ed.), *Electoral Participation*; R. Rose, *Class Does Not Equal Party*; M. Rush & P. Althoff, *An Introduction to Political Sociology*; R. Skidelsky, *Oswald Mosley*.

Examination Arrangements: Assessment is entirely by a conventional three-hour written examination in the Summer Term that is based on the full syllabus. The paper contains

nineteen or so questions, of which three must be answered. All questions carry the same maximum of marks.

So5881

Political Processes and Social Change

Teacher Responsible: Mr. A. W. Stewart, Room S876 (Secretary, Mrs. Yvonne Brown, S686)

Course Intended Primarily for B.Sc. c.u. main field Soc.; B.Sc. (Econ.) Part II; M.Sc.

(Complementary to the graduate seminar *Political Stability and Change*).

Scope: The aim of the course is to familiarise students with major concepts and theories concerned with the role of political processes in relation to different patterns of social change.

Syllabus: Role attributed to political processes in different theories of social change; sociological theories of state development; the process of state formation and its relation to other social forces; social determinants of major modern political regimes; patterns of political change in relation to modernisation and industrialisation; relations between the state, industrialisation and the development of labour movements; major types of social and political movements; movement and regime in the development of fascism; politics and social change in the study of revolution; continuity and change in post-revolutionary situations.

Pre-Requisites: Primarily an interest in the integration of the theory and empirical materials. Some familiarity with basic sociological theory would be of assistance.

Teaching Arrangements: Teaching is by a complementary and entirely integrated series of twenty-one lectures and twenty-one classes. Lectures: So131 *Political Processes and Social Change* — Sessional.

Classes: So131(a) *Political Processes and Social Change* — Classes Sessional.

Written Work: Every member of the class may expect to present two class papers in order to facilitate discussion of the relevant topics.

Reading List: No one book covers the entire syllabus. However, students will find it very helpful to buy the following books which throw light on a variety of topics discussed in the syllabus.

B. Moore, *Social Origins of Dictatorship and Democracy*; T. Skocpol, *States and Social Revolutions*; P. Abrams, *Historical Sociology*. The following books illuminate central themes and problems for relevant sections of the course.

P. Anderson, *Lineages of the Absolutist State*,

part 1 sections 1 and 2 (beginning of Michaelmas Term); C. Tilly, *The Formation of Nation-States in Western Europe*, pp. 601-638 (first half of Michaelmas Term); I.

Wallerstein, *The Modern World System*,

Introduction and chap. 7 (first half of

Michaelmas Term); G. Poggi, *The*

Development of the Modern State, chaps. iv

and v (first half of Michaelmas Term); E.

Hobsbawm, *Primitive Rebels*, chaps. 1-5

(middle of Michaelmas Term); R. Bendix,

Nation-Building and Citizenship, chaps. 1, 2

and 3 (second half of Michaelmas Term); G.

Roth, *The Social Democrats in Germany* (end

of Michaelmas Term); P. Anderson, "Origins

of the Present Crisis" in *Towards Socialism*

(Ed. Anderson and Blackburn) — 2 offprint

copies of this article are available in the

Teaching Library (end of Michaelmas Term).

A. Stewart, "Political Movements and

Political Participation" *British Political*

Sociology Yearbook, Vol. 3 (first half of Lent

Term); M. Kitchen, *Fascism* (first half of Lent

Term); T. Parsons, "Democracy and Social

Structure in Pre-Nazi Germany", and "Some

Sociological Aspects of Fascist Movements"

in *Essays on Sociological Theory* (first half of

Lent Term); A. Gerschenkron, *Bread and*

Democracy in Germany; T. W. Mason, "The

Primacy of Politics — Politics and Economics

in National Socialist Germany" in *The Nature*

of Fascism, Ed. S. J. Woolf; B. Moore Jr.,

Injustice, chaps. 8-11; A. Gerschenkron,

Economic Backwardness in Historical

Perspective; A. S. Cohen, *Theories of*

Revolution (second half of Lent Term); L.

Kaplan (Ed.), *Revolutions: A Comparative*

Study, esp. Introduction and Part I (second

half of Lent Term); B. Moore, *Soviet Politics:*

The Dilemma of Power (second half of Lent

Term).

Examination Arrangements: There is a three-

hour formal examination in the Summer Term

based on the full syllabus. The paper will

consist of approximately twelve questions of

which candidates are required to answer three.

So5882
Industrialization and Theories of Social Change

Teacher Responsible: Dr. Ian Roxborough, Room S687 (Secretary, Ms. Jenny Law, A453, Ext. 454)
Course Intended Primarily for B.Sc. Sociology and B.Sc. (Econ.) Part II Sociology.
Scope: Social change in the third world.
Syllabus: The course will deal with political and social processes in selected third world societies. It will include such topics as urbanization, agrarian structure, peasant movements, urban class formation, political mobilization, revolutions, the state, military intervention in politics, nationalism, ethnicity and ideology. Empirical materials will be drawn primarily from Latin America, the Middle East and Africa.

Teaching Arrangements: 20 lectures (So132) will be given by Dr. Ian Roxborough (Latin America) and Dr. A. D. Smith (Africa and the Middle East), with classes (So132a).

Reading List: B. Keen & M. Wasserman, *A Short History of Latin America*, Houghton Mifflin, 1980; D. Collier (Ed.), *The New Authoritarianism in Latin America*, Princeton University Press; I. Roxborough, *Theories of Underdevelopment*, Macmillan, 1979; A. Lowenthal (Ed.), *Armies and Politics in Latin America*, Holmes and Meier, 1976; M. Halpern, *The Politics of Social Change in the Middle East and North Africa*, Princeton, 1963; I. Wallerstein, (Ed.), *Social Change, the Colonial Situation*, Wiley, 1966; I. L. Markovitz, *Class and Power in Africa*, Prentice-Hall, 1977; G. Arrighi & J. Saul, *Essays on the Political Economy of Africa*, Monthly Review Press, 1973; A. D. Smith, *State and Nation in the Third World*, Harvester, 1983.

Supplementary Reading List: A more detailed list is available from Dr. Roxborough or secretary.

Examination Arrangements: A three-hour examination in June, divided into two parts (Africa and the Middle East, and Latin America), three questions to be answered, at least from each part.

So5883
Theories and Problems of Nationalism

Teacher Responsible: Dr. A. D. Smith, Room S664 (Secretary, J. Ridyard, A451, Ext. 295)
Course Intended Primarily for B.Sc. Sociology, B.Sc. (Econ.) Sociology and B.Sc. (Econ.)

International Relations.
Scope: Investigations into various problems of nationalism and nation-states in their historical, sociological and international aspects, and a consideration of the main theories of their origin and diffusion in Europe and the Third World.

Syllabus: The aspects considered cover four main areas:

1. Theories of nationalism and modernisation, including relations between nations and classes, language and religion, and the role of communications and the state;
2. Aspects of race and ethnicity, and the rise of fascism.
3. Nationalism and the international system, including problems of dependency, secession and self-determination;
4. Relations between nationalism and communism, notably in the Soviet Union and Eastern Europe.

Pre-Requisites: A suitable course in Anthropology, Sociology, Political Science, International Relations and International History.

Teaching Arrangements: 20 lectures (So133) will be given by:

Dr. A. D. Smith on Theories of Nationalism; Professor P. Cohen on Race, Ethnicity and Fascism;

Mr. G. Schöpflin on Nationalism and Communism;

Mr. J. Mayall on Nationalism and the International System.

These will be supported by weekly classes (So133a) following the lectures given by the relevant lecturer, with revision classes in the Summer Term.

Reading List: A. Cobban, *National Self-determination*, Oxford UP, 1945; E. Kedourie, *Nationalism*, Hutchinson, 1960; E. Gellner, *Thought and Change*, Weidenfeld & Nicolson, 1964; H. Kohn, *The Idea of Nationalism*, Macmillan, 1967; N. Glazer & D. Moynihan (Eds.), *Ethnicity, Theory and Experience*, Harvard UP, 1975; H. Seton-Watson, *Nations and States*, Methuen, 1977; T. Nairn, *The Break-up of Britain*, New Left Books, 1977; L. Tivey (Ed.), *The Nation-State*, Martin Robertson, 1980; J. Breuilly, *Nationalism and the State*, Manchester UP, 1982; A. D. Smith, *Nationalism in the Twentieth Century*, Martin Robertson, 1979; A. D. Smith, *The Ethnic Revival*, Cambridge UP, 1981; A. D. Smith, *Theories of Nationalism* (2nd edn.), Duckworth, 1983.

Supplementary Reading List: A more detailed reading list is available from Dr. Smith or secretary.

Examination Arrangements: A three-hour exam in June, divided into a Sociology and a

Politics/History section, four questions to be answered with at least one question to be answered from each section.

So5915
Race Relations and Minority Groups

(not available 1983-84)

Prospective students should contact

Mr. J. Carrier, Room A268 (Secretary, Miss G. Grant, A240)

So5916
Urban Sociology
(Not available 1983-84)

Teacher Responsible: Dr. C. T. Husbands, Room S879 (Secretary, Jenny Law, A453)

Course Intended Primarily for students in the B.Sc. course unit main field Sociology (second or third years) and B.Sc. (Econ.) Part II, special subject Sociology (second and third years).

Scope: The aim of the course is to teach students both about the intellectual origins of urban sociology and also about contemporary theoretical debates and empirical research in the subject.

Syllabus: This course both analyses social and economic phenomena that have differential distributions in urban space and it also examines the role of space in mediating urban social relationships.

Subjects covered under the first of these categories include: contributions to the study of human ecology by the Chicago School, later developments in ecological analysis, the role of urban renewal and slum clearance in affecting urban ecology, and the contributions of the recently developed Marxist school or urban analysis. There are also discussions of the dimensions of the 'inner-city problem', of the dynamics of residential segregation by race, and of race differentials in access to urban housing and employment.

Under the second category of subject matter the course examines such issues as urban crowding, territoriality in an urban environment, racist voting behaviour, defensible space, and related issues in the sociology of housing design.

There is a small compulsory project in which students use the computer to perform an exercise in factorial ecology upon census data for Greater London; no previous

acquaintance with the computer is required.
Pre-Requisites: Students are normally expected to have taken So100: *Introduction to Sociology* or to be able to present evidence of equivalent knowledge. However, in special circumstances exceptions may be made to this requirement.
Teaching Arrangements: There is a lecture course and a series of twenty-two weekly classes.

Lectures: So134 *Urban Sociology* 22 sessional
Classes: So134a 22 sessional

Written Work: For the classes students take turns to prepare essays on themes connected with the lecture course; these essays are presented to the class for criticism and discussion.

Reading List: E. W. Burgess & D. J. Bogue, *Contributions to Urban Sociology*; M. Castells, *The Urban Question*; L. J. Duhl (Ed.), *The Urban Condition*; M. Harlow (Ed.), *Captive Cities*; P. K. Hatt & A. J. Reiss (Eds.), *Cities and Society*; W. H. Michelson, *Man and His Urban Environment, with Revisions*; C. G. Pickvance (Ed.), *Urban Sociology: Critical Essays*; M. Stewart (Ed.), *The City*; G. A. Theodorson (Ed.), *Studies in Human Ecology*.

Supplementary Reading List: K. Bassett & J. R. Short, *Housing and Residential Structure*; B. J. L. Berry & J. D. Kasarda, *Contemporary Urban Ecology*; M. Castells, *City, Class and Power*; G. E. Cherry, *Urban Change and Planning*; C. Cockburn, *The Local State*; P. Dunleavy, *Urban Political Analysis*; J. L. Freedman, *Crowding and Behaviour*; H. J. Gans, *People and Plans*; P. Hall (Ed.), *The Inner City in Context*; D. Harvey, *Social Justice and the City*; D. T. Herbert & R. J. Johnson (Eds.), *Social Areas in Cities*; Housing Workshop of the Conference of Socialist Economists, *Political Economy and the Housing Question*; *Housing and Class in Britain*; *Housing, Construction and the State*; P. Lawless, *Britain's Inner Cities*; T. R. Lee, *Race and Residence*; C. Mercer, *Living in Cities*; S. Merrett, *State Housing in Britain*; National Community Development Project, *The Costs of Industrial Change*; O. Newman, *Defensible Space*; J. Rex & S. Tomlinson, *Colonial Immigrants in a British City*; P. Saunders, *Urban Politics*; D. J. Smith, *Race Disadvantage in Britain*; K. Young & P. L. Garside, *Metropolitan London*.

Examination Arrangements: Assessment is entirely by a three-hour written examination in the Summer Term that is based on the full syllabus. The paper contains sixteen or so questions, of which four must be answered. All questions carry the same maximum of marks.

So5917

Industrial Sociology

Teacher Responsible: Dr. S. R. Hill, Room A454a (Secretary, Ms. J. Law, A453, Ext. 454)

Course Intended Primarily for undergraduate B.Sc. Soc. and B.Sc. (Econ.) — special subject Industrial Relations.

Scope: Coverage of modern industrial sociology, with an emphasis on the labour process and issues of political economy. **Syllabus:** Competing interests at work. The development of the managerial function. Managerial structure and goals. Bureaucracy and organizational theory. The Japanese corporation. Self-management. Industrial democracy. Work behaviour and job satisfaction. The deskilling debate. Labour market segmentation. Women in employment. The institutionalization of industrial conflict. Trade union representativeness and effectiveness. The structure of the working and middle classes. Ideology and consciousness. The collective organization of non-manual employees. The state, political parties and the economy.

Pre-Requisites: Normally one of **Introduction to Sociology**, **The Social Structure of Modern Britain**, **Introduction to Social Anthropology**, but this requirement is waived for B.Sc. (Econ.) special subject Industrial Relations.

Teaching Arrangements: There will be 20 lectures (So140) and 23 classes (So104a) given by **Dr. Hill** and **Mr. Burrage**.

Written Work: Each student is expected to present at least one class paper per session and, depending on the number of people per class, may be asked to present two.

Reading List: The recommended textbook is S. Hill, *Competition and Control at Work*. Other books of a general nature that cover substantial parts of the syllabus are: H. Braverman, *Labor and Monopoly Capital*; C. Crouch, *Trade Unions: The Logic of Collective Action*; R. Edwards, *Contested Terrain*; A. Giddens & G. Mackenzie (Eds.), *Social Class and the Division of Labour*; D. M. Gordon, et al., *Segmented Work, Divided Workers*; S. Wood (Ed.), *The Degradation of Work?*

The major additional references for individual topics on the syllabus, arranged chronologically by topic are:

A. Fox, *Beyond Contract*, chaps. 6 and 7; C. Littler, *The Development of the Labour Process*; J. Scott, *Corporations, Classes and Capitalism*, chaps. 2-4; M. Crozier, *The Bureaucratic Phenomenon*, Part 3; R. Dore, *British Factory - Japanese Factory*; K. Bradley & A. Gelb, *Worker Capitalism*; J. Thornley,

Workers' Co-operatives; M. Poole, *Workers' Participation in Industry*; J. Goldthorpe et al., *The Affluent Worker*, Vol. 1; A. Zimbalist, *Case Studies on the Labor Process*; I. Berg (Ed.), *Sociological Perspectives on Labor Markets*, chaps. 4 and 5; A. Amsden (Ed.), *The Economics of Women at Work*; J. West (Ed.), *Work, Women and the Labour Market*; W. Korpi & M. Shalev, 'Strikes, industrial relations and class conflict', *British Journal of Sociology*, 1979; A. Carew, *Democracy and Government in European Trade Unions*; C. Mulvey, *The Economic Analysis of Trade Unions*, chaps. 8 and 9; A. Giddens, *The Class Structure of the Advanced Societies*; N. Abercrombie et al., *The Dominant Ideology Thesis*; G. Bain, *The Growth of White-Collar Unionism*; F. Parkin, *Marxism and Class Theory*, Part 2.

A more comprehensive bibliography will be available to students taking this course.

Examination Arrangements: A three-hour formal examination in the Summer Term, students answering three questions.

So5918

Sociology of Sex and Gender Roles: Women in Society

Teacher Responsible: Dr. L. Sklair, Room A350 (Secretary, Mrs. Y. Brown S686)

Course Intended Primarily for B.Sc. c.u. main field Soc.; B.Sc. (Econ.) Part II; B.Sc. S.S. and A. 3rd year.

Scope: The nature and causes of sex and gender role differences over time and place. **Syllabus:** A comparative study of the roles of men and women in society, and the kind and extent of inequalities between them. An examination of theories of sex discrimination: feminist, Marxist, sociological, psychological and biological. Family structures and their implications for gender roles in the political, economic, occupational, religious, and cultural spheres. Comparative material will be drawn chiefly from Britain, the United States, Scandinavia and the Soviet Union.

Teaching Arrangements: The course will consist of 24 lectures (So114) and a weekly class (So141a). The lectures will take place on Tuesdays at 10-11 a.m. The class lists are posted on the notice boards on the Ground Floor of the Main Building.

The lectures will provide an account of the main theories and a survey of the main sources for each of the areas to be covered in the course, while the classes will look in detail at the specific topics listed in the attached "Class Topics" reading list.

Written Work: Students will be expected to

prepare one or more class papers and these will normally be revised in light of the class discussion and handed in to be marked by class teachers. Some topics may extend over more than one week.

General: (a) Although there is no single textbook that covers all the topics included in the course, there are several books that provide a sound introduction to several parts of the course. Students are advised to buy and study closely at least one of the following: S. Delamont, *A Sociology of Women*; A. Oakley, *Sex, Gender and Society*; A. Oakley, *Subject Women*; J. Rohrbaugh, *Women: Psychology's Puzzle*; Bristol Women's Study Group, *Half The Sky*; Cambridge Women's Study Group, *Women in Society*; J. Lewis (Ed.), *Women's Welfare, Women's Rights*; E. Whitelegg et al. (Eds.), *The Changing Experience of Women*; M. Evans (Ed.), *The Woman Question*.

(b) There are several journals that specialise in this area. The most useful of these are: *Feminist Review* (LSE Main Library); *Signs* (LSE Main Library); *Sex Roles* (Senate House); *International Journal of Women's Studies History Workshop Journal* (LSE Main Library).

(c) There are good booklists in many of the items in the reading list. In addition the following three works are particularly useful: BSA, *Sociology Without Sexism: a Sourcebook*; M. Evans & D. Morgan, *Work on Women: A Guide to the Literature*; M. Warren, *The Nature of Woman: A Encyclopedia and Guide to the Literature*.

The journal *Signs* regularly features review articles on feminist scholarship in many disciplines. Of particular relevance for the course are:

L. Lamphere, "Anthropology", Vol. 2 (Spring 1977), pp. 612-27.

M. Boxer, "For and About Women", Vol. 7 (Spring 1982), pp. 661-95.

(d) Many journals in specialist areas have in recent years produced special issues on topics for the course. You may find the following useful:

"Women in Communist Systems", *Studies in Comparative Communism*, XIV (Summer 1981)

"Rape", *Journal of Social Issues* 37, no. 4 (1981)

"Homosexuality: the end of an Illness", *American Behavioural Scientist*, 25 (March 1982)

"Sexuality in History", *Journal of Contemporary History*, 17 (April 1982)

"Women's Issue", *Critique of Anthropology*, 3, 9 and 10 (1977)

"Sex Roles: Resistance and Change", *Journal of Social Issues*, 32, 3 (1976)

"Asian Women", *Bulletin of Concerned Asian Scholars*, 7 (Jan.-March, 1975)

"Women and the City", *International Journal of Urban and Regional Research*, 1, 3 (Oct. 1978)

Examination Arrangements: The examination will consist of a three hour unseen written paper in which three questions must be answered. The examination paper will be based on the topics covered in the "Class Topics" list.

So5920

Sociology of Deviant Behaviour

Teachers Responsible: Dr. P. E. Rock, Room S875 (Secretary, Jenny Law, A453), and Dr. D. Downes, Room A246 (Secretary, Rachel Mawhood, A255, Ext. 509)

Course Intended Primarily for B.Sc. Sociology 3rd year and B.Sc. (Econ.) Sociology Option, 3rd year.

Scope: The aim of the course is to introduce students to the major theories of deviance and control, and their detailed application to specific forms of deviance.

Syllabus: Detailed consideration is given to the major sociological perspectives on deviance and control, including Ecology and the 'Chicago School', functionalism, Marxism, cultural and subcultural theories, symbolic interactionism and allied approaches and 'control' theories. The emphasis throughout is upon the empirical application of these approaches to substantive areas of deviance such as various forms of crime and delinquency, mental illness and drug use.

Pre-Requisites: Introductory courses in sociological theory and social structure; **Criminology** (So143) is recommended.

Teaching Arrangements: There is a lecture course and classes.

Lectures: So144: **Sociology of Deviant Behaviour**, given by **Dr. Downes**, Room A246 (Secretary, Rachel Mawhood, A255), and **Dr. Rock**. There are ten lectures, one per week in the Michaelmas Term only.

Classes: So144a: 20 weekly classes in the Michaelmas and Lent Terms of the 3rd year. Classes are one and a half hours long, teacher — **Dr. Rock**.

Written Work: One essay per term is strongly recommended. One introductory paper per term is expected in class.

Reading List: There is no set text for the course, and a full reading list covering all classes is provided at the first class. The following is basic reading:

D.M. Downes & P. E. Rock, *Understanding Deviance*; H. Becker, *Outsiders* (2nd edn.); A. K. Cohen, *Deviance and Control*; D. Matza, *Becoming Deviant*; I. Taylor, P. Walton & J. Young, *The New Criminology*; S. Cohen, *Folk Devils and Moral Panics* (2nd edn.); S. Cohen & L. Taylor, *Psychological Survival*; S. Box, *Deviance, Reality and Society*; R. Hood (Ed.), *Crime, Criminology and Public Policy*; E. Rubington & M. Weinberg, *Deviance: The Interactionist Perspective* (2nd edn.); W. G. Carson & P. Wiles (Eds.), *Crime and Delinquency in Britain* (Vols. 1 & 2).
Examination Arrangements: Students sit one 3-hour examination in the Summer Term of their 3rd year. Three questions must be answered from a total of c. 14.

So5921
So6880

The Sociology of Religion (Undergraduate and Post graduate)

Teachers Responsible: Professor D. A. Martin, Room S777 (Secretary, Mrs. Yvonne Brown, S686) Mrs. E. Barker, Room S684 (Secretary, Mrs. Jean Ridyard, A451)

Course Intended Primarily for B.Sc. Soc. or B.Sc. Econ. students who make it an option. The material is recommended for 2nd/3rd year students and the course is given once every two years.

Scope: The course concentrates on western religion, but arrangements can be made for those wishing to concentrate on a non-western religion. Teachers recommend that only a select group of topics is studied and the examination will allow for this approach.

Syllabus: Professor Martin concentrates on a historical survey of relationships between religion and society introducing en route. The Weber thesis

The Halevy thesis

The Secularisation debate

and issues relating to:

Church, Sect, Denomination, Cult Millennialism.

Mrs. Barker concentrates on more specifically modern issues, as for example sects and cults, religion and science.

The overall idea is

(a) to relate religion to basic theoretical approaches, e.g. Durkheim, Marx, Weber.

(b) to concentrate somewhat on Anglo-American material, so as to bring the material under control.

Teaching Arrangements: A weekly lecture course (So142) and a class (So142a). If for

some reason a student needs to take the sociology of religion in a year when it is not being given, he or she can be allocated Mrs. Barker or Professor Martin as tutors. This should not normally be necessary.

Post-Graduate Seminar (So166)

This course takes the above as the examinable core of the subject, but varies the examination in accordance with the interests of students participating. It is chaired alternately by Professor Martin and Mrs. Barker.

Written Work: This is confined to papers given in classes which should not exceed ten minutes in length.

Reading List: What follows is a minimal reading list. Two Supplementary reading lists are available which students can use when they wish to pursue a particular topic in depth. The inner core is starred.

General

*B. Wilson, *Religion in Sociological Perspective*, (O.U.P.); J. M. Yinger, *The Scientific Study of Religion*, (Free Press); *M. Hill, *A Sociology of Religion*; N. Birnbaum & G. Lenzer, *Sociology and Religion*; R. Robertson, *The Sociological Interpretation of Religion*; Y. M. Yinger, *Religion, Society and the Individual*.

Readings

*R. Robertson, *Sociology of Religion*, (paperback).

Durkheim

S. Lukes, *Emile Durkheim* (chaps. 11 and 23); W. S. F. Pickering (Ed.), *Durkheim on Religion*; M. Ginsberg, *On the Diversity of Morals* (chaps. 4, 13, 14).

In the Durkheimian tradition read:-

M. Douglas, *Purity and Danger*; M. Douglas, *Natural Symbols*.

Marx

K. Marx & F. Engels, *On Religion*; N. Birnbaum, *Beyond Marx in the Sociology of Religion* in C. Y. Glock & P. E. Hammond (Eds.), *Beyond the Classics*; A. MacIntyre, *Marxism and Christianity*.

Weber

*S. N. Eisenstadt, *The Protestant Ethic and Modernization* (especially Eisenstadt, Fischhoff, and Bellah); R. W. Green (Eds.), *Protestantism and Capitalism*.

Halevy

See the bibliography given in the relevant chapter of M. Hill, *A Sociology of Religion*. B. Semmel, *The Methodist Revolution*.

Freud

P. Rieff, *The Mind of the Moralists*; C. Badcock, *The Psychoanalysis of Culture*.

Secularisation

*K. Dobbelaere, "Secularisation" in *Current Sociology*, Vol. 29, No. 2, Sage Publications, Summer 1981; *D. Martin, *A General Theory*

of Secularization, Blackwell; H. McLeod, *Religion and the People of Western Europe, 1789-1970*, Oxford University Press, Opus Paperback Series, 1981; H. J. Ausmus, *The Polite Escape*, Ohio University Press; P. Berger, *The Sacred Canopy*; R. Bellah, "Religious Evolution" in *American Sociological Review*, June 1964.

The Millennium

N. Cohn, *The Pursuit of the Millennium*; *B. Wilson, *Magic and the Millennium*; D. Martin, *Pacifism*; J. F. C. Harrison, *The Second Coming* (Routledge); J. Beckford, *The Trumpet of Prophecy*; P. Worsley, *The Trumpet Shall Sound. Church and Sect*

M. Hill, *The Religious Order*; R. Stark & W. S. Bainbridge, "Of Churches, Sects and Cults" in *Journal for the Scientific Study of Religion*, June 1979; R. Wallis (Ed.), *Sectarianism*; B. Wilson, *Religious Sects*; B. McSweeney, *Roman Catholicism*, Blackwell.

Charisma

E. Shils, Entry in *International Encyclopedia of the Social Sciences*; *B. Wilson, *The Noble Savages*.

Civil Religion

J. Wilson, *Public Religion in American Culture*, Temple UP; J. Wilson, *Religion in American Society*.

America

*G. Marsden, *Fundamentalism in American Culture*, Oxford U.P.; H. R. Niebuhr, *The Kingdom of God in America*; Dean M. Kelley, *Why Conservative Churches are Growing*; R. Stark & C. Y. Glock, *American Piety*; Wade Clark Roof, *Community and Commitment*, Elsevier; *"Daedalus", in *Religion*, Winter 1982.

Britain

A. D. Gilbert, *Religion and Society in Industrial England*; *A. D. Gilbert, *The Making of Post-Christian Britain*, Longman; B. Martin, *A Sociology of Contemporary Cultural Change*, Blackwell.

Comparative

*H. Mol (Ed.), *Western Religion*, Mouton. **New Religious Movements, Cults etc.** R. Quebedeaux, *The New Charismatics*; C. Y. Glock & R. N. Bellah, *The New Religious Consciousness*; J. M. Yinger, *Countercultures*, (Free Press); D. G. Bromley & A. D. Shupe, *Moonies in America*; E. Cashmore, *Rastaman*; I. Zaretsky & M. P. Leone (Eds.), *Religious Movements in Contemporary America*; E. Barker (Ed.), *New Religious Movements*.

Science

L. S. Feuer, *The Scientific Intellectual*; H. W. Kearney, *Origins of the Scientific Revolution*.

Clergy

A. J. Russell, *The Clerical Profession*; R. Towler & A. Coxon, *The Fate of the Anglican*

Clergy.

Examination Arrangements: Three-hour formal paper of about a dozen questions in all, four of which are to be attempted. Questions will be set by the teachers involved. At the time of writing there is an optional long essay on one of a group of set topics.

So5945

Society and Literature

Teacher Responsible: Dr. Alan Swingewood, Room A352 (Secretary, Josephine Johnson, S779)

Course Intended Primarily for B.Sc. c.u. main field Sociology 2nd or 3rd year and B.Sc. (Econ.) Part II 2nd or 3rd year.

Scope: The aim of the course is to introduce students to the problems of theory and method in analysing the relation of different forms of literature (fiction mainly) to different forms of society. The theory as applied to specific texts such as novels or plays.

Syllabus: An analysis of the major contributions to the theoretical study of the sociology of literature: Lukacs, Goldmann, Raymond Williams; Marxism, structuralism, semiotics.

The theory of mass society and mass culture; the relation of literacy to social development and culture.

The sociology of culture; authors and readers; the sociology of reading. The problem of aesthetic analysis in sociology. Some examples of sociological analysis of fiction.

Pre-Requisites: No particular knowledge of literature or literary theory is required but some knowledge of sociology is desirable in particular sociological theory.

Teaching Arrangements: There is a two hour lecture (So113) during the Michaelmas Term followed by a two hour seminar during the Lent Term.

Lectures: So113 Michaelmas Term
 Classes: So113 (a) Lent and Summer Term
 Each student is expected to produce at least one seminar paper and two essays.

Reading List: There is no adequate text book but the most useful are: J. Hall, *The Sociology of Literature* (pb); J. Wolff, *The Social Production of Art* (pb); R. Williams, *Marxism and Literature* (pb); D. Laursen & A. Swingewood, *The Sociology of Literature*.

Examination Arrangements: There is a three hour formal examination in the Summer Term. The examination is an advance notice paper which means that the student gets the examination paper three weeks before the examination. The student must answer three questions. In addition each student must write a 2500 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.

Sociology of Knowledge and Science

Teacher Responsible: Dr. A. Swingewood, Room A352 (Secretary, Josephine Johnson, S779)

Course Intended Primarily for B.Sc. (Sociology) 2nd or 3rd years and B.Sc. (Economics) 2nd or 3rd years.

Scope: The aim of the course is to introduce students to the main traditions in the sociology of knowledge and science by focussing on the contributions of major sociologists such as Marx, Durkheim, Mannheim, Weber, Schutz, Merton and analysing the development of particular approaches such as those of the Frankfurt School and Phenomenology.

Syllabus: A critical examination of the work of Marx, Weber, Durkheim and Mannheim. The social organisation of knowledge in modern industrial society. The relation of knowledge to elites. Forms of knowledge and forms of society. The social organisation of science and the problem of a sociology of science in the work of Popper, Kuhn and Merton.

Pre-Requisites: A knowledge of the main theoretical traditions in sociology is desirable. No knowledge of philosophy is required although this would be useful.

Teaching Arrangements: There are 20 one hour lectures and 20 classes in the Michaelmas and Lent Terms.

Lectures: So112
Classes: So112(a)

Each student is expected to produce two class papers and two essays.

Reading List: The most useful texts are: P. Hamilton, *Knowledge and Social Structure* (pb); N. Abercrombie, *Class Structure and Knowledge* (pb); J. Larrain, *The Concept of Ideology*; Z. Baumann, *Hermeneutics and Social Science*; L. Sklair, *Organised Knowledge*.

Examination Arrangements: There is a three hour formal examination in the Summer Term based on the full syllabus. The student must answer three questions.

So5946

So6800

Methods of Sociological Study

Teachers Responsible: Dr. M. Mann, Room S778 (Secretary, Mrs. Yvonne Brown, S686), Mr. G. Rose, S667

(Secretary, Miss Josephine Johnson, S779)

Course Intended Primarily for M.Sc.

(Sociology), for which it is the compulsory course. Part-time students taking the M.Sc. over two years may wish to note that the course can be taken in either their first or second year.

First year M.Phil. (Sociology) students are encouraged to attend either the whole or parts of the course, but their attendance is optional.

Scope: The aim of the course is to discuss main aspects of the research methods used in Sociology. However it is not a specialist course, nor is it of a technical nature; it is devised to meet the general needs of M.Sc. students as a whole.

Syllabus: The main problems arising in the logic of sociological research, the design of social investigations, the collection of data, and the analysis and interpretation of results.

Pre-Requisites: This is not a course on statistical techniques, but it is an advantage for students to have a prior knowledge of elementary statistics approximately to the level required for the London B.Sc.

(Sociology) degree. Any students who wish to refresh their memories or who need to fill in gaps in their knowledge can attend undergraduate course SM202, either in full or in part.

Teaching Arrangements: There are two series of seminars

So160: **Design and Analysis of Social Investigation.** 26 Sessional.

So161(i): **Design and Analysis of Social Investigation** (special topics) 15 Michaelmas and Lent Term.

Each series of seminars will intersperse 3 methods of teaching:

(a) lecture followed by discussion
(b) student seminar papers followed by discussion
(c) invited guest speakers, talking about their own research or special topics.

Part of the assessment for the course is, in normal circumstances, a "project paper" which involves the design of a research study (see section on examination arrangements, below). Approximately one-third of the seminars will, therefore, focus on this topic. However, students may substitute one of two other options for this project paper.

Either (a) Course SM268, **Further Statistical Methods.** This course focusses on topics such

as non-parametric techniques, analysis of variance and covariance, multiple regression and other selected multivariate techniques. It assumes a knowledge of introductory statistics comparable to SM202. For further details of the course, including examination methods, see the relevant study guide.

or (b) In exceptional cases, students may submit an *extended paper on a methodological subject* (the topic to be determined in consultation with Dr. Mann and Dr. Rose).

Written Work: In normal circumstances (i.e. when the student undertakes the "project paper"), he or she will write three papers as part of their course: (i) at the end of Michaelmas Term, (ii) at the end of Lent Term, and (iii) at the beginning of Summer Term. Paper (iii) will be based on the student's project, and acts as preparation for the final project paper, which is formally examined (see section on examination arrangements, below).

If option (a) is taken instead of the project paper, papers (i) and (ii) are required, plus the usual requirements of course SM268. If option (b) is taken, papers (i) and (ii) are required, and paper (iii) will act as preparation for the *extended paper on a methodological subject*. Students should also expect to give up to three seminar papers, of which one will be on their project (or their option).

Reading List: No one book covers the whole syllabus. Students are advised to purchase L. H. Kidder, *Research Methods in Social Relations*, (4th edn.) Holt, 1981; G. Rose, *Deciphering Sociological Research*, Macmillan, 1982.

Readings which students may wish to consult include: K. D. Bailey, *Methods of Social Research*, Free Press, 1978; C. Bell & H. Newby (Eds.) *Doing Sociological Research*, Allen & Unwin, 1977; H. S. Becker, *Sociological Work*, Aldine, 1970; M. Bulmer (Ed.), *Sociological Research Methods*, Macmillan, 1977; R. G. Burgess (Ed.), *Field Research: a Sourcebook and Field Manual*, Allen & Unwin, 1982; D. T. Campbell, & J. C. Stanley, *Experimental and Quasi-Experimental Designs for Research*, Rand McNally, 1963; N. K. Denzin, *The Research Act*, McGraw-Hill, 1978; G. Hoineville *et al.*, *Survey Research Practice*, Heinemann, 1978; C. Marsh, *The Survey Method*, Allen & Unwin, 1982; G. J. McCall, & J. L. Simmons, *Issues in Participant Observation*, Addison-Wesley, 1969; R. K. Merton, *On Theoretical Sociology*, Free Press, 1968; D. C. Miller, *Handbook of Research Design and Social Measurement*, McKay, 1970; C. A. Moser, & G. Kalton, *Survey Methods in Social Investigation*, Heinemann, 1971; A. Orenstein,

& W. R. F. Phillips, *Understanding Social Research*, Allyn and Bacon; L. Schatzman & A. L. Strauss, *Sociology*, Prentice-Hall; C. Selltitz *et al.*, *Research Methods in Social Relations* (2nd, 3rd edns.), Holt, 1976; M. Shipman, *The Limitations of Social Research*, Longman, 1972; M. Shipman (Ed.), *The Organisation and Impact of Social Research*, Routledge, 1976; J. Silvey, *Deciphering Data*, Longman, 1975; H. W. Smith, *Strategies of Social Research*, Prentice-Hall, 1975, 1981; J. P. Wiseman & M. S. Aron, *Field Projects for Sociology Students*, Schenkman, 1970.

Examination Arrangements: There is a three-hour formal examination in the Summer Term, based on the whole syllabus. The paper contains ten questions of which three are to be answered. Copies of previous years' papers are available.

66% of the total assessment for the course is based on the examination paper. The other 34% is awarded *either* on the project paper, assigned during Lent Term, *or* on one of the two alternatives listed above.

So6815

Sociological Theory (Seminar)

Teachers Responsible: Professor P. S. Cohen, Room K204 and Dr. M. Mann, Room S778 (Secretaries, Miss J. Gauntlett, S878 and Mrs. Y. Brown, S686)

Course Intended Primarily for M.Sc. students
Syllabus: Recent trends in sociological theory. The exact syllabus is worked out at the beginning of the academic year according to the interests of students doing the course.

Among the topics covered are: phenomenology, hermeneutics, contemporary Marxism, neo-evolutionary theory, and recent trends in historical and comparative sociology. Students are assumed to have a basic grounding in classical theory, but they may pursue more intensively selective themes within it if they wish.

Teaching Arrangements: Twenty-two two-hour seminars (So171) weekly throughout the Session. Dr. Mann, Michaelmas and Lent Terms and Professor Cohen, Lent and Summer Terms.

Reading List: This is mainly constructed at the beginning of the terms. Useful introductory books are: P. Cohen, *Modern Sociological Theory*; A. Gouldner, *The Coming Crisis of Western Sociology*. **These two books are useful for trends up to c.1965.** J. H. Turner, *The Structure of Sociological Theory*; A. Giddens, *Central Problems of Sociological Theory*; A. Contemporary Critique of Historical Materialism.

Examination Arrangements: One three-hour formal examination in the Summer Term, comprising topics agreed with the students and covered in the course of the seminar series. Students must answer three from about ten questions.

So6830

Social Structure of Industrial Societies

Teachers Responsible: Dr. Elizabeth Weinberg (Course Convenor), Room S666 and Mr. Michael Burrage, Room A375 (Secretary, Mrs. Jenny Law, A453), Dr. Colin Crouch, Room A351 (Secretary, Miss. Josephine Johnson, S779)

Course Intended Primarily for M.Sc. Sociology available as an outside option within some other M.Sc. courses. M.A. Area Studies (United States).

Scope: The aim of the course is to increase students' knowledge of a number of industrial societies by concentrating on the application to them of certain major sociological theories.

Syllabus: Political power, labour movements and industrial relations, education and work, stratification and social mobility in industrial societies. Problems of comparative analysis.

The course will focus on Britain, France, Germany, the U.S.S.R., U.S.A. and Japan.

Pre-Requisites: A first degree in sociology or some experience of undergraduate courses in sociology. (Students reading for the M.A. Area Studies (United States) are subject to different rules concerning pre-requisites).

Teaching Arrangements: Course comprises upwards of 20 two-hour seminars (So162) at which papers (two each week) are presented by the students and occasionally by teachers.

During Michaelmas and part of Lent Term the seminars follow a prescribed pattern of topics, for which extensive bibliographies are made available. During the remainder of Lent and some weeks of Summer Term the papers are chosen by the students, reading material being discussed individually with the teachers.

Reading List: The following represents a minimal list: M. Archer, *Social Origins of Educational Systems*; D. Bell, *The Coming of Post-Industrial Society*; S. Berger (Ed.), *Organising Interests in Western Europe*; S. Berger & M. Piore, *Dualism and Discontinuity in Industrial Societies*; H. A. Clegg, *Trade Unionism under Collective Bargaining*; C. J. Crouch & A. Pizzorno, *The Resurgence of Class Conflict in Western Europe since 1968* (2 Vols.); R. Edwards, *Contested Terrain*; F.

Froebel *et al.*, *The New International Division of Labour*; A. Giddens, *Class Structure of Advanced Societies*; J. Gersbuny, *After Industrial Society?*; C. Lindblom, *Politics and Markets*; S. M. Lipset & S. Rokkan, *Party Systems and Voter Alignments*; V. Mallinson, *An Introduction to the Study of Comparative Education*; P. C. Schmitter and G. Lehbruch (Eds.), *Trends towards Corporatist Intermediation*; D. Treiman, *Occupational Prestige on Comparative Perspective*.

Examination Arrangements: There is a conventional three-hour examination in the Summer Term, in which three questions must be answered. There is an extensive list of questions, and the topics selected by students for their papers are borne in mind when the examination is set.

So6831

Sociology of Development

Teacher Responsible: Dr. Ian Roxborough, Room S687 (Secretary, Ms. Jenny Law, A453, Ext. 454)

Seminar Intended Primarily for M.Sc. Sociology.

Scope: Selected sociological issues in developing societies.

Syllabus: Dependency and development in the Third World; the role of multinational corporations; the state; nationalism; ideology, culture and political mobilization; ethnicity; populism; marginality and the urban working class; military intervention in politics; peasantry; revolutionary movements in the Third World; socialist development paths.

Pre-Requisites: Knowledge of basic sociological theory.

Teaching Arrangements: 24 seminars (So163) organized by Dr. Sklair, Dr. A. D. Smith and Dr. Roxborough. The lecture course So132 is 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: M. Xue, *China's Socialist Economy*, 1981; J. Paige, *Agrarian Revolution*, 1975; R. Cohen *et al.* (Eds.), *Peasants and Proletarians*, Hutchinson, 1979; G. Modelski (Ed.), *Transnational Corporations and World Order*, 1979; D. Collier (Ed.), *The New Authoritarianism in Latin America*, 1979; C. Thomas, *Dependence and Transformation*, 1974; H. Goulbourne (Ed.), *Politics and State in the Third World*, 1980; A. D. Smith, *State and Nation in the Third World*, 1983; D. E. Smith (Ed.), *Religion and Political Mobilization*, 1974; D. Goodman & M. Redclift, *From Peasant to Proletarian*, 1981; I. L. Markovitz, *Class and Power in Africa*, 1977;

B. Warren, *Imperialism: Pioneer of Capitalism*, 1980.

Supplementary Reading List: Detailed reading lists on specific topics are available from Dr. Roxborough, Dr. Sklair or Dr. A. D. Smith.

Examination Arrangements: A three-hour examination in June. Three questions to be answered.

So6850

Nationalism

Teacher Responsible: Dr. A. D. Smith, Room S664 (Secretary, J. Ridyard A451, Ext. 295)

Course Intended Primarily for M.Sc. Sociology, International Relations, Anthropology, Political Science.

Scope: An examination of the causes and role of ethnic identity and nationalist movements in the modern world, and of the relations between nations and states.

Syllabus: Introduction: Ethnicity and nationalism; Varieties of European nationalism; Nation-states and national consciousness; Communism, fascism and nationalism; Race, religion and nationalism in Asia and Africa; Theories and models of nationalism.

Teaching Arrangements: Twenty seminars (So169) in the Michaelmas and Lent Terms followed by revision seminars in the Summer Term.

Teachers: Professor P. S. Cohen (K204), Mr. J. Mayall (A234), Mr. G. Schöpflin (K107), Dr. A. D. Smith (S664).

Reading List: A. Cobban, *National Self-Determination*, Oxford University Press 1945; E. Kedourie, *Nationalism*, Hutchinson, 1960; E. Kedourie (Ed.), *Nationalism in Asia and Africa*, Weidenfeld & Nicolson, 1971; E. Gellner, *Thought and Change*, Weidenfeld & Nicolson, 1964, 1971; K. Deutsch, *Nationalism and Social Communication*, MIT Press, 1966; H. Kohn, *The Idea of Nationalism*, Macmillan, 1967; P. Sugar & I. Lederer (Eds.), *Nationalism in Eastern Europe*, Seattle, 1969; I. Geiss, *The Pan African Movement*, Methuen, 1974; M. Hechter, *Internal Colonialism*, Routledge & Kegan Paul, 1975; N. Glazer and D. Moynihan (Eds.), *Ethnicity, Theory and Experience*, Harvard University Press, 1975; H. Seton-Watson, *Nations and States*, Methuen, 1977; T. Nairn, *The Break-up of Britain*, New Left Books, 1977; L. Tivey (Ed.), *The Nation State*, Martin Robertson, 1980; J. Breuille, *Nationalism and the State*, Manchester University Press, 1982; J. Armstrong, *Nations before Nationalism*, University of North Carolina Press, 1982; A.

D. Smith, *Nationalism in the Twentieth Century*, Martin Robertson, 1979; A. D. Smith, *The Ethnic Revival*, Cambridge University Press, 1981; A. D. Smith, *Theories of Nationalism*, 2nd edn., Duckworth, 1983.

Supplementary Reading List: A more detailed reading list is available from Dr. Smith and secretary and at the first two seminars.

Examination Arrangements: A three-hour examination in June with three questions to be answered.

So6852

Political Stability and Change

Teacher Responsible: Mr. A. W. G. Stewart, Room S876 (Secretary, Mrs. Yvonne Brown, S686)

Course Intended Primarily for M.Sc. and other graduate students.

Scope: The aim of the seminar is to explore major problems in the analysis of political stability and change. Particular attention is paid to the discussion of alternative frameworks for the analysis of stability and change and of the differential contribution of social structural, cultural and organisational factors.

Syllabus: Role attributed to politics and the state within macro-theories of social development; differential political implications of capitalism and modernisation; processes of state formation; material and cultural factors as determinants of stability and change; social movements as sources of stability and change; concepts of "pre-political" movements; structure, culture and organisation in the analysis of societal breakdown and revolution; case studies of the development of social democratic, fascist and communist regimes.

Pre-Requisites: A working knowledge of basic sociological theory (i.e. of analysis in terms of norms, roles, structures, institutions, etc.) and an ability to integrate theoretical and empirical materials.

Teaching Arrangements: The course is given in the form of weekly sessional seminars (So168) at which papers are presented by one or more members of the seminar upon relevant topics agreed and assigned at the first meeting of the seminar. Students choosing the course are strongly recommended to attend the lecture course "Political Processes and Social Change" (So131) which deals with many of the same problems with which the seminar is concerned. Students with little or no background in the field of political sociology will find it helpful to attend at least some of the lecture course Political Sociology So130.

Written Work: Members of the seminar will be required to present two papers during the

course of the session.

Reading List: C. Tilly, *As Sociology meets History*; A. Stinchcombe, *Theoretical Methods in Social History*; P. Blau (Ed.), *Approaches to the Study of Social Structure*; B. Moore, *Social Origins of Dictatorship and Democracy*; P. Anderson, *Lineages of the Absolutist State*; C. Tilly, *The Formation of Nation States in Western Europe*; N. Poulantzas, *Fascism and Dictatorship*; R. Bendix, *Nation-Building and Citizenship*; G. Roth, *The Social Democrats in Germany*; M. Schwartz, *Radical Protest and Social Structure*; C. Tilly, *The Vendee*; N. Smelser, *Theory of Collective Behaviour*; L. Kaplan, *Revolutions: A Comparative Study*; S. Woolf (Ed.), *The Nature of Fascism*, M. Kitchen, *Fascism*; T. Skocpol, *States and Social Revolutions*; I. Wallerstein, *The Modern World System*; E. Hobsbawm, *Primitive Rebels*; S. Cohen, *Bukharin*; A. Gerschenkron, *Bread and Democracy in Germany*; B. Moore, Jr., *Injustice*, chaps. 8-11; A. Gerschenkron, *Economic Backwardness in Historical Perspective*.

Examination Arrangements: There is a three-hour formal examination in the Summer Term based on the full syllabus. The paper will consist of approximately twelve questions of which candidates must answer three.

So6854

The Political Sociology of Latin America

Teacher Responsible: Dr. Ian

Roxborough, Room S687 (Secretary, Ms. Jenny Law, A453, Ext. 454)

Course Intended Primarily for M.Sc. Sociology and M.A. (Area Studies in Latin America)

Scope: Aspects of the political sociology of Latin America.

Syllabus: Dominant classes, agrarian politics, urban subordinate classes, revolution, populism, democracy and authoritarianism, the military.

Teaching Arrangements: 17 seminars (So170). Students will also ordinarily be expected to attend the course "Latin American Development" given at the Institute of Latin American Studies, 31 Tavistock Square.

Reading List: F. H. Cardoso & E. Faletto, *Dependency and Development in Latin America*, 1979; I. Roxborough, *Theories of Underdevelopment*, 1979; B. Roberts, *Cities of Peasants*, 1978; C. Waismann, *Modernization and the Working Class*, 1982; P. Evans, *Dependent Development*, 1979; J. Payne, *Labor and Politics in Peru*, 1965; J. Paige, *Agrarian Revolution*, 1975; D. Collier, *The New Authoritarianism in Latin America*, 1979; F.

Katz, *The Secret War in Mexico*, 1981; R. Bonachea & M. San Martin, *The Cuban Insurrection*, 1974; J. Malloy, *Bolivia*, 1970; A. Stepan, *The Military in Politics*, 1971; J. Foweraker, *The Struggle for Land*, 1981.

Supplementary Reading List: A more detailed reading list is available from Dr. Roxborough or his secretary.

Examination Arrangements: A three-hour examination in June. Three questions to be answered.

So6880

The Sociology of Religion (Undergraduate and Post graduate)

See So5921

So6881

Sociology of Deviant Behaviour

Teachers Responsible: Professor T.

Morris, Room S877 (Secretary, Miss J. Johnson, S779, Ext. 788), Dr. P.

Rock, Room S875 (Secretary, Ms. J. Law, A453, Ext. 454), Dr. D.

Downes, Room A246 (Secretary, Miss R. Mawhood, A255, Ext. 509)

Course Intended Primarily for M.Sc. Sociology, M.Sc. Social Psychology, M.Sc. Social Planning

Scope: The analysis of deviance, crime and social control.

Syllabus: The course falls into three parts: a systematic introduction to concepts and problems in the sociology of deviance; chronological review of major theories of deviance and control

a description of empirical examples of deviance
Teaching Arrangements: 23 weekly seminars (So165) will be offered. There is a course of undergraduate lectures (So144) offered in the Michaelmas Term to which M.Sc. students are invited.

Reading List: D. Downes, & P. Rock, *Understanding Deviance*, 1982; M. McIntosh, *The Organisation of Crime*, 1975; A. K. Bottomley, *Criminology in Focus*, 1979; T. P. Morris, *Deviance and Control: The Secular Heresy*, 1976; I. Taylor, P. Walton, & J. Young, *The New Criminology*, 1973; P. Rock & M. McIntosh (Eds.), *Deviance and Social Control*, 1974.

Supplementary Reading List: A more detailed list is available from Dr. Rock or secretary.

Examination Arrangements: three-hour examination in June.

So6960

Methods of Social Investigation

Teacher Responsible: Mr. G. Rose, Room S667 (Secretary, Miss J. Johnson, S779)

Course Intended Primarily for Diploma in Sociology.

Scope: The aim of the course is to introduce students to basic research methods and statistical techniques used in sociology.

Syllabus: The process of social research; techniques of data collection; social surveys; data analysis; descriptive statistics; sampling and sampling distributions; elements of statistical inference; elements of correlation and regression.

Pre-Requisites: None

Teaching Arrangements: There is a fortnightly seminar. There are two lecture courses, each accompanied by classes. The programme is as follows:

Seminars: So152. *Methods of Social Investigation*. 12 sessional (fortnightly).

Lectures: SA115. *Methods of Social Investigation*. 20 Michaelmas and Lent Terms. SM202. *Statistical Methods for Social Research*. 23 Sessional.

Classes: So103. *Issues and Methods of Social Research*. 24 Sessional (weekly) and 10 Workshop classes Michaelmas and Lent Terms, (fortnightly).

SM202. *Statistical Methods for Social Research*. 24 Sessional.

Students should note that the first lecture course above, SA115, does in fact comprise the lectures for course So103. Also, the fortnightly 'workshop classes' for So103 alternate with the seminars So152 to form a weekly series in Michaelmas and Lent Terms. For further details of teaching arrangements, reading lists and written work students should consult the two corresponding study guides: *Issues and Methods of Social Research* (corresponding to So103) and *Methods of Statistical Analysis* (corresponding to SM202).

Written Work: See the two study guides noted above. The course *Issues and Methods of Social Research* involves participation in a research project and the writing of a report. Candidates for the Diploma in Sociology are required to write this report, but it does not contribute to the final examination.

Reading Lists: See the two study guides noted above.

Examination Arrangements: There is a three-hour formal examination in the Summer Term, based on the syllabus for both lecture courses. The paper contains ten questions in all, six in Section A and four in Section B.

Four questions are to be answered, two from each section.

So6962

Comparative Social Structures I See So5820

So6963

Comparative Social Structures II See So5830

NON-EXAMINABLE COURSES

The Social Sciences: an Historical Introduction

Teacher Responsible: Professor D. G. MacRae, Room A454B (Secretary, Mrs. Jean Ridyard, A451)

Course Recommended for all first year students.

Teaching Arrangements: Twenty lectures, Michaelmas and Lent Terms.

Examination Arrangements: Non-examinable.

So102

Statistics, Research and Sociology

Teacher Responsible: Mr. G. Rose, Room S667 (Secretary, Miss J. Johnson, S779)

Course Intended Primarily for B.Sc. (Econ.) Part II; First year Sociology specialists; Dip. Soc.

Scope: These lectures are intended to provide links between the statistics course SM202 and the other first year sociology courses.

Syllabus: The role of statistics in social research and in sociological analysis. Examples will be chosen from recent British Studies.

Teaching Arrangements: Five lectures (So102), Summer Term.

Reading List: A. Heath, *Social Mobility*; G. Rose, *Deciphering Sociological Research*; M. Rosenberg, *The Logic of Survey Analysis*; J. Silvey, *Deciphering Data*; J. Westergaard & H. Resler, *Class in a Capitalist Society; Social Trends* (annually).

Examination Arrangements: Non-examinable.

So184

Research Seminar on the Sociology of Crime and Deviance

Teachers Responsible: Dr. P. Rock, Room S875 (Secretary, Ms. Jenny Law, A453) and Dr. D. Downes, Room A246 (Secretary, Rachel Mawhood, A255)

Course Intended for students preparing dissertations on the Sociology of Deviance for the M.Phil and Ph.D. degrees.

Scope: Designed to encourage public discussion of evolving work, the seminar will enable participants to review their own, others', and general problems encountered in the process of exploring deviant and allied phenomena.

Teaching Arrangements: Thirty seminars (So184), Sessional.

Examination Arrangements: Non-examinable.

So185

Research Seminar in Political Economy and Social Stratification

Teachers Responsible: Dr. C. Crouch, Room A351 (Secretary, Miss Josephine Johnson, S779), and others.

Course Intended for research students working within the area described.

Scope: The course is designed to encourage discussion of evolving work of students and teachers, with particular emphasis on comparative studies.

Teaching Arrangements: Seminars (So185), Sessional.

Examination Arrangements: Non-examinable.

STATISTICAL AND MATHEMATICAL SCIENCES

SM7000

Elementary Mathematical Methods

Teacher Responsible: Professor K. G. Binmore, Room S484 (Secretary, Mimi Bell, S464)

Course Intended Primarily for: B.Sc. (Maths./Stats./Comp./Act.Sci.), B.Sc. (Man.Sci.), B.Sc. (Econ.), Dip. Stat., Dip. Econ. and suitably qualified graduate students.

Scope: This is a first level "how-to-do-it" course for those who wish to use mathematics seriously in social science.

Syllabus: Real and complex numbers. Sets and functions. Differentiation and integration with emphasis on several variables. Elementary optimisation. Simple differential and difference equations. Vectors, matrices and determinants. Eigenvalues and quadratic forms. Vector spaces and linear transformations. Solutions of systems of linear equations.

Pre-Requisites: A knowledge of the elementary techniques of mathematics including calculus as covered in a British 'A' level mathematics subject. Students without such a background should first take the paper **Basic Mathematics for Economists** with particular reference to the purely mathematical lectures SM100 **Basic Mathematics** taught in association with this paper.

Teaching Arrangements: The lecture course SM102 **Elementary Mathematical Methods**. This lecture course consists of 25 weekly lectures on Calculus given by Professor Binmore and 20 weekly lectures on **Linear Algebra** given by Dr. S. Alpern. Associated with the lectures are weekly problem classes SM102a given mostly by part-time teachers and graduate students.

Written Work: Students will be expected to attempt simple exercises designated in the lectures. Written answers to specified exercises are submitted to the appropriate class teacher for evaluation. Success in this paper depends largely in dealing with this written work in a regular and systematic fashion.

Reading List: Students should purchase *Calculus* (C.U.P.) by K. G. Binmore and *Elementary Linear Algebra* by Howard Anton.

(The former is due to appear by October 1983 but, if unavailable, lecture notes will be supplied instead for the Calculus lectures.) Further references are *Linear Algebra* by G. Hadley, *Calculus* by Bers and Karal, *Methods for Economists* by T. Yamane. Some inexpensive supplements are the "Library of Mathematics" books, *Complex Numbers*, *Partial Derivatives* and *Multiple Integrals*. Also the "Schaum Outline" books, *Calculus* by F. Ayres, *Linear Algebra* by Lipschutz and *Mathematics for Economists* by E. Dowling. **Examination Arrangements:** Students are normally assessed on the basis of a three hour formal examination in the Summer Term.

SM7001

Introduction to Algebra

Teacher Responsible: Dr. H. Freedman, Room S465 (Secretary, Mimi Bell, S484)

Course Intended Primarily for: B.Sc. (Maths.) 1st year; B.Sc. (Maths./Stats., Maths./Comp.); B.Sc. (Maths./Phil.); B.Sc. (Econ.) (Maths./Econ.); B.Sc. (Econ.) Part I. **Scope:** An introduction to the basic structures in algebra and their respective homomorphism.

Syllabus: Vector spaces. Linear transformations and matrices. Linear equations. Inner product spaces. Eigenvalues and quadratic forms. Elementary group and ring theory. Euclidean rings.

Pre-Requisites: Elementary algebra, for example, the binomial theorem, quadratic equations, complex numbers. The ability to grasp abstract concepts.

Teaching Arrangements: 23 lectures (SM101) and 22 classes (SM101a) on **Linear Algebra** (Dr. E. Boardman).

23 lectures and 22 classes on **Abstract Algebra** (Dr. H. Freedman).

Informal Seminar, 12 hours (Dr. H. Freedman).

Written Work: Lecture notes including exercises are provided. Students are expected to hand in exercises in each subject each week. These are corrected and fully discussed in the respective classes. In addition there is an informal seminar where students are encouraged to give at least one lecture on some subject in algebra. Students are assisted with the preparation of their lectures.

Reading List: H. Anton, *Elementary Linear Algebra* (3rd edn.), Wiley; P. M. Cohn, *Algebra*, Vol. 1 (Chaps. 1-9), John Wiley; I. N. Herstein, *Topics in Algebra* (Chaps. 1-3), Blaisdell; S. Lipschutz, *Theory and Problems of Linear Algebra*, McGraw-Hill; N. Ya

Vilenkin, *Stories about Sets*, Academic Press.
Supplementary Reading List: N. Jacobson, *Basic Algebra I*, W. H. Freeman; N. H. McCoy & T. R. Berger, *Algebra*, Allyn & Bacon; L. Shapiro, *Introduction to Abstract Algebra*, McGraw-Hill.

Examination Arrangements: There is a 3 hour formal examination in the Summer Term, based on the full syllabus for the lecture course. The paper contains 8 questions. Full marks may be obtained on 5 questions.

SM7002

Introduction to Analysis and Set Theory

Teacher Responsible: Professor K. G. Binmore, Room S484 (Secretary, Mimi Bell, S464)

Course Intended Primarily for B.Sc. (Maths./Stats./Comp./Act.Sci.), B.Sc. (Econ.) and suitably qualified Diploma students. (Lectures in the Michaelmas and Lent Terms are attended by Kings College students reading for the Kings College mathematics paper M101 Real Analysis).

Scope: The course establishes the fundamental theory on which, among other things, the techniques of calculus are based. The emphasis is on logical proof and careful reasoning.

Syllabus: Elementary logic and set theory. Number systems particularly the reals. Convergence and continuity. Differentiation and integration. Analysis in finite dimensional space.

Pre-Requisites: A good knowledge of the elementary techniques of calculus as covered in a British 'A' level mathematics subject or in an American freshman calculus course.

Teaching Arrangements: The lecture course SM103 Introduction to Analysis and Set Theory consisting of two lectures per week (approx. 45 lectures in all) should be attended. In addition a weekly class SM103a is given which is chiefly devoted to going over problems. The class is of fundamental importance.

Written Work: Every second week students are required to submit written work to their class teachers who will comment upon this and discuss appropriate issues in the classes. Most students find that it takes some considerable time to learn the art of presenting an argument in a sufficiently careful manner to satisfy their class teacher. In addition students should attempt problems from the first book listed below and may be asked to present answers to these problems verbally during their classes.

Reading List: Students should purchase *Mathematical Analysis: A Straightforward Approach and Foundations of Analysis: A Straightforward Introduction*, Vol. 1 (*Logic, Sets and Numbers*) both by K. G. Binmore published by C.U.P. (The second of these is not required until the Lent Term.) Students may also wish to consult Vol. 2 (*Topological Ideas*) of the second book mentioned above, *A First Course in Mathematical Analysis* by C. Burkhil (C.U.P) and *Mathematical Analysis* by D. A. Quadling (O.U.P.). Also *Numbers and Infinity* by E. Sondheim and A. Rogerson, *Stories about Sets* by N. Ya Vilenkin.

Examination Arrangements: Students are normally assessed on the basis of a three hour formal examination in the Summer Term.

SM7020

Mathematical Methods

Teacher Responsible: Dr. A.

Ostaszewski, Room S468 (Secretary, Mimi Bell, S464)

Course Intended Primarily for B.Sc. (Econ.) Part II under the following special subjects: II Mathematical Economics & Econometrics 5(b)

V International Trade & Development 7(p)

XI Statistics I

XII Computing 5(e)

B.Sc. by Course Unit (Unit 550/7020)

(Maths./Stats./Comp./Actuarial Sci./ Management Science/Mathematics & Philosophy) 2nd or 3rd year.

Diploma in Econometrics 4(b)

Diploma in Statistics (c) (ii)

Diploma in OR 3 & 4 (b) (ii)

Diploma in Management Sciences IV(c)

M.Sc. preliminary year.

Scope: To develop the ideas and results first presented in **Elementary Mathematical**

Methods. On the calculus side the course studies how integrals may be numerically calculated, or transformed by a variety of manipulations, and how they may be applied systematically to the solutions of differential equations. On the algebra side geometric insights are used as a unifying framework for such diverse problems as reduction of (possibly non-square) matrices to simpler form, fitting a line through non-collinear points solving both linear and non-linear programmes, solving a two person zero-sum game.

Syllabus:

(i) Integration and Transforms. Riemann-Stieltjes integral, manipulation of integrals.

Multiple integrals. Convolutions. Laplace Transforms.

(ii) Matrix Analysis. Vector Spaces (revision). Wronskian. Geometry in R^n (orthogonality, Gram-Schmidt, conjugate directions). Rank of matrices. Spectral Theory. Positive definiteness. Upper triangular and block diagonal form. Tridiagonal form (Householder's method). Projections and least squares. Generalized inverses.

(iii) Convexity and Programming. Convexity. Separating hyperplane. Linear inequalities. Linear programming. Zero-sum games. Simplex method. Concave functions. Kuhn-Tucker theorem.

(iv) Differential Equations. Linear ordinary differential equations. Solution by series expansion (power series, Fourier series).

(v) Calculus of Variations. (Introductory treatment.)

Pre-Requisites: Ideally the course **Elementary Mathematical Methods**. Alternatively (a) a course in linear algebra so that notions like linear independence, eigenvalue, diagonalisation are already familiar, and (b) an intermediate course of calculus giving proficiency in routine differentiation and integration of say rational functions of trigonometric functions.

Teaching Arrangements: One lecture course accompanied by classes. (SM113)

Lectures: SM113 - 45 two one-hour meetings per week Michaelmas and Lent Terms with about 5 hours overspill into Summer Term condensed by mutual arrangement into two weeks.

Classes: SM113(a) 25 Sessional.

Very full lecture notes are distributed in advance and contain a very full assortment of problems. No course book is necessary but alternative accounts are always worth consulting (as below). Class teachers are all part-time. They assign a selection of the problems already mentioned for homework which must be done (or attempted at the very least) and handed in for marking. Model answers are available but will be distributed only selectively.

Revision classes are given by **Dr. Ostaszewski** in Summer Term with topics and frequency by mutual arrangement.

Reading List: Recommended reading (i) M. R. Spiegel, *Advanced Calculus*; M. R. Spiegel, *Laplace Transforms*; (ii) and (iii) B. Noble, *Applied Linear Algebra*; R. Bellman, *Matrix Analysis*; (iv) and (v) L. Elsgolts, *Differential Equations and Calculus of Variations*; E. L. Ince, *Differential Equations*.

Examination Arrangements: There is a three-hour formal examination in the Summer Term. A revision guide will be issued at the

end of Lent Term detailing: the structure of the paper, what subject matter may safely be omitted and which areas to concentrate on. Generally, the paper contains ten or eleven questions - (with four on advanced calculus). Any number may be attempted and full marks may be obtained on about five full questions. The paper is an equal balance of theory and calculation. A calculator may be used (but will not be much of an advantage).

SM7021

Topology & Convexity

Teacher Responsible: Dr. S. Alpern, Room S485 (Secretary, Mimi Bell, S464)

Course Intended Primarily for second or third year B.Sc. mathematics, usually audited by postgraduate Economists.

Scope: The aim of the course is to introduce the student to abstract techniques of Analysis. These techniques are useful in many fields of pure and applied mathematics and particularly in theoretical mathematical economics.

Syllabus:

(i) 10 lectures in the first half of the Michaelmas Term cover the Fixed Point Theorems of Banach, Brouwer, Schauder and Kakutani.

(ii) The next 10 lectures present a brief introduction to "convex analysis" and the Duality Theorem of Linear Programming. We do not cover computational methods for solving Linear Programs in this course.

(iii) In the Lent Term there are 20 lectures which introduce "point-set" topology. Topological Spaces are defined and properties such as connectedness, completeness and compactness are discussed. Examples and techniques of proving topological theorems are emphasised.

(iv) There will be four lectures in the Lent Term covering applications to game theory and economics.

Pre-Requisites: A basic knowledge of Analysis (continuity, differentiation, topology of Euclidean space) and in particular techniques for formal proofs is required for parts (i) and (ii) of the syllabus. This knowledge is normally obtained in the course **Introduction to Analysis and Set Theory**. The third part of the course (iii) **Convexity and Duality** requires an elementary knowledge of Linear Algebra or Matrix Algebra, to the extent of understanding the nature of solutions to a system of linear equations.

Teaching Arrangements: There are two lectures (SM124; SM125; SM126) and one class

(SM124a) each week. The class is devoted mainly to discussing assigned work.

Written Work: Students are expected to submit written solutions to some of the problems assigned for the classes.

Reading List: S. Lipschutz, *General Topology*; Hocking & Young, *Topology*; J. Franklin, *Methods of Mathematical Economics*; D. Smart, *Fixed Point Theorems*.

SM7024

Ideas in Mathematics and Science

Teacher Responsible: Dr. J. L. Bell, Room S467 (Secretary, Mimi Bell, S484) and Dr. E. G. Zahar, Room A210 (Secretary, A214)

Course Intended Primarily for B.Sc. (Econ.) Part II; B.Sc. c.u. main fields Maths., Stats., Comp. 2nd or 3rd year, Maths. and Phil. 2nd or 3rd year; M.Sc. Logic and Scientific Method; M.Sc. Social Philosophy; Dip. Logic and Scientific Method; Dip. Social Philosophy.

Scope: The aim of the course is to survey, at an elementary level, some of the major historical developments in mathematics and physics.

Syllabus: Mathematics: Concepts of Greek mathematics; Eudoxan theory of proportions; concept of the continuum; Zeno's paradoxes. The three ancient problems and their resolution in the 19th century: trisection of the angle, doubling the cube, squaring the circle. Euclidean and non-Euclidean geometry. Paradoxes of the infinite and the consistency of mathematics.

Physics: Basic notions of Newtonian Mechanics. Mass, momentum, energy. Conservation Laws. D'Alembert's Principle. Lagrange's and Hamilton's equations. Space and Time in Classical Physics. Maxwell's and Lorentz's electromagnetic theories. Einstein's Special Theory of Relativity. Role of positivism in Science. Mach's problem and the genesis of General Relativity. The Correspondence Principle: the transition from Hamilton's to Schrodinger's equations.

Pre-Requisites: A-level Mathematics (acquaintance with the differential calculus).

Teaching Arrangements: There are 2 lecture courses (SM123; Ph110), each accompanied by a class (SM123a), as follows:

Lectures: **Ideas in Mathematics and Science**, and **Fundamental Ideas in Classical and Relativistic Physics**.

Written Work: The material covered in the lectures is discussed in the classes. Students are required to write substantial essays on a

mathematical and on a physical topic chosen by themselves.

Reading List: For Mathematics: E. T. Bell, *The Development of Mathematics*; H. Eves, *An Introduction to the History of Mathematics*.

For Physics: E. Mach, *The Science of Mechanics*; A. Einstein & L. Infeld, *The Evolution of Physics*; A. Einstein, *Relativity: a Popular Approach*; M. Born, *Einstein's Theory of Relativity*; G. Holton & D. H. D. Roller, *Foundations of Modern Physical Science*.

Supplementary Reading List: S. Goldstein, *Classical Mechanics*.

Examination Arrangements: There is a 3-hour formal examination based on both lecture courses. The paper contains approximately 15 questions in the form of essay topics, of which 3 are to be answered.

SM7025

Game Theory

Teacher Responsible: Professor K. G. Binmore, Room S484 (Secretary, Mimi Bell, S464)

Course Intended Primarily for: B.Sc. (Maths./Stats./Comp./Act. Sci.), B.Sc. (Econ.), M.Sc. (Maths.) M.Sc. (Operational Research), M.Sc. (Econ.), M.Sc. (Math. Econ. and Econometrics) and other suitably qualified graduate or General Course students.

Scope: The theory of games and its applications in economics.

Syllabus: Von Neumann and Morgenstern utility theory. Formal games and their classification. Strictly competitive (zero-sum) games. Poker and bluffing. Non-cooperative games. Nash equilibrium and perfect equilibrium. Games with incomplete information. Cooperative games. Survey of cooperative solution concepts including the core, Von Neumann and Morgenstern solutions sets, Aumann and Maschler bargaining sets, Nash bargaining solutions and the Shapely Value. The Nash programme and non-cooperative bargaining models.

Market games and the application of game-theoretic ideas to problems in the economic theories of externalities, oligopoly and resource allocation under differential information. (Students will not be required to prepare for the whole of this syllabus. Mathematically trained students will be expected to omit the more advanced economics material and Economic students will be expected to omit the more advanced mathematical material.)

Pre-Requisites: A knowledge of mathematics beyond that covered in **Elementary Mathematical Methods** (SM102) possibly including **Introduction to Analysis and Set**

Theory (SM103) and/or **Mathematical Methods** (SM113). For the more advanced economics material, a knowledge of economics as covered in Ec113 **Principles of Economics Treated Mathematically**. For the more advanced mathematics material SM124 **Introduction to Topology** and SM126 **Fixed Point Theorems** will be useful but not essential. More important than a knowledge of specific techniques is the habit of thinking in the careful way required in mathematics and economic theory. Undergraduates are advised to take the course in their third year rather than their second year.

Teaching Arrangements: The lecture course SM120 **Games** consisting of two lectures a week in the Michaelmas Term (and one lecture a week thereafter). The lecture course Ec151 **Economic Applications of Game Theory** consisting of one lecture a week in the Lent Term. Also twenty-five problem classes SM120a are given throughout the year. The classes are organised by Dr. A. Ostaszewski. Attendance for at least 55 hours will be expected.

Written Work: Lecture notes containing problems are supplied. Written answers will be expected by the class teacher on a regular basis and the problems will be discussed in the class.

Reading List: This subject is currently under development and completely adequate books are not available. *Game Theory* by G. Owen (2nd edn.) should be purchased or *Game Theory* by T. Jones (although this is only sound on zero-sum games). Some further references are *Games and Decision* by Luce & Raiffa, *The Theory of Games and Economic Behaviour* by Von Neumann & Morgenstern, *Two-Person Game Theory* by Rappaport, *Economics and the Theory of Games* by Bacharach, *Rational Behaviour and Bargaining Equilibrium in Games and Social Situations* by Harsanyi, *The Compleat Strategyst* by Williams, *The Strategy of Conflict* by Schelling.

Examination Arrangements: Students are normally assessed on the basis of a three-hour formal examination in the Summer Term. The examination will contain a general section, a more mathematical section and a more economical section. Students will be required to answer questions from two of these three sections.

SM7030

Further Analysis

Teacher Responsible: Dr. E. Boardman, Room S486 (Secretary, Mimi Bell, S464)

Course Intended Primarily for B.Sc. (Maths./Stats./Comp./Act.Sci); B.Sc. (Econ.) and suitably qualified graduate students.

Scope: This is a second level theoretical course in analysis. The aim is to consolidate and extend the students' knowledge of real analysis via a discussion of topology ideas in a concrete setting and to introduce the basic notions of complex analysis.

Syllabus: Real analysis and topology in metric spaces including finite dimensional Euclidean space. Complex analysis including the Residue Theorem and elementary mapping ideas.

Pre-Requisites: Students should have previously attended SM103 **Introduction to Analysis and Set Theory** or the equivalent. (For an American student an equivalent background would involve at least one course in formal real analysis together with several supplementary courses in mathematics.) Simultaneous attendance at the course SM124 **Introduction to Topology** is helpful but not necessary.

Teaching Arrangements: The lecture course SM111 **Further Analysis** consisting of some 25 lectures taught in the Michaelmas and Lent Terms by Dr. Boardman associated with which are the weekly problem classes SM111a also conducted by Dr. Boardman. Also the lecture course M204 **Functions of a Complex Variable** taught by Dr. William Harvey at King's College. The latter course consists of three hours per week beginning in the 2nd or 3rd week of the Lent Term and extending into the Summer Term.

Written Work: Written answers to set problems will be expected on a regular basis by Dr. Boardman and Dr. Harvey. Students may also be asked to answer problems from the recommended textbook verbally in the classes. Written work is of particular importance in this course.

Reading List: *Foundations of Analysis: A Straightforward Introduction, Vol. II (Topological Ideas)* by K. G. Binmore contains most of the material to be covered in SM111 (though not necessarily in the same order). *Basic Complex Analysis* by J. E. Marsden covers the material taught in M204.

Alternatives and Further Reading: For SM111: *Mathematical Analysis 2* by J. C. Burkill and H. Burkill, *Introduction to Topology and Modern Analysis* by G. F. Simmons, *The Theory and Problems of General Topology* by S. Lipschutz ("Schaum's Outline" Series). All

these contain topics outside the scope of SM111, the nearest book to the material covered is K. G. Binmore mentioned above. For M204: *Theory and Problems of Complex Variables* by M. R. Spiegel ("Schaum's Outline" Series), *Complex Analysis* by L. V. Ahlfors, *Introduction to Complex Analysis* by R. Nevanlinna and V. Paatero.

Examination Arrangements: Students are normally assessed on the basis of a three hour formal examination in the Summer Term.

SM7031

Sets and Models

Teacher Responsible: Dr. J. Bell, Room S467 (Secretary, Mimi Bell, S484)

Course Intended Primarily for B.Sc. (Maths./Stats./Comp.) 2nd or 3rd year; B.Sc. (Maths./Phil.) 2nd or 3rd year; Dip. Logic and Sci. Method; M.Sc. Logic and Sci. Method.

Scope: The aim of this course is to provide an introduction to set theory and the model theory of first-order languages.

Syllabus:

Axiomatic approach to set theory. Sets and classes. Well-orderings. Cardinals and ordinals. The axiom of choice and Zorn's lemma.

First-order languages and their models. Completeness, compactness and Lownheim-Skolem theorems. The elementary chain theorem and some of its consequences: Craig's interpolation lemma and Beth's definability theorem.

Pre-Requisites: A basic acquaintance with predicate calculus, as provided in the course Ph114: *Introduction to Mathematical Logic*.

Teaching Arrangements: 20 lectures on set theory in the first term, 20 lectures on model theory in the second term (SM127). (Full lecture notes provided). 20 problem classes (SM127a) over the 2 terms.

Reading List: J. Bell & M. Machover, *A Course in Mathematical Logic*; J. Bridge, *Beginning Model Theory*; K. Kuratowski & A. Mosstowski, *Set Theory*; E. Mendelson, *Introduction to Mathematical Logic*.

Examination Arrangements: There is a 3 hour formal examination in the Summer Term, based on the full syllabus for the lecture course. The paper contains 10 questions divided into 2 sections (set theory, model theory respectively). Full marks may be obtained on 5 questions of which at least one must come from each section.

SM7040

Further Algebra

Teacher Responsible: Dr. H.

Freedman, Room S465 (Secretary, Mimi Bell, S484)

Course Intended Primarily for B.Sc. (Maths.); B.Sc. (Maths./Stats., Maths./Comp.); B.Sc. (Maths./Phil.).

Scope: The aim of this course is to introduce students to the theory of modules, in particular, modules over a principal ideal domain.

Syllabus: Topics in commutative rings; Modules; Projective and injective modules; Modules over a principal ideal domain.

Pre-Requisites: The rudiments of group and ring theory as presented in the course

Introduction to Algebra

Teaching Arrangements:

20 lectures and 20 seminars (Michaelmas and Lent Terms) (SM112)

14 classes (Michaelmas and Summer Term) (SM112a)

Written Work: Weekly exercises during the Michaelmas and Summer Terms. The Lent Term is devoted to seminars given by students on their projects. Written reports on the projects are handed in early in the Summer Term.

Reading List: M. F. Atiyah & I. G.

Macdonald, *Introduction to Commutative Algebra*, Addison-Wesley; S. MacLane & G. Birkhoff, *Algebra* (Chapters 4, 6 and 10), Macmillan Co.; N. Jacobson, *Basic Algebra II* (Chapter 3), Freeman.

Supplementary Reading List: D. W. Sharpe & P. Vamos, *Injective Modules*, Cambridge University Press.

Examination Arrangements: There is a three-hour formal examination in the Summer Term. The paper contains 7 questions. Full marks may be obtained on 4 questions. 60% of the total assessment of the course is based on the exam paper. 40% is awarded on the project, for which both the written report and the lecture are taken into consideration.

SM7041

Category Theory

Teacher Responsible: Dr. H.

Freedman, Room S465 (Secretary, Mimi Bell, S484)

Course Intended Primarily for B.Sc. (Maths.) 3rd year; B.Sc. (Maths./Stats., Maths./Comp.) 3rd year; B.Sc. (Maths./Phil.) 3rd year; M.Sc. (Maths.)

Scope: The aim of the course is to introduce students to the theory of categories, emphasizing ideas and methods which can also be used in other fields of Mathematics.

Syllabus: Functors and natural transformations; Limits and colimits; Adjoints; Completion; Abelian and algebraic categories.

Pre-Requisites: Acquaintance with sets, groups, rings and modules. Mathematical maturity.

Teaching Arrangements: 20 lectures (SM130) and 20 classes (SM130a) during the Lent Term.

Written Work: During the Michaelmas Term each student has to prepare, under supervision, a project, lecture on it to the class in the Lent Term and hand in a written report early in the Summer Term. In addition there are weekly exercises during the Lent Term.

Reading List: S. MacLane, *Categories for the Working Mathematician*, Springer; M. A. Arbib & E. G. Manes, *Arrow, Structures and Functions* (Chapter 10), Academic Press.

Supplementary Reading List: B. Pareigis, *Categories and Functors*, Academic Press.

Examination Arrangements: There is a three-hour formal examination in the Summer Term. The paper contains 7 questions. Full marks may be obtained on 4 questions. 60% of the total assessment of the course is based on the exam paper. 40% is awarded on the project, for which both the written report and the lecture are taken into consideration.

SM7042

Infinite Abelian Groups

Teacher Responsible: Dr. H.

Freedman, Room S465 (Secretary, Mimi Bell, S484)

Course Intended Primarily for B.Sc. (Maths.) 3rd year; B.Sc. (Maths./Stats., Maths./Comp.) 3rd year; B.Sc. (Maths./Phil.) 3rd year.

Scope: The aim of the course is to introduce students to the theory of infinite abelian groups and to help them acquire some of the techniques used in modern infinite algebra.

Syllabus: Direct sums of cyclic groups. Divisible and free Abelian groups. Pure subgroups. Basic subgroups. Ulm's theorem. **Pre-Requisites:** The rudiments of group theory as presented in the course **Introduction to Algebra**.

Teaching Arrangements: 20 lectures (SM129) (about 75% of them given by students) and 20 classes at 2 hours SM129(a).

Written Work: During the Michaelmas Term each student has to prepare, under supervision, a project, lecture on it to the class in the Lent Term, and hand in a written report early in the Summer Term. Each student also has to give further lectures covering part of the course (usually the one related to his or her project), and hand in weekly exercises.

Reading Lists: L. Fuchs, *Infinite Abelian Groups I*, Academic Press; I. Kaplansky, *Infinite Abelian Groups*, Ann Arbor, Michigan Univ. Press.

A selection of papers specified during the course.

Supplementary Reading List: P. A. Griffith, *Infinite Abelian Group Theory*, Univ. Chicago Press.

Examination Arrangements: There is a three-hour formal examination in the Summer Term. The paper contains 7 questions. Full marks may be obtained on 4 questions. 60% of the total assessment of the course is based on the exam paper. 40% is awarded on the project for which the written report and the lecture are taken into consideration.

SM7060

SM8001

Applied Abstract Analysis

Teacher Responsible: Dr. A.

Ostaszewski, Room S468 (Secretary, Mimi Bell, S464)

Course Intended Primarily for M.Sc. prelim. and final year. Available for suitable candidates for B.Sc. (Econ.) Part II. B.Sc. Course Unit. (Maths./Stats./Comp./Actuarial Science/ Management Science/Maths. and Phil.) 3rd year only.

Scope: To present a self-contained rigorous treatment of differentiation in infinite dimensional spaces (e.g. spaces consisting of functions) which establishes the calculus of variations as a tool for solving optimisation problems of a non-linear nature (such as finding the shortest path between two points on a given surface). A field of applications is then studied either using this tool or the whole framework of functional analysis.

Syllabus: Selected topics from the following:

- (i) Function Analysis and Optimization. (Banach spaces, Hahn-Banach Theorem, Operator Derivatives, Abstract Lagrange Multipliers).
- (ii) Control Theory. (Calculus of Variations, Pontryagin Theory, Linear Systems, Feedback Control, Stability).
- (iii) Continuum Economics. (Lebesgue measure of coalition, mean demand, equivalence theorem, limit theorems.)
- (iv) Special topic to be announced.

Pre-Requisites: Ideally though not necessarily a second course in Analysis. However, a rigorous first course in **Analysis and Set Theory** which considers metric spaces and topological spaces on an introductory level will suffice, provided that the student is well versed in so-called "epsilon and delta" arguments and accustomed to "abstract notions".

Teaching Arrangements: One lecture course (SM122) accompanied by classes.

Lectures: SM122 Two one-hour sessions Michaelmas and Lent Terms.

Classes: One hour Michaelmas and Lent Terms (SM122a)

Classes are taken by **Dr. Ostaszewski**. Very full notes are provided with appropriate problem sheets. Model answer may be provided as necessary. No course book is required but it is advisable to look at alternative accounts (as below).

Reading List: D. G. Luenberger, *Optimization by Vector Space Methods* (Wiley, 1969).

Appropriate to the first part of the course.

D. L. Russell, *Mathematics of Finite Dimensional Control Systems*.

An excellent text for linear control theory.

W. Hildenbrand, *Core and Equilibrium of a Large Economy* (Princeton, 1974) is the source text for the applications in mathematical Economics.

Supplementary Reading Lists are distributed.

Examination Arrangements: There is a formal examination in the Summer Term which consists of two sections A and B. Section A usually contains eight questions, Section B only three. M.Sc. students taking only the first semester of the course are given two hours in which to answer any number of questions from section A; full marks may be obtained on about three-and-a-half questions. M.Sc. students taking the full course are given three hours and must answer at least one question from each section; full marks in this case may be obtained on about five questions. For B.Sc. students, the marking is more lenient and questions may be answered from Sections A and B at will. The time given is three hours and full marks are obtainable on about four

questions.

Revision guides will be distributed at the end of Lent Term and will contain information about: the structure of the paper, details of non-examinable material, suggestions on areas on which to concentrate revision.

Revision classes will be arranged on request in the Summer Term.

SM7200

Basic Statistics

Teachers Responsible: **Dr. C. Smith**, Room S212 and **Mr. A. Harvey**, Room S218a (Secretary, Sue Coles, S107)

Course Intended Primarily for 1st year B.Sc. (Economics) and Course Unit Students.

Diploma in Accounting and Finance

Diploma in Business Studies

Diploma in Economics

Diploma in Management Sciences

Scope: The course is an introduction to statistical methods and their use in the social sciences.

Syllabus: Descriptive statistics, elements of probability, special distributions, inference, analysis of variance, correlation and regression, goodness of fit, decision theory and survey sampling.

Pre-Requisites: A Pass in O-level Mathematics is normally required. The course is *not* suitable for those who have taken A-level Mathematics. Such students should take **Elementary Statistical Theory**.

Teaching Arrangements: There are two lectures (SM200) a week in the Michaelmas Term and one lecture a week in the Lent Term. There is one class (SM200a) a week throughout the year, the final class being in the second week of Summer Term. Students are expected to hand in exercises for classes every week.

Reading List: Students should purchase one of the following books:

P. G. Hoel, *Elementary Statistics*; R. J.

Wonnacott & T. H. Wonnacott, *Introductory*

Statistics; J. E. Freund, *Modern Elementary*

Statistics.
Examination Arrangements: There is a three-hour examination in the Summer Term. The paper is in two parts. Part A consists of a number of short questions, all of which are to be answered. These questions account for 40% of the marks. They do not all have equal weight. Part B consists of six questions, of which three are to be answered. Each of the questions is worth 20%. A formulae sheet is provided, as are statistical tables. Electronic pocket calculators can be used.

SM7201

Elementary Statistical Theory

Teacher Responsible: **Mr. D. Balmer**, Room S208 (Secretary, Leila Alberici, S107)

Course Intended Primarily for B.Sc. (Econ.) Part I

B.Sc. (c.u.) (Management Sciences) (Maths./Stats./Comp./Actuarial Science)

Course Unit 790/0001 usually taken in 1st year but is available for 2nd and 3rd years.

B.Sc. (Econ.) Part II

II Mathematical Economics and Econometrics 6(a)

V International Trade and Development 7(q)

VII Accounting and Finance 7(c)

XII Computing 5 & 6(b)

XVII Philosophy 7(k)

XXIV Population Studies 5, 6, 7 & 8(g(i))

XXVI Mathematics and Economics 3(c)

and as an approved outside option/course unit for non-specialists.

Also available under

Diploma in Economics 2, 3 & 4 (b(iii))

Management Sciences Group III (d)

Operational Research 3 & 4(a(i))

Scope: The course intends to introduce students to a basic range of statistical ideas and techniques.

Syllabus: Descriptive Statistics including some exploratory data analysis. Probability and distribution theory. Sampling ideas. Estimation and hypothesis testing. Regression, correlation, analysis of variance, time series and forecasting.

Pre-Requisites: No previous knowledge of statistics will be assumed. N.B. students who have taken a full or part A level in Statistics or have previously studied Statistics to an equivalent level should indicate this by recording an 'A' on their option cards. The course will however assume a mathematical knowledge (and confidence) equivalent to a reasonable attainment in a mathematical subject to A-level.

Teaching Arrangements:

Lectures: SM204 **Elementary Statistical Theory** 40 Michaelmas and Lent Terms.

Classes: SM204(a) 20 Michaelmas and Lent Terms.

Reading List: There are many books with a similar content and level of coverage as the course. Students are advised to purchase:

T. H. Wonnacott & R. J. Wonnacott, *Introductory Statistics*, 3rd edn., Wiley; R. E. Walpole *Introduction to Statistics*, 3rd edn., Collier-Macmillan; P. G. Hoel, S. C. Port & C. J. Stone, *Introduction to Probability Theory and Introduction to Statistical Theory*, Houghton-Mifflin Co.

Supplementary Reading List: P. Sprent, *Statistics in Action* (Pelican); D. Cooke, A. H. Craven & G. M. Clarke, *Basic Statistical Computing* (Arnold); P. F. Velleman & D. C. Hoaglin, *ABC of EDA* (Duxbury Press); H. L. Alder & E. B. Roessler, *Introduction to Probability and Statistics* (Freeman); V. E. Cangelose, P. H. Taylor & P. F. Rise, *Basic Statistics - a Real World Approach* (West P.C.); H. S. Gillow, *Stat City* (Irwin).

Examination Arrangements: There is a single three-hour formal examination in the Summer Term covering the full content of the course.

SM7215

Methods of Statistical Analysis

Teacher Responsible: **Colm O'Muircheartaigh**, Room S214 (Secretary, Sian Turner, S206)

Course Intended Primarily for

(a) B.Sc. c.u. Main field Sociology 1st Year

(b) B.Sc. c.u. Main field Social Psychology 1st year (See Ps5046)

(c) B.Sc. Social Science and Administration 1st year (Paper 2)

(d) B.Sc. (Econ.) Part II

(e) Diploma in Sociology

(f) M.Sc. in Sociology (optional)

Sociology and Social Psychology students will attend the whole course. Students in Social Science and Administration and Social Policy will attend the first 20 lectures only.

Scope: An introduction to statistical methods and statistical reasoning, with particular reference to applications in the social sciences. No prior knowledge of statistics is assumed.
Syllabus: The place of statistics in the social sciences, and the nature and purpose of statistical methods.

Descriptive statistics: Levels of measurement. The summarization and presentation of data using graphic methods. Frequency distributions and methods of describing them. Chance, uncertainty and probability. Elementary ideas of probability theory. Simple probability distributions. The normal distribution.

Basic ideas of sampling and statistical inference. Sampling from finite populations. Normal approximations to the sampling distributions of proportions and means and their use in estimation and hypothesis testing. Testing goodness of fit.

The measurement of association of correlation and simple tests of significance. Simple linear regression.

The exact sampling distribution of the standard test statistics. Two-sample tests for means for related and unrelated

measurements. Distribution free tests, contingency tables, rank correlation methods. Analysis of variance (ANOVA). The t-test and the f-test. Testing correlation and regression coefficients. Multiple regression.

Pre-Requisites: None.

Teaching Arrangements:

Lectures (SM202): In the Michaelmas Term, there will be one lecture each week; in the Lent Term there will be two lectures each week. Lectures for the Summer Term will be arranged later. Sociologists attend So102.

Classes: In addition to lectures there will be a weekly class (SM202a). The main purpose of the classes is to provide an opportunity to ask questions about the lecture material and to discuss the exercises.

Each week a set of exercises will be distributed at the lecture. The exercises are an essential part of the course and they must be handed in on time if full benefit is to be derived from the classes. The exercise marks are used for assessment purposes for social psychologists but *not* for anyone else.

Reading List: There are many elementary books on Statistics for social scientists but experience seems to show that none is ideally suited to the needs of students on this course. Consequently, each week a set of notes covering the lecture topics for that week will be distributed. These notes will provide a framework for further reading, and will indicate where further material on the topics may be found.

The following notes may help the student to choose among some of the more useful books. H. M. Blalock, *Social Statistics* (1st or 2nd edn.). Probably the best single text. It is widely used in university courses at this level but the mathematical level is rather higher than in this course and it covers a much wider range. Social Psychologists are recommended to buy it – others should look at it first to see if it meets their needs.

H. J. Loether & D. G. MacTavish, *Descriptive Statistics for Sociologists: An Introduction; Inferential Statistics for Sociologists: An Introduction*. Two very good books although very long (more than 300 pages in each) and going beyond the scope of this course. Certainly worth consulting from time to time.

K. A. Yeomans, *Introductory Statistics, Statistics for the Social Scientist, Vol. I; Applied Statistics, Statistics for the Social Scientist, Vol. II*. A good alternative to Blalock. Vol. I contains a revision of elementary arithmetic and mathematics. Vol. II takes the subject beyond the scope of this course.

F. R. Jolliffe, *Commonsense Statistics for Economists and Others*. A good elementary introduction with no particular bias in spite of

the title. Goes a little further in some directions than this course. It would be a reasonable choice for someone who finds Blalock too difficult. Available in paper back. D. Rowntree, *Statistics Without Tears*.

Described as a primer for non-mathematicians it covers much of the material in the early part of the course. It would serve as a good preparation for those whose mathematics is very limited but would need to be supplemented by one of the other books giving a more complete coverage.

A. H. Pollard, *Introductory Statistics, A Service Course by A. H. Pollard*. Similar coverage to Jolliffe and equally good.

T. W. Anderson & S. L. Sclove, *Introductory Statistical Analysis*. Another introductory text somewhat above the level of Jolliffe and with wider coverage. The examples tend to have an American flavour but those who find this appealing and have A or good O-level mathematics might find it a good choice.

W. E. Willemson, *Understanding Statistical Reasoning*. This is an excellent book. It is written primarily for psychologists and its object is to enable them to evaluate critically the statistical arguments which appear in their research literature. It goes well beyond the scope of this course and concentrates on those topics which are prominent in the psychological literature. Social psychologists, especially, would find it useful both for this course and later.

T. H. Wonnacott & R. J. Wonnacott, *Introductory Statistics*. Particularly useful for the later part of the course. The mathematical level is a little too high but the treatment is clear and concise. The book covers many topics beyond the level of this course.

Examination Arrangements: All examinations for this course will be open-book examinations. For Social Psychology students 30% of the marks for the course will be based on assessment of the homework submitted during the session.

SM7220

Probability, Distribution Theory and Inference

Teachers Responsible: Professor J. Hajnal, Room S116 and Dr. M. Knott, Room S216 (Secretary, Anne Usher, S205)

Course Intended Primarily for B.Sc. (Econ.) Special subjects: Econometrics and Mathematical Economics, Statistics; B.Sc. Course Unit Main Fields Maths., Stats., Act. Sci.

Scope: The course is intended to cover the probability, distribution theory and statistical inference needed for the third year courses in statistics and econometrics given at the School.

Syllabus: Revision of basic probability theory and of the basic discrete and continuous one variable distributions. Joint distribution of several variables. Marginal and conditional densities. Multinomial and bivariate normal distributions. Moment generating functions. Functions of random variables. Change of variable. Weak law of large numbers and central limit theorem. Sampling distributions. Criteria of estimation: consistency, unbiasedness, efficiency, minimum variance. Sufficiency. Maximum likelihood estimation and its properties. Confidence intervals. Tests of simple hypotheses. Likelihood ratio tests.

Pre-Requisites: The course is designed to follow on from **Elementary Statistical Theory**. It is normally attended by second year students who have taken **Elementary Mathematical Methods** as well as **Elementary Statistical Theory** in the first year. Any student who has not taken these two first year courses is advised to consult one of the teachers responsible for the course.

Teaching Arrangements: There are two lecture courses each accompanied by classes for which the students are divided into two groups. Exercises will be set in connection with these classes and students' answers will be marked.

Lectures: SM206 **Probability and Distribution Theory**. 20 Michaelmas, 10 Lent, 3 Summer Term.

SM207 **Estimation and Tests**. 10 Lent, 2 Summer Term.

Classes: SM206(a) 9 Michaelmas, 5 Lent, 2 Summer Term.

SM207(a) 4 Lent, 1 Summer Terms.

Reading List: The main reference for the course is:

A. M. Mood, F. A. Graybill & D. C. Boes, *Introduction to the Theory of Statistics* (3rd edn.).

Other useful books are:

R. V. Hogg & A. T. Craig, *Introduction to Mathematical Statistics* (3rd edn.); P. L. Meyer, *Introductory Probability and Statistical Applications*; B. W. Lindgren, *Statistical Theory* (3rd edn.); M. Woodroffe, *Probability with Applications*; H. J. Larson, *Introduction to Probability Theory and Statistical Inference* (3rd edn.).

Examination Arrangements: One three-hour written examination in the Summer Term. Five questions have to be answered out of the ten set. (Seven questions are set on the material of course SM206, three on SM207).

SM7230

Statistical Techniques for Management Sciences

Teacher Responsible: Dr. John Howard, Room S209 (Secretary, Hazel Rice, S108)

Course Intended Primarily for B.Sc. (Management Sciences) 2nd or 3rd year B.Sc. (Maths./Stats./Comp./Actuarial Science) 2nd or 3rd year

B.Sc. (Economics) XII Computing Diploma in Management Sciences For course unit degrees, the Course Registration Number is 790/7230.

Scope: This is a second course in Statistics, emphasizing the application of statistical techniques which have proved useful in the Management Sciences.

Syllabus: Analysis of Variance, Regression, Time Series and Forecasting, Survey Methods, Quality Control. More detail is given in the lecture course descriptions under "Teaching Arrangements" below.

Pre-Requisites: Statistics and Probability Theory to the level of the course **Elementary Statistical Theory**. Mathematics to the level of **Elementary Mathematical Methods**. In particular, students should have covered elementary distribution theory, confidence intervals and hypothesis testing, and basic linear algebra. It is NOT necessary to have any previous experience of computers, but students will be expected to use the MINITAB computer package to carry out the calculations necessary to do the course exercises.

Teaching Arrangements: There are four lecture courses, each accompanied by a class, as follows:

Lectures: SM210 **Analysis of Variance and**

Quality Control 10 Lent Term

SM211 **Time Series and Forecasting** 10

Michaelmas Term

SM212 Applied Regression Analysis 10 Lent Term
SM213 Survey Methods 10 Michaelmas Term
Classes: SM210a 5 Michaelmas Term
SM211a 5 Lent Term
SM212a 5 Lent Term
SM213s 5 Lent Term
SM210 Analysis of Variance and Quality Control (Dr. Howard).

Three lectures on Quality Control introduce methods of acceptance/rejection and continuous process control. Seven lectures on Analysis of Variance cover one and two-way classifications and the estimation of contrasts. SM211 Time Series and Forecasting (Mr. Balmer).

Trend, seasonality, stationarity, exponentially weighted moving average forecasts, ARMA models, and Box-Jenkins forecasting.

SM212 Applied Regression Analysis (Dr. Howard).

Multiple linear regression, transformation of data, stepwise and best subsets regression. SM213 Survey Methods (Dr. Phillips).

(This also forms part of the course **Statistical Techniques and Packages** - Course Registration Number 790/7240.) Principles of sampling, stratification, clustering and the multistage sample, applications in market research and accounting. Major government surveys. Questionnaire design. Non-sampling errors.

SM210-SM213 have classes approximately once a fortnight to discuss sets of problems given out in the lectures. The class teachers are usually either the lecturer or a research officer. SM214 has five class seminars taken by the lecturer after the lecture course has finished. Full lecture notes and problem solutions are provided for SM210 and SM212.

Reading List: Recommended books are R. B. Miller & D. W. Wichern, *Intermediate Business Statistics* (Holt, Rinehart & Winston, 1977); T. H. Wonnacott & R. J. Wonnacott, *Regression: A Second Course in Statistics* (Wiley, 1981, available in paperback); G. Kalton and C. Moser, *Survey Methods in Social Investigation*.

Students may also wish to consult C. Chatfield, *The Analysis of Time Series - Theory and Practice*; W. Gilchrist, *Statistical Forecasting*; J. Neter & W. Wasserman, *Applied Linear Statistical Models*; T. A. Ryan, B. L. Joiner & B. F. Ryan, *MINITAB Student Handbook*; G. B. Weatherill, *Sampling Inspection and Quality Control*; T. H. Wonnacott & R. J. Wonnacott, *Introductory Statistics for Business and Economics* (2nd edn.).

Examination Arrangements: There is a three-hour formal examination in the Summer

Term, covering the full syllabus for all four lecture courses. The paper usually contains 9 questions, of which 5 must be attempted. It is important to attempt five questions: no credit is given for a sixth answer, and one fifth of the marks is available for each of these five attempts. On the other hand, it is not necessary to answer in full all parts of a question to obtain a reasonable mark on it. Copies of previous years' papers are available. The majority of the total assessment of the course is based on the examination paper - the remainder is awarded on a project. The project is usually set during the Lent Term and students attempt it in teams of about four members each. The project is handed in early in the Summer Term, and is marked on presentation as well as content.

SM7231

Marketing and Market Research
Teacher Responsible: Mrs. K. Spitz,
Room S213 (Secretary, Hazel Rice,
S108)

Course Intended Primarily for B.Sc.
Management Sciences
Course Unit 790/7231

B.Sc. (Management Sciences) 2nd or 3rd year
B.Sc. (Econ.) approved outside option
Diploma in Management Sciences

Scope: The aim of the course is to cover the main methods of data collection and analysis used in market and opinion research and to introduce models for perception, attitude structure and buying behaviour.

Syllabus: Marketing information systems. Problem formulation and research designs for market and opinion research. Random sampling and statistical inference: stratification clustering, multistage, multiphase, and area sampling. Sampling frames and non-response. Quota sampling. Data collection methods: interviews, mail questionnaires, observation, panel studies, retail audits and some more qualitative methods. Product tests, advertising and public opinion research. Models for perception, attitudes and preferences: methods of attitude scaling. Thurston, Likert, Guttman and semantic differential scales. Some statistical models used in the analysis of multivariate marketing data. Theories of customer behaviour: models for brand choice, brand loyalty, purchase incidence, purchase timing and market penetration. Learning models for new product adoption. Optimal advertising rates.

Pre-Requisites: An understanding of the elements of probability and statistical inference is required although much of the

course is completely non-mathematical. Some use may be made of computer packages but it is NOT necessary to have any previous experience of computers.

Teaching Arrangements: The course consists of three hours per week for 23 weeks.

Approximately two thirds of the hours are lectures. Four members of staff participate in the course.

SM222(i) Professor A. S. Douglas (S106)

Introduction to Marketing 5 Michaelmas Term

SM222(ii) Mr. D. Balmer (S208) **Stochastic Models** 10 Lent Term, 5 Summer Term

SM222(iii) Mrs. K. E. Spitz (S213) **Research Methods** 20 Michaelmas Term, 10 Lent Term, 4 Summer Term

SM222(iv) Dr. C. Phillips (S207) **Measurement and Data Analysis** 5 Michaelmas Term, 10 Lent Term

Class time will be allocated at the most appropriate points in each of the four lecture courses and will take the form either of problem discussion and solution or of the presentation by students of prepared papers. SM222(i) serves as a brief introduction to the marketing function and sources of marketing information.

SM222(ii) covers various theories of consumer behaviour and the stochastic models associated with these.

SM222(iii) is the core methods course and is predominantly concerned with the application of survey methods in market and opinion research.

SM222(iv) covers attitude scaling and introduces some methods of multivariate analysis.

Written Work: Students will be expected to attempt about six statistical problem sets for SM222 (ii) and (iii). They will also be asked to prepare and deliver class papers on assigned topics for SM222 (iii) and (iv).

Reading List: No one book covers the entire syllabus. Students are however advised to purchase:

C. A. Moser & G. Kalton, *Survey Methods in Social Investigation* (Available in paperback); W. F. Massey, D. B. Montgomery & D. G. Morrison, *Stochastic Models for Buying Behaviour* (Available in paperback).

Books which students may wish to consult include:

R. W. Worcester & J. Downham (Eds.), *Consumer Market Research Handbook*; J. R. G. Jenkins, *Marketing and Consumer Behaviour*; C. A. O'Muirheartaigh & C. D. Payne (Eds.), *The Analysis of Survey Data*.

Examination Arrangements: There is a three hour formal examination in the Summer Term based upon the full syllabus. The paper contains eleven questions of which four are to

be answered. Each question carries an equal number of marks. The majority of the questions require essay type answers. Copies of the examination paper from 1981 are available.

SM7240

Statistical Techniques and Packages

Teacher Responsible: Mrs. K. Spitz,
Room S213 (Secretary, Hazel Rice,
S108)

Course Intended Primarily for B.Sc. (Statistics) (Third year); B.Sc. (Econ.) XI Statistics (Third year). Course unit 790/7240

Scope: The aim of the course is to introduce students to a further range of important statistical techniques and procedures together with some relevant programming packages.

Syllabus:

SM214 **Surveys, Experiments and other Investigations.** Surveys: design decisions, methods of random sampling, data collection methods and the control of response and non-response errors. The design of experiments and other explanatory studies.

SM215 **Sample Survey Theory.** The mathematical theory of simple random sampling, stratification and multi-stage sampling.

SM216 **Multivariate Methods.** A survey of principal component analysis, cluster analysis, factor and latent structure analysis and multidimensional scaling. Illustrative examples of the application of each technique including interpretation of computer output.

SM217 **Further Statistical Theory and Methods.** Minimum variance estimation. The Rao-Blackwell theorem, completeness and the exponential family of distributions. Distribution-free methods, outliers and robustness, exploratory data analysis.

SM304 **Fortran 77.** This course need be taken only if **Elements of Computer Science** has not been taken.

Pre-Requisites: Probability, Distribution Theory and Inference to an intermediate level.

Teaching Arrangements:

SM214 Given by Mrs. K. Spitz. 20 Lent Term, 2 Summer Term. Usually consists of 15 lectures and 7 classes. Students present prepared class papers.

SM215 Given by Mrs. K. Spitz. 10 Michaelmas Term, 5 Lent Term. Includes 4 or 5 classes in which solutions to problem sets given out in the lectures are discussed.

SM216 Given by Professor D. Bartholomew, Room S210. 10 Michaelmas Term, 5 Lent Term. Usually includes 5 classes for which each student prepares one class paper.

SM217 Given by Dr. M. Knott, Room S216. 10 Michaelmas Term, 5 Lent Term. Includes 5 classes.

SM304 Given by Miss C. Hewlett. 10 lectures and 10 classes in the Michaelmas Term.

Reading List: SM214 Students are advised to purchase: C. A. Moser & G. Kalton, *Survey Methods in Social Investigation*.

Other books which may be consulted include: C. Sellitz *et al*, *Research Methods in Social Relations*; H. M. Blalock, *An Introduction to Social Research*.

SM215 Students should purchase or consult: W. G. Cochran, *Sampling Techniques*.

Other recommended reading:

L. Kish, *Survey Sampling*; M. H. Hansen, W. N. Hurwitz & W. G. Madow, *Sample Survey Methods and Theory*; F. Yates, *Sampling Methods for Censuses and Surveys*.

SM304:

T. M. R. Ellis, *A Structured Approach to FORTRAN 77 Programming*.

SM216: No single book adequately covers the course. The most suitable are:

C. A. O'Muircheartaigh & C. Payne, *The Analysis of Survey Data*, Volume I; A. E. Maxwell, *Multivariate Analysis in Behavioural Research*.

Other Books which can be usefully consulted are: C. Chatfield & A. J. Collins, *Introduction to Multivariate Analysis*; M. G. Kendall, *Multivariate Analysis*; D. J. Bartholomew, *Mathematical Methods in Social Science*.

SM217 Reading will be announced at the beginning of the course.

Examination Arrangements: There is a three-hour formal examination in the Summer Term based upon SM214 to SM217. Five questions must be answered from a total of nine. Copies of past examination papers are available.

SM7241

SM7250

Statistical Theory Statistical Methods for Actuarial Sciences

Teacher Responsible: Professor D. J. Bartholomew, Room S213 (Secretary, Sian Turner, S206)

**Course Intended Primarily for B.Sc. (Econ.) XI Statistics 3rd year
B.Sc. (Maths./Stats./Comp./Actuarial Science) 3rd Year**

Scope: The course introduces the student to four central fields in the theory of statistics: stochastic processes, linear models, time series and regression and analysis of variance. Students also take a class in FORTRAN

Programming (SM302(a)).

Syllabus:

SM218 Regression, Analysis of Variance and the General linear model. Models for contingency tables, Implementation of the theory on selected computer packages.

SM219 Elementary stochastic processes including random walks, Markov Chains, Poisson processes, Birth and Death processes. SM220 Applications of stochastic processes in selected social science fields.

Pre-Requisites: Elementary Statistical Theory and Probability Distribution Theory and Inference.

Teaching Arrangements: Courses SM219 and SM220 together consist of 15 hours of which 10 are lectures and 5 are classes.

Analysis of Variance will take about 15 hours and so will Regression followed by Contingency Tables. Approximately a third of these hours will be classes.

Students are given sets of exercises which are marked by the lecturer and discussed in the classes. The classes also provide an opportunity for the student to ask and resolve difficulties.

Reading List: SM219 and SM220: There is no single text which can be unequivocally recommended for purchase but students will find it useful to possess one of the following: D. R. Cox & H. D. Miller, *The Theory of Stochastic Processes*; N. T. J. Bailey, *The Elements of Stochastic Processes*; M. Iosifescu, *Finite Markov Processes and Their Applications*; S. Karlin & H. Taylor, *A First Course in Stochastic Processes*; N. R. Draper & H. Smith, *Applied Regression Analysis*, 2nd edn.; K. A. Brownlee, *Statistical Theory and Methodology in Science and Engineering*; R. L. Plackett, *Analysis of Categorical Data*.

SM304:
T. M. R. Ellis, *A Structured Approach to FORTRAN 77 Programming*; B. W. Lindgren, *Statistical Theory*, Chapter 9, 3rd edn.

Examination Arrangements: There is a three-hour paper in the Summer Term of eight questions made up of two from each course. The rubric asks for answers for five questions. If more than five are attempted the marks for the best five only will be counted. 92% of the final assessment is based on the examination and 8% on exercises set in connection with the Regression and Analysis of Variance courses.

SM7260

Actuarial Investigations: Statistical

Teacher Responsible: Not yet known.
(Secretary, Anne Usher, S205).

Course Intended Primarily for B.Sc. (Econ.) Part II; B.Sc. c.u. 2nd or 3rd year.

Scope: The course is in two parts: financial and statistical. The financial part refers to the application of compound interest principles to financial transactions including investment. The statistical part to data interpretation and derivation of models from data involving human contingencies.

Syllabus: Basic principles of compound interest, basic functions and equations of value, discounted cash flow terminology and methods of investment appraisal, the annuity certain, capital redemption policies, determination of the rate of interest in a given transaction, valuation of securities, cumulative sinking funds, effect of taxation, effect of variations in interest rates, investment matching by term. Incremental rates and other indices, analysis of experience data and derivation of exposed to risk formulae, calculation of mortality sickness and other decremental rates, including multiple decrement rates, selection, graduation methods and their application, curve fitting, tests of graduation, modern methods for large investigations, features of principal tables in common use, national vital statistics and population projection, applications outside insurance.

Pre-Requisites: Mathematics to a level corresponding to **Elementary Mathematical Methods**. Statistics to a level corresponding to **Elementary Statistical Theory**. This is a starting course and there are no other pre-requisites.

Teaching Arrangements: The course is taught in alternate years. (The other alternate is **Actuarial Life Contingencies**). The lecture course is SM235 with forty to forty-five lectures and there are twenty supporting classes SM235(a).

Written Work: There is no requirement for written work. The classes provided are supportive and students generally solve an example sheet for each class. The example sheets are provided by the lecturer, and the class teachers correct the students' solutions. However the work done for classes does not play a part in assessment and there is no penalty for not submitting work.

Reading List:

S. G. Kellison, *The Theory of Interest* (Richard D. Irwin 1977); G. E. Wallas,

'Immunization' (*J.I.A.S.S.* 15, 1958); F. M. Redington, 'Review of the Principles of Life Office and Valuations' (*J.I.A.* 78, 1952); P. R. Cox, *Demography* (Cambridge University Press); M. Spiegelman, *Introduction to Demography* (1968); R. W. Batten, *Mortality Table Construction*; M. D. Miller, *Elements of Graduation*; R. C. Elandt-Johnson, 'Some Prior and Posterior Distributions in Survival Analysis: an Insight on Relationships Derived from Cross-Sectional Data' (*J.R.S.S.* 42, 1980); R. D. Clarke, 'Mortality of Impaired Lives 1964-73' (*J.I.A.* 106, 1978); T. S. Leigh, 'The Application of Sequential Analysis to Mortality Data for Assured Lives' (*J.I.A.S.S.* 21, 1976). G. C. Taylor & P. A. Worcester, 'Concerning Hardy's Method of Performing a Makeham Graduation' (*J.I.A.S.S.* 22, 1978); C. D. Daykin, 'The Recent Trend of Mortality in Great Britain' (*J.I.A.* 103 & 104, 1977); D. R. Cox, 'Regression Models on Life Tables (with discussion)' (*J.R.S.S.* 33, 1972); Institute of Actuaries, *Continuous Mortality Investigation Reports Nos. 1-4* (CMIC 1973-9); Office of Population Censuses and Surveys, *English Life Table 13* (HMSO, 1979); J. J. McCutcheon & J. C. Eilbeck, 'Experiments in Graduation of English Life Tables (No. 13) Data' (*T.F.A.* 35, 1977); CMIC, 'Considerations Affecting the Preparation of Standard Tables of Mortality', (*J.I.A.* 101, 1974); Institute of Actuaries, *Tables a(55)*
Number of Students: Approximately 35
Examination Arrangements: There are two three-hour formal examination papers in the Summer Term. Paper I is on the financial part of the course. In Paper I there is a choice of two questions from three in Section A and three questions from five in Section B. Section A of Paper I tends to be more basic than Section B. Paper II is on the statistical part of the course. There are three questions in Section A, two in Section B, three in Section C. In Paper II five questions are to be attempted, at least one from each Section. The final mark is the average of the mark awarded on each paper.

SM7300

Elements of Computer Science

Teacher Responsible: Tony Cornford, Room S105A (Secretary, Sue Coles, S107)

Course Intended Primarily for

B.Sc. (Econ.) Part I

B.Sc. (Maths./Stats./Computing/Actuarial Science)

B.Sc. (Management Sciences)

Diploma in Management Sciences

Diploma in Operational Research

Diploma in Statistics

Scope: This course covers computer hardware and computer software including programming, together with some consideration of the overall design and management of computer systems. It is intended for students who will go on to study further computing courses.

Syllabus:*Computer hardware*

Central processing unit, memory, storage devices, input/output devices. The operation of a computer. Micro electronic and micro processors. The scope and capabilities of computer communication systems.

Computer software

Loaders, assemblers, compilers, interpreters, utilities and operating systems. Programming languages and the methodology of problem formulation, program design and coding. The PASCAL programming language is taught.

Data structures and computer file organisation
Data representation, data storage devices, logical data structures. File organisation and file processing.

Pre-Requisites: There are no pre-requisites for this course. No knowledge of computers is assumed.

Teaching Arrangements: There are three lecture courses, two of which are accompanied by classes. The class to accompany SM302 will cover material for SM305 and SM311.

Lectures:

SM302 **Introduction to Computing** 20

Michaelmas and Lent Terms and class

SM305 **PASCAL Programming** 10 Michaelmas Term.

SM311 **Computer File Organisation** 10 Lent Term.

SM302 **Introduction to Computing.** This covers computer hardware, software (excluding PASCAL programming). The classes that accompany the course are used to clarify lecture material, and to go through exercises.

SM305 **PASCAL Programming.** This course covers problem formulation and solution using the PASCAL programming language. Particular emphasis is placed on design of

programs.

SM311 **Computer File Organisation.** This course covers data representation, data structures, data storage, file organisation and file processing.

Recommended Reading: Goldschlager & Lister, *Computer Science: A Modern Introduction*, Prentice Hall, 1982; P. Bishop, *Computing Science*, Nelson, 1982; L. V. Atkinson, *A Student Guide to Programming in PASCAL*, Wiley, 1982.

The following books deal with particular topics on the course.

Specific references are made to these and other books as topics are introduced.

E. S. Page & L. B. Wilson, *Information, Representation and Manipulation in a Computer*, 2nd edn., Cambridge, 1978; H. Lawson, *Understanding Computer Systems*, Chartwell-Bratt; H. D. Clifton, *Business Data Systems*, Prentice Hall, 1978. (High level view of aspects of commercial data processing systems. Many students find this book useful to provide a context to the course. See particularly the first 6 chapters.); W. Y. Arms *et al.*, *A Practical Approach to Computing*, Wiley, 1976. (Based on Open University course, this book covers much of the syllabus of SM302, but takes a rather different approach.).

Examination Arrangements: There is a three-hour formal examination in the Summer Term, based on the full syllabus for all lecture courses. The paper contains 10 questions of which 5 are to be answered.

There are opportunities for students to learn other programming languages during the year – though no credit is given for these courses. Attention is also drawn to the series of Wednesday afternoon lectures given by members of the LSE Computer Service on particular computing topics of interest to social scientists. Students should consult the notice boards outside Computer Reception S101.

SM7301

General Computing

Teacher Responsible: Professor Frank Land, Room S102 (Secretary, Sue Coles, S107)

Other Teachers: David Dalby, Room S286

Course Intended Primarily for B.Sc. (Econ.)

Part I, B.Sc. (Econ.) Part II outside options.

Scope: This course is intended for students who wish to take a single Computing course within their degree. This approach emphasises applications, and social and economic issues in information technology.

Syllabus: Computer hardware and software, computer programming, computer applications. Methods for developing computer based applications. The economics of information technology. Social Issues.

Pre-Requisites: There are no pre-requisites.

Teaching Arrangements: There are two lecture courses. The class to accompany SM300 will cover material from both courses.

Lectures: SM300 **General Computing I** 20

Michaelmas and Lent Terms.

SM301 **General Computing II** 20 Michaelmas and Lent Terms.

Classes: SM300a 20 classes Michaelmas and Lent Terms to cover material for both courses.

SM300 **General Computing I**, BASIC

Programming and program design.

Applications of Computers in Business and Social Science.

SM301 **General Computing II**, Introduction to Computer Technology. Social and economic issues of information technology.

Reading List: Hunt & Shelley, *Computers and Common Sense*, Prentice Hall; H. J. Lawson, *Understanding Computer Systems*, Chartwell-Bratt; H. D. Clifton, *Business Data Systems*, 2nd edn., Prentice Hall, 1983; P. Bishop, *Computing Science*, Nelson, 1982.

Further reading will be given during the course.

Examination Arrangements: There is a three-hour formal examination in the Summer Term based on the full syllabus for all lecture courses.

SM7320

Computing Methods

Teacher Responsible: Tony Cornford (Secretary, Susan Coles, S107)

Others involved in this course are

Rudi Hirschheim, S104, and **Richard Kaczynski**, S115.

Course Intended Primarily for

B.Sc. (Econ.) XII Computing 4 i

B.Sc. (Maths./Stats./Computing/Act. Sci.)

2nd or 3rd year

B.Sc. (Management Sciences) 2nd or 3rd year

Diploma in Management Sciences

Diploma in Operational Research

Scope: The aim of this course is to extend students knowledge of Computer Systems in the areas of Micro computers, computer communications, programming languages and program design, including data structures, and the issues involved in the design and use of data base systems.

Syllabus:

Micro Computers: The component parts of a micro computer. The micro processors, its machine code and assembly languages, addressing, interrupts, the hardware stack. The structure of a system bus. The development of micro computer technology and its impact.

Computer Communications: Wide area networks and local area networks. The RS232 interface, Ethernet and Cambridge Ring networks. The layered approach to design and implementation of protocols.

Programming Language and Data Structures: The Pascal programming language is taught, with particular emphasis on the data structures provided. Students use Apple II micro computers for the practical part of this course.

Data Base Design: Students are introduced to the hierarchical, network and relational models of data bases. Entity modelling and normalisation. Schemas and Query Languages.

Pre-Requisites: Students are assumed to have a knowledge of computers equivalent to the course **Elements of Computer Science**. They should have learnt at least one programming language. The course calls for a considerable amount of practical work using the Computer equipment in the School. Students will be expected to buy their own floppy discs (approx. £2.50 each) for use with the micro computers.

Teaching Arrangements: There are two lecture courses as follows:

SM306 **Computing Methods I** 20 lectures Michaelmas and Lent Terms and class

(SM307a)

SM307 Computing Methods II 20 lectures Michaelmas and Lent Terms. Students are also expected to put in approximately 2 hours per week of work using the micro computers in S115. Someone is there to answer questions and give advice at many times during the week.

Lectures: **SM306 Computing Methods I**. This covers the Pascal programming language and data structures during the Michaelmas Term. Exercises will be set.

SM307 Computing Methods II. This covers the topics of Micro Computers and Micro Computer technology, as well as Computer Communications.

Reading List: No one book covers the entire syllabus. Students are advised to make good use of the library, and to share books. Further reading will be given during the course.

J. F. Wakerly, *Micro Computer Architecture and Programming*, Wiley, 1981 (This is an excellent book on Micro computer hardware and software, using Pascal extensively to explain concepts); R. Kemp, *Pascal for Students*, Arnold, 1982 (A simple, straight forward introduction to Pascal.); C. Date, *Introduction to Data Base Systems*, 3rd edn., Addison-Wesley; T. Forrester, *The Micro Electronic Revolution*, Pitman, 1980 (An excellent set of readings, good value for money.); R. Zaks, *Programming the Z80*, 3rd edn., Sybex, 1981 (A detailed description of the Z80 processor, and its instruction set.); M. S. Stone *et al.*, *Introduction to Computer Architecture*, 3rd edn., SRA, 1980; D. Halsal & Lister, *Micro Processor Fundamentals*, Pitman, 1980 (A simple introduction to the Intel 8085 micro processor.); M. L. Detouzos, *The Computer Age: a Twenty Year View*, MIT Press, 1980; S. Atre, *Data Base, Structures Techniques for Design, Performance and Measurement*, Wiley, 1980; L. Atkinson, *Pascal Programming*, Wiley, 1980; I. Barron, & R. Curnow, *The Future with Micro Electronics*, Open University Press, 1979; O. J. Dahl, E. W. Dijkstra & C. A. Hoare, *Structured Programming*, Academic Press, 1972 (Classic reference on structured programming.); K. Jensen & N. Wirth, *Pascal User Manual and Report*, Springer-Verlag, 1974 (Original definition of Pascal language – not a text book); G. H. MacEwan, *Introduction to Computer Systems using PDP11 and Pascal*, McGraw Hill, 1980; E. S. Page & L. B. Wilson, *Information, Representation and Manipulation in a Computer*, 2nd edn., CUP, 1978; P. Grogono, *Programming in Pascal*, revised edn., Addison Wesley, 1980; K. J. Thurber & H. A. Freeman, *Tutorial: Local*

Computer Networks, 2nd edn., IEEE, 1981; J. Beider, *An Introduction to Data Structures*, Allyn & Bacon, 1982; A. S. Tanenbaum, *Computer Networks*, Prentice Hall, 1981; R. M. Needham & H. J. Herbert, *The Cambridge Distributed Computing System*, Addison-Wesley, 1982.

Material will be distributed covering Communication Systems. Students will be expected to read specific journal articles during the year. Students are particularly directed towards the journals *Computing Surveys*, *Computer Communication* and *Software Practice and Experience* which are in the LSE main library.

Examination Arrangements: There is a three-hour formal examination in the Summer Term, based on the full syllabus for both lecture courses. The paper contains 10 questions, of which 5 are to be answered. Students will also be asked to produce a practical piece of work for assessment. This work will be set before Christmas and expected to be submitted before Easter. This project will count for 15% of the marks, the exam for 85%, but note that the project work will be of direct relevance to examination topics.

SM7321

Application of Computers

Teacher Responsible: Tony Cornford, Room S105A (Secretary, Sue Coles, S107)

Course Intended Primarily for
B.Sc. (Econ.) XII Computing 3rd year
B.Sc. (Maths./Stats./Computing/Actuarial Science) 3rd year

B.Sc. (Management Sciences) 3rd year
Diploma in Management Sciences

Scope: This paper is designed to consolidate the computing theory which students have learned, by their pursuing a practical programming project.

Syllabus: Students will identify an application, analyse it and design a computerised solution. This will be programmed. The student will write a report on the application including a detailed description of the design of the computerised solution, and the programs that implement it.

Pre-Requisites: For undergraduate students the course **Elements of Computer Science** is a pre-requisite. Diploma students may take the course concurrently with **Elements of Computer Science**.

Teaching Arrangements: There is no formal teaching associated with this course. There may be informal groups arranged to brief students on particular aspects of tackling their

projects. All students must keep in touch with the teacher responsible for the course who must approve all projects. Students will make use of the general support offered by the School to computer users. This includes the program advisory services, and the various courses and lectures offered in the University. **Reading List:** Appropriate reading depends on the projects tackled. The reading shown here should be of general use in most projects. C. Edwards, *Developing Microcomputer Based Business Systems*, Prentice Hall, 1982; D. Van Tassel, *Program Style, Design, Efficiency, Debugging and Testing*, Prentice-Hall, 1978; B. W. Kernighan & P. J. Plaugher, *Software Tools*, Addison Wesley, 1976; B. W. Kernighan & P. J. Plaugher, *The Elements of Programming Style*, McGraw Hill, 1974; P. Freeman & A. Wasserman, *Tutorial: Software Design Techniques*, 3rd edn., IEEE, 1980. See examples and papers by Jackson, Stay and Stevens.

Examination Arrangements: This course is assessed on the programs and report produced. Students may start work on their projects at any time. The final report *must* be handed in by the end of the first week of the Summer Term. More information is available from the teacher responsible.

SM7322

Systems Analysis and Design

Teacher Responsible: Professor Frank Land, Room S102 (Secretary, Sue Coles, S107)

Other Teachers Involved: Mr. A. Cornford, Mr. R. Hirschheim, Mr. R. K. Stamper, Dr. S. J. Waters.

Course Intended Primarily for
B.Sc. (Econ.) XII Computing 3rd year
B.Sc. (Maths., Stats., Computing, Actuarial Science) 2nd or 3rd year

B.Sc. (Management Sciences) 2nd or 3rd year
Diploma in Management Sciences

Scope: The course aims to provide students with an understanding of the processes needed to develop a data processing system, and the tools and techniques used in the analysis and design of such a system.

Syllabus: Systems Analysis and Design consists of the following three lecture courses: **SM308 Computer Applications (Professor F. Land and others)**. Survey of Computer Applications. Anatomy of a typical application. Detailed analysis and case studies of a number of applications.

SM309 Data Processing Topics (Professor F. Land). Analysis of types of information

system – batch and real time; centralised, decentralised and distributed; management information systems and decision support systems. Office automation. Data collection and data capture. Integrity of the information system and auditing of systems. The programming problem and its solutions. **SM310 Systems Methodology I (Dr. S. J. Waters, Professor F. Land and Mr. R. K. Stamper)**. Systems analysis and design tools and techniques. The role and function of the systems analyst. The system life cycle. Systems analysis and design approaches and methodologies. Cost-benefit analysis of information systems.

Pre-Requisites: Students should have attended **Elements of Computer Science** or equivalent course.

Teaching Arrangements: There are three lecture courses and classes as follows:
Lectures:

SM308 Computer Applications. 10 lectures and 5 classes Lent Term

SM309 Data Processing Methods. 10 lectures and 10 classes Lent Term

SM310 Systems Analysis Methodology. 20 lectures and 20 classes Michaelmas and Lent Terms.

Teaching Method: Teaching is arranged in lectures and classes. Lectures are primarily used for providing an overview and survey of a subject area, together with detailed illustrations. Students are expected to amplify the knowledge gained from lectures by reading and by class projects carried out as individual or group assignments.

Reading List:

SM308 Computer Applications

C. Grindley & J. Humble, *The Effective Computer*; J. Race, *Case Studies*; J. Martin, *The Telematic Society*.

Selected papers from *Harvard Business Review* and *EDP Analyser*.

SM309 Data Processing Methods

C. D. Clifton, *Business Data Systems*; J. Parkin, *Systems Analysis*; F. W. McFarlan, F. Warren, R. C. Nolan & D. P. Norton, *Information Systems Administration*; T. Forrester, *The Microelectronic Revolution*; P. Keen & M. Scott-Morton, *Decision Support Systems*; G. Weinberg, *The Psychology of Computer Programming*. E. P. Brooks, *The Mythical Man-Month*.

SM310 Systems Analysis Methodology I

T. de Marco, *Structured Analysis and Systems Specification*; A. Parkin, *Systems Management*; H. Lucas, F. Land, T. Lincoln, & K. Supper, *The Information Systems Environment*; E. Mumford and D. Henshall, *The Participative Approach to the Design of a Computer System*; E. Mumford & M. Weir, *Computer Systems in*

Work Designs: The ETHICS Methods; J. C. Emery, *Cost Benefit Analysis of Information Systems*.

Examination Arrangements: There is a three-hour formal examination in the Summer Term based on the full syllabus of the three lecture courses. The paper, which contains approximately 12 questions, is divided into two sections. Students are expected to answer 5 questions, of which at least two must come from each section. All questions carry equal marks. Examination papers from previous years are available from Sue Coles (S107).

SM7330

Numerical Methods

Teacher Responsible: Professor A. S. Douglas, Room S106 (Secretary, Leila Alberici, S107)

Course Intended Primarily for B.Sc. (Econ.) Part II; B.Sc. c.u. main field Maths., Stats., Comp., Act. Sci., Dip. Stats., Dip. O.R.

Syllabus: An introduction to the use of digital computers in the solution of numerical problems. Fixed and floating point storage and arithmetic. Error analysis. Algorithms for approximation, interpolation, numerical differentiation and integration, solution of differential equations. Evaluations of functions. Solution of non-linear equations. Numerical methods in linear algebra. Random number generation and Monte Carlo methods. Optimization techniques, including steepest descent, gradient and related methods and elementary linear programming.

Pre-Requisites: A-level maths or equivalent. A working knowledge of one of the following computer languages: Algol, BASIC, FORTRAN 77, PASCAL. Students not knowing one of these, and not taking the paper **Elements of Computer Science**, should take course SM303 or SM304 (FORTRAN).

Teaching Arrangements: Forty lectures (SM304; SM312), Michaelmas and Lent Terms. Mondays, 5-7 given by J.

Sylvestrowich.

Twenty-five classes (SM304a; SM312a), Tuesday, 2-3 given by Miss C. Hewlett. Lectures: Written work will be set in the classes.

Classes: Notes covering most the course will be made available to students.

Reading List: S. D. Conte, *Elementary Numerical Analysis*; J. M. Hammersley & D. C. Handcomb, *Monte Carlo Methods*.

Supplementary Reading List: T. H. Naylor *et al.*, *Computer Simulation Techniques*; L. R. Carter & E. Huzan, *A Practical Approach to Computer Simulation in Business*; W. Murray

(Ed.), *Numerical Methods for Unconstrained Optimization*; T. M. R. Ellis, *A Structured Approach to FORTRAN 77 Programming*.

Examination Arrangements: Examination is by means of a three-hour written paper. Eight questions are usually set covering the main topics of the course. Candidates are invited to answer 5 questions, each of which attracts an equal number of marks.

SM7340

Elements of Management Mathematics

Teacher Responsible: Jonathan Rosenhead, Room S113 (Secretary, Hazel Rice, S108)

Course Intended Primarily for B.Sc. (Econ.)

Part II – in particular special subjects Accounting and Finance, Industry and Trade, 2nd or 3rd year; Diplomas in Accounting and Finance, Business Studies, Economics, Systems Analysis and Design.

Scope: The course is intended to give an elementary introduction to the formal techniques of operational research, an approach to the structuring and solution of managerial problems in large or complex organisations in business, industry and government. The techniques themselves are mathematical in nature, though only a basic knowledge of mathematics will be assumed; however a number of the techniques use probabilistic concepts, and the course therefore also includes an introduction to probability theory.

Syllabus: Elements of probability; Definitions and rules of probability; Bayes theorem; random variables and expectation; discrete and continuous distributions; simple stochastic processes.

Elements of management mathematics: Topics treated include critical path analysis, scheduling, theory of games, linear programming, decision analysis, dynamic programming, replacement, Markov chains, queues and stock control.

Pre-Requisites: Students will need a basic fluency in mathematical manipulations such as is provided by **Basic Mathematics for Economists** or **Elementary Mathematical Methods**. An exposure to statistical thinking at the level of **Basic Statistics** or above will also be an advantage (although the relevant material will be covered in SM313 (i)). For students who have already taken **Elementary Mathematical Methods** and **Elementary Statistical Theory** and found them to be not too testing, **Elements of Management Mathematics** will be very restrictive

mathematically. They should instead take **Operational Research Methods**, where a rather fuller mathematical vocabulary permits the same techniques to be covered in greater depth.

Teaching Arrangements: There are two components of the course, each accompanied by a class. They cover the two subdivisions of the syllabus listed above:

Lectures: SM313 (i) **Elements of Probability** 10 Michaelmas Term

SM313 (ii) **Elements of Management Mathematics** 20 Michaelmas and Lent Terms
Classes: SM313(a) 20 Michaelmas Term, 10 Lent Term

SM313(b) Revision class, 5 Summer Term

Full lecture notes are provided for both components of the course. Exercises are distributed in each lecture, which are discussed in the following weekly class.

Reading List: Recommended books:

D. R. Anderson, D. J. Sweeney & T. A. Williams, *An Introduction to Management Science* (West); L. Lapin, *Management Science for Business Decisions* (Harcourt Brace

Jovanovich); J. C. Turner, *Modern Applied Mathematics* (English Universities Press); A. M. Arthurs, *Probability Theory* (Routledge Kegan Paul); L. Lapin, *Statistics for Modern Business Decisions* (Harcourt Brace

Jovanovich); T. H. Wonnacott & R. J. Wonnacott, *Introductory Statistics* (Wiley). Students may wish to consult:

S. K. Gupta & J. M. Cozzolino, *Fundamentals of Operations Research for Management* (Holden-Day); M. S. Makower & E. Williamson, *Teach Yourself Operational Research* (English Universities Press).

Examination Arrangements: The course is examined by one three-hour formal examination in the Summer Term. The paper is divided into sections; the first (normally containing 3 questions) covers SM313(i), while the second section (normally 6 questions) covers SM313(ii). Students are expected to attempt 5 questions, of which no more than 2 can be from the first section. Copies of previous years' papers are available.

SM7345

Operational Research Methods

Teacher Responsible: Dr. John Howard, Room S209 (Secretary, Hazel Rice, S108)

Course Intended Primarily for

B.Sc. (Management Sciences) 2nd or 3rd year

B.Sc. (Maths./Stats./Comp./Actuarial Science) 2nd or 3rd year

B.Sc. (Economics) VII Accounting and Finance

B.Sc. (Economics) XI Statistics

B.Sc. (Economics) XII Computing

Diploma in Management Sciences

Diploma in Statistics

For course unit degrees, the Course Registration Number is 340/7345.

Scope: The course gives an introduction to all the main theoretical techniques of Operational Research. However Simulation is not treated in any depth in the course (only one introductory lecture is given on the technique).

However it is possible to take a further paper "Model Building In Operational Research" which extends the Mathematical Programming component of O.R. Methods as well as covering Simulation in some detail.

Syllabus: Critical Path Analysis, Production Scheduling, Markov Chains, Queueing Theory, Replacement, Simulation, Stock Control, Dynamic Programming, Decision Theory, Theory of Games, Mathematical Programming.

Pre-Requisites: Statistics and Probability Theory to the level of the course **Elementary Statistical Theory**. Mathematics to the level of **Elementary Mathematical Methods**. In particular, students should have covered elementary distribution theory and the Poisson Process, and have a knowledge of linear algebra sufficient to handle matrix inversion and manipulation of partitioned vectors and matrices. It is NOT necessary to have any previous experience of computers, and no computer programming will be required, although students must be prepared to use computer packages – punching cards or using terminals as necessary.

Teaching Arrangements: There are two lecture courses, each accompanied by a class, as follows:
Lectures:
SM314 **Operational Research Techniques** 25 Sessional
SM315 **Mathematical Programming** 10 Michaelmas Term

Classes: SM314a 24 Sessional
SM315a 12 Michaelmas and Lent Terms

SM314 **Operational Research Techniques (Mr. Rosenhead, S113 and Dr. Howard, S209)**. (This also forms part of the course **Operational Research Techniques and Simulation** – Course Registration Number 790/7346). This covers the whole foregoing syllabus except Mathematical Programming. Only one introductory lecture on simulation is given in this course. Very full lecture notes are provided, and every week a set of problems is given out in the lecture. These are discussed in the following weekly class (SM314a). Most class teachers are part-time.

SM315 Mathematical Programming (Dr. Powell). (This also forms part of the course **Mathematical Programming – Course** Registration Number 340/7348). 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 of larger problems by using a computer package. Unimodular linear programming (transportation): properties of solution, connection with graph theory, an algorithm for hand computation. An introduction to integer linear programming. Very full lecture notes are provided, and every week a set of problems is given out in the lecture. These are discussed in the following weekly class (SM315a). Most class teachers are part-time.

Reading List: Recommended books are H. G. Daellenbach & J. A. George, *Introduction to Operations Research Techniques* (Allyn & Bacon, 1978); H. P. Williams, *Model Building in Mathematical Programming* (Wiley, 1977, available in paperback). Students may also wish to consult R. L. Ackoff & M. W. Sasieni, *Fundamentals of Operations Research*; G. Hadley, *Linear Programming*, N. A. J. Hastings, *Dynamic Programming with Management Applications*; F. S. Hillier & G. J. Lieberman, *Operations Research*; E. Page, *Queueing Theory in O.R.*; M. Sasieni, A. Yaspan & L. Friedman, *Operations Research: Methods and Problems*; D. Smith, *Linear Programming Models in Business*; S. Vajda, *Readings in Linear Programming*; S. Zionts, *Linear and Integer Programming*.

Examination Arrangements: The course is examined by one three-hour formal examination in the Summer Term, covering the full syllabus for both lecture courses. The paper usually contains 11 questions, of which five must be attempted. 8 of the questions are on SM314 and 3 on SM315: at least one of these last 3 must be attempted (this is a restriction that did not apply before 1983). It is important to attempt five questions: only the best five answers will be counted, and one fifth of the marks is available for each of these five attempts. On the other hand, it is not necessary to answer fully all parts of a question to obtain a reasonable mark on it. Copies of previous years' papers are available.

SM7347

Model Building in Operational Research

Teacher Responsible: Dr. R. J. Paul, Room S109 (Secretary, Hazel Rice, S108)

Course Intended Primarily for B.Sc. (Management Sciences) 3rd year
B.Sc. (Maths./Stats./Comp./Actuarial Science) 3rd year

Diploma in Operational Research

Scope: The aim of the course is to build on the introduction to Operational Research given in the course **O.R. Methods**, and to give experience in constructing and developing O.R. models at a level simplified from that encountered in actual operations in terms of size and of the problems of data collection, but similar in terms of complexity and realism.

Syllabus: Simulation modelling, including manual simulation models, activity cycle diagrams, computer simulation models, stochastic input generation and output analysis. Mathematical programming, extending the mathematical programming content of the course **O.R. Methods** by developing further integer programming and introducing quadratic programming. The emphasis is on large scale models, necessitating the use of a matrix generator and, occasionally, the use of a commercial mathematical programming package.

Pre-Requisites: Operational Research Methods. (For third year students who have not taken **O.R. Methods** in their second year, and for Diploma students, O.R. Methods may be a co-requisite, taken in the same year.)

Teaching Arrangements:

Lectures: SM317 (Professor A. Land, Dr. R. Paul, Mr. D. Balmer, Dr. S. Powell) **Model Building in Operational Research** 40 Michaelmas and Lent Terms
Classes: SM317a 40 Michaelmas and Lent Terms

The course will be entirely concerned with Simulation in the early part of the Michaelmas Term. It will be taught in a practical fashion where possible, requiring concentrated lectures/classes/practical periods. A whole day Saturday session is not ruled out! Very full lecture notes are provided. The class teachers are the lecturers. The mathematical programming part of the course follows fairly closely H. P. Williams' book (see below) and uses his excellent set of 'almost life size' problems. Some of the accompanying classes are used to tackle these problems by the whole group, without prior preparation.

Reading List: A. T. Clementson, *The CAPS/ECSL Manual* (£15); H. P. Williams, *Model Building in Mathematical Programming*. Students may also wish to consult G. S. Fishman, *Concepts and Methods in Discrete Event Digital Simulation*; Naylor, Balintfy, Burdick & Chu, *Computer Simulation Techniques*; K. D. Tocher, *The Art of Simulation*; G. Hadley, *Linear Programming*; D. Smith, *Linear Programming Models in Business*; S. Vajda, *Readings in Linear Programming*; S. Zionts, *Linear and Integer Programming*.

Examination Arrangements: The paper is in two parts: a single compulsory question on simulation, and 3 questions to be answered out of 6 on mathematical programming. All questions have equal weight and it is important to answer the right number of questions from the two parts, and only the best 4 will be counted. On the other hand, it is not necessary to answer fully all parts of a question to obtain a reasonable mark on it. Copies or previous exam papers containing similar questions are available. The formal examination counts for 40% of the total marks for the course. The other 60% are awarded, 40% for the report on the simulation project, and 20% for the mathematical programming project.

SM7360

Applied Management Science

Teacher Responsible: Professor A. Land, Room S114 (Secretary, Hazel Rice, S108)

Course Intended Only for B.Sc. (Management Sciences) Course Unit 340/7360.

Scope: The student will carry out and report upon a substantial practical piece of operational research.

Syllabus: None.

Pre-Requisites: The student must be in his final year of B.Sc. (Management Sciences) and must have taken, or be concurrently taking, the courses for the field Operational Research.

Teaching Arrangements: The student will be assigned to a member of staff who will be responsible for continuously monitoring the progress of the project and for tutorial guidance as required. It is the responsibility of the student to find a project acceptable to his supervisor, although there may be some suitable projects available. Any student intending to offer this course unit in the third year should contact **Professor Land** before the end of the Summer Term of his or her second year.

Reading List: J. Mitchell, *How To Write Reports*, Fontana; B. M. Cooper, *Writing*

Technical Reports, Pelican; Sir Ernest Gowers, *The Complete Plain Words*, Pelican.

Examination Arrangements: Assessment is based entirely on the report which should be submitted to the supervisor by the end of the fourth week of the Summer Term.

SM8001

Applied Abstract Analysis

See SM7060

SM8200

Probability, Stochastic Processes and Distribution Theory

Teacher Responsible: Mr. D. Balmer, Room S208 (Secretary, Leila Alberici, S107)

Course Intended Primarily for M.Sc. (Statistics and Operational Research).

Scope: An introduction to some aspects of stochastic processes useful for application in statistics or operational research.

Syllabus: Topics are suggested by students for SM250. Recent choices have been Markov processes, renewal theory, queueing theory, random walks and risk theory. Course SM251 covers the Poisson processes and Markov chains with a finite number of states in discrete and continuous time.

Pre-Requisites: A knowledge of mathematics along the lines of **Mathematical Methods**, SM113, and of probability to the level of **Probability and Distribution Theory**, SM206.

Teaching Arrangements: SM250, 2 hours lectures and a 1 hour class each week in the Michaelmas and Lent Terms.

SM251, 22 hours of teaching in the Michaelmas Term.

Classes, SM250a.

Reading List: for course SM251 students may consult:

U. N. Bhat, *Elements of Applied Stochastic Processes*; M. Iosifescue, *Finite Markov Processes and their Applications*; J. G. Kemeny & J. L. Snell, *Finite Markov Chains: Theory*; D. L. Isaacson & R. W. Madsen, *Markov Chains: Theory and Applications*; E. Seneta, *Non-negative Matrices and Markov Chains* (2nd edn.).

Examination Arrangements: There is a three hour written examination in the Summer Term based on the content of both lecture courses. The paper contains 10 questions of which 5 are to be answered.

SM8201

Statistical Methodology and Inference

Teacher Responsible: Mr. A. C. Harvey, Room S218a (Secretary, Sian Turner, S206)

Course Intended Primarily for M.Sc. (Statistics) and M.Sc. (Sociology and Statistics).

Scope: A broad introduction to statistical methods for the postgraduate specialist.

Syllabus:

SM254 Multivariate Distributions, Multiple Regression Analysis, Principal Component Analysis, Canonical Analysis, Discriminate Analysis, Multivariate Analysis of Variance, Factor Analysis, Multivariate Scaling.

SM255 Distribution free methods, rank tests, tests of goodness-of-fit, permutation theory, M-estimators, influence function, jack-knife methods.

SM256 Association, distributions for log-linear models, examples of applications of log-linear models.

SM257 Stationary stochastic processes, ARMA processes, estimation of time series models, prediction, model building.

SM258 The frequency domain and spectral analysis, multivariate models, causality.

Pre-Requisites: Mathematics to the level of **Mathematical Methods**, SM113, and a good undergraduate level of regression theory and distribution theory.

Teaching Arrangements:

SM254 One hour lecture each week in Michaelmas and Lent Terms.

SM255 One hour lecture each week in Michaelmas and Lent Terms.

SM256 One hour lecture each week in Lent Term.

SM257 One two hour lecture each week in Michaelmas Term.

SM258 One two hour lecture each week in Lent Term.

Reading List:

SM254: M. G. Kendall, *Multivariate Analysis*; K. V. Mardia, J. T. Kent & J. M. Bibby, *Multivariate Analysis*.

SM255: M. Hollander & D. A. Wolfe, *Non-parametric Statistical Methods*; P. J. Huber, *Robust Statistics*; M. G. Kendall & A. Stuart, *The Advanced Theory of Statistics*, Vol. II.

SM256: R. L. Plackett, *Analysis of Categorical Data*; Y. M. Bishop, S. E. Fienberg & P. W. Holland, *Discrete Multivariate Analysis: Theory and Practice*.

SM257: A. C. Harvey, *Time Series Models*; G. E. P. Box & G. M. Jenkins, *Time Series Analysis*; G. M. Jenkins, *Forecasting and*

Control; W. A. Fuller, *Introduction to Statistical Time Series*; C. W. J. Grainger & P. Newbold, *Forecasting Economic Time Series*.

SM258 As for SM257 and P. Bloomfield, *Fourier Analysis of Time Series: An Introduction*.

Examination Arrangements: There is one three-hour written examination paper in the Summer Term. Candidates must answer four out of 13 questions. There are 3 questions on SM254, 4 questions on SM255 and SM256, 3 on SM257 and 3 on SM258. Candidates also taking **Econometric Theory I** are not allowed to answer questions on SM257 and candidates taking **Survey Theory and Methods** are not allowed to answer questions on SM255 and SM256.

SM8210

Survey Theory and Methods

Teacher Responsible: Colm A. O'Muircheartaigh, Room S214 (Secretary, Sian Turner, S206)

Course Intended Primarily for M.Sc. Statistics

M.Sc. Sociology and Statistics

Scope: The course deals with the design, execution and analysis of sample surveys. The course is in three sections:

(i) SM262, SM262(a) is an advanced course in sample survey theory and applications.

(ii) SM264 covers general issues of survey design and execution

(iii) SM255 and SM256 deal with the analysis of categorical and ordinal data.

Syllabus:

SM255: The rationale of distribution-free methods. Tests of goodness-of-fit. Rank tests. Permutation theory. M-Estimators. The influence function. Jackknife methods.

SM256: Measurement of association in unordered and ordered two-way tables. Canonical correlations, three-way tables, interactions. Models for tables.

SM262, SM262(a): The history of survey sampling. Techniques of sample design including stratification, clustering, pps selection, multi-phase sampling. Methods of estimation, including regression and ratio estimation. Methods of variance estimation.

SM264: Problems of measurement and scaling; attitude measurement; questionnaire design. Strategies and methods of data collection. Response errors; structure of interviewer effect. Non-response; problems and procedures for compensation.

Pre-Requisites: A basic knowledge of probability, statistical theory and survey methods up to first degree level. Students who

have not previously taken a course in sampling are required to attend the first part of course SM215.

Teaching Arrangements:

SM255 20 Michaelmas and Lent Terms followed by

SM256 10 Lent and Summer Term

SM262 20 Michaelmas and Lent Term and 8 classes (SM262a)

SM264 20 Michaelmas and Lent Terms

Examination Arrangements: There is a three-hour examination in the Summer Term based on the full syllabus of the four courses. The paper will contain approximately nine questions of which four are to be answered. One question must be attempted from each of the three sections of the paper.

SM8211

Advanced Social Statistics and Model Building

Teacher Responsible: Mrs. K. E. Spitz, Room S213 (Secretary, Hazel Rice, S108)

Course Intended Primarily for M.Sc. (Statistics)

M.Sc. (Sociology and Statistics)

Scope: The aim of the course is to introduce students to a variety of statistical methods and models used in social research. It consists of four parts:

(i) SM259 critically examines the designs available to social researchers seeking evidence of causal relationships.

(ii) SM259 reviews a variety of multivariate methods used to elucidate the relationships between social variables.

(iii) SM260 covers statistical techniques in manpower and education planning.

(iv) SM261 is concerned with building stochastic models for social processes.

Syllabus:

SM259 (i) The nature and limitation of some common experimental and quasi-experimental designs, retrospective and longitudinal studies used by social scientists.

SM259 (ii) A review of techniques used in the social sciences including path analysis, multi-dimensional scaling, factor and latent structure analysis, cluster analysis and binary segmentation.

SM260 The statistical analysis of labour turnover, Markov chain and renewal theory models for manpower forecasting and control. Career prospects, demand forecasting.

SM261 Models for duration and size, open and closed Markov models for social and occupational mobility. Models for the diffusion of news and rumours, and

competition of social groups.

Pre-Requisites: A basic knowledge of probability, statistical theory and survey methods up to the first degree level. Students who have not taken a course in stochastic processes are required to attend course SM251.

Teaching Arrangements: There are four courses as listed above.

SM259 (i) 10 Michaelmas Term. Usually 7 lectures followed by 3 classes in which students present prepared papers.

SM259 (ii) 10 Lent Term. Students are required to write a paper on the application of one of the techniques covered.

SM260 15 Lent Term. 10 lectures and 5 fortnightly classes. Students are given exercises some of which require the use of the computer. These are discussed in the classes. SM261 15 Lent Term. 10 lectures and 5 fortnightly classes. Students each prepare a paper on one topic and present it at one of the classes.

Reading List: SM259 (i) students are advised to purchase:

D. T. Cambell & J. C. Stanley, *Experimental and Quasi-experimental Designs for Research* (paperback).

Books which they should consult include:

C. A. Moser & G. Kalton, *Survey Methods in Social Investigation*; J. A. Caporaso & L. L. Roos, *Quasi-experimental Approaches*; C. J. Webb, *Unobtrusive Measures: Nonreactive Research in the Social Sciences*.

SM259 (ii). The course does not closely follow any book but all of the following cover most of the material. Students are advised to purchase at least one from the list having regard to their background and interests. Advice will be given by the lecturer.

C. A. O'Muircheartaigh & C. Payne, *The Analysis of Survey Data*, 2 vols., but especially Vol. 1; A. E. Maxwell, *Multivariate Analysis in Behavioural Research*; C. Chatfield & A. J. Collins, *Introduction to Multivariate Analysis*; M. G. Kendall, *Multivariate Analysis*; D. J. Bartholomew, *Mathematical Methods in Social Science*.

SM260 The course is based on D. J. Bartholomew & A. F. Forbes, *Statistical Techniques for Manpower Planning*.

Useful background material can be found in consulting: A. R. Smith, *Models of Manpower Systems*; A. R. Smith, *Manpower Planning in the Civil Service*; S. Vajda, *Mathematics of Manpower Planning*; R. C. Grinold & K. T. Marshall, *Manpower Planning Models*.

SM261 students should purchase:

D. J. Bartholomew, *Stochastic Models for Social Processes* (3rd edn.).

There is an extensive literature scattered in

journals to which reference will be made in the lectures. Other books which may be consulted include: R. Boudon, *Mathematical Structures of Social Mobility*; J. C. Kemeny & L. Snell, *Mathematical Models in the Social Sciences*; T. W. Pullum, *Measuring Occupational Inheritance*; H. C. White, *Chains of Opportunity*.

Examination Arrangements: There is a three-hour examination in the Summer Term. The paper usually contains two questions on each course listed above and one on SM251 making 9 in all. Answers to four questions are required and students should not attempt more than four.

SM8212

Education and Manpower Planning

Teacher Responsible: Dr. C. M. Philips, Room S207 (Secretary, Anne Usher, S205)

Course Intended Primarily for M.Sc. (O.R.)

M.Sc. (Statistics)

M.Sc. (Sociology and Statistics)

Scope: The aim of the course is to introduce students to the type of economic and statistical methods used in education and manpower planning. It consists of three parts: (i) Ec250, reviews pure planning theory and then proceeds to a discussion of the processes, objectives and techniques used in manpower development planning and its implementations.

(ii) SM260a, studies the characteristics of particular manpower models.

(iii) SM265a, covers some of the statistical techniques used by educational planners.

Syllabus:

Ec250. The first lecture will review the extent to which development planning in general, and manpower development planning in particular, have failed to realise expectations. The next two will discuss approaches to planning which have evolved in other disciplines, especially analysis, administrative and political science, regional and urban planning, and organisation theory. The final seven lectures will draw upon this material to formulate an adaptive process approach to development planning and apply it to manpower development planning.

SM260. The statistical analysis of labour turnover, Markov chain and renewal theory models for manpower forecasting, control, simulation models.

SM265. Criteria for establishing priorities in planning in advanced and developing

countries. Methods for forecasting the demand for education and the demand and supply of teachers. Methods of forecasting manpower requirements. The analysis of educational expenditures. Computable models of the educational system.

Pre-Requisites: For Ec250 – none, though familiarity with rate of return analysis would be useful.

For SM260 and SM265. A basic knowledge of statistics. In particular, students who have not taken a course in stochastic processes should attend SM251.

Lectures:

There are three courses listed above.

Ec250 consists of 10 lectures in the Michaelmas Term.

SM260 consists of 10 lectures in the Lent Term.

SM265 consists of 10 lectures in the Michaelmas Term.

Classes: Classes for SM260 and SM265 are run fortnightly from the 6th week of the Michaelmas Term until the 4th week of the Summer Term.

Reading List:

For Ec250

There is no text for the course. The following articles and monographs will be discussed in the first part of the course:

D. Seers, *The Prevalence of Pseudo-Planning*;

C. Leys, *A New Conception of Planning*; and

A. Waterston, "An Operational Approach to Development Planning" in M. Faber & D.

Seers (Eds.), *Crisis in Planning*, Chatto and

Windus, 1973; C. E. Lindblom, "The Science

of 'Muddling Through' ", *Public*

Administration Review, 19 (2), 1959; A.

Etzioni, "Mixed Scanning: A 'Third'

Approach to Decision-Making", *Public*

Administration Review, 27, 1967; B. M.

Hudson, "Comparison of Current Planning

Theories: Counterparts and Contradictions",

Journal of the American Planning Association,

45 (4), 1979; C. Argyris & D. A. Schon,

Organisational Learning, Addison Wesley,

1978; C. E. Lindblom & D. K. Cohen, *Usable*

Knowledge, Yale University Press, 1979.

A further list of readings will be distributed at the beginning of the course.

For SM260

A. R. Smith, *Models of Manpower Systems*; B.

J. Bartholomew & A. J. Forkes, *Statistical*

Techniques of Manpower Planning; S. Vajda,

Mathematics of Manpower Planning; R. C.

Grenold & K. T. Marshall, *Manpower*

Planning Models.

For SM265

There is no text for the course. Over the year current work on measuring teacher and manpower supply and demand and recent

work by the National Children Bureau and similar bodies will be studied. A more specific reading list will be given during the course.

SM8250

Basic Statistical Theory

Teacher Responsible: Dr. M. Knott, Room S216 (Secretary, Anne Usher, S205)

Course Intended Primarily for M.Sc. (O.R.);

Diploma (O.R.); Diploma (Statistics).

Scope: The course covers, without going into great detail, probability and distribution theory, simple inference, regression and analysis of variance. The level is approximately that of a specialist course for statistics undergraduates.

Syllabus: Axioms and probability, Bayes rule, standard discrete and continuous distributions, moments and generating functions, bivariate normal distribution, central limit theorem. Bias, mean square error, loss function, risk function, maximum likelihood, minmax estimation, Bayes' estimator. Simple significance tests, likelihood ratio tests, chi-square test, t-test, variance ratio test, goodness-of-fit tests, contingency tables. Simple regression, multiple regression, analysis of variance.

Pre-Requisites: One year of undergraduate mathematics. One year of undergraduate statistics would be helpful, but is not assumed.

Teaching Arrangements: There are 40 lectures (SM269) and 20 supporting classes (SM269a).

Reading List: P. G. Hoel, *Introduction to Mathematical Statistics*, John Wiley & Sons; P. L. Meyer, *Introductory Probability and Statistical Applications*, Addison Wesley; J. Neter & W. Wasserman, *Applied Linear Statistical Models*, R. D. Irwin

Examination Arrangements: One three-hour formal examination in the Summer Term.

Diploma in Statistics students will also find questions on the course in their 3 hour paper 'Statistical Methods and Inference'.

SM8251

Statistical Methods and Inference

Teacher Responsible: Dr. C. S. Smith, (Secretary, Sue Coles, S107)

Other Teachers: Dr. M. Knott, Mrs. K. Spitz
Course Intended Primarily for Diploma in Statistics

Scope: More advanced statistical methods than **Basic Statistical Theory** SM269

Syllabus: Regression, Analysis of Variance, General Linear Models, Criteria of estimation: consistency, unbiasedness, minimum variance estimates. Sufficiency Maximum likelihood estimates and their properties. Confidence intervals. Tests of simple hypotheses. Likelihood-ratio tests. Sample survey theory: simple random sampling, stratification, multistage sampling. Optimum allocation for a given cost function.

Teaching Arrangements:

Lectures: SM269 Approx 12 lectures (Lent Term)

SM207 12 lectures (Lent and Summer Term)

SM215 16 lectures (Michaelmas and Lent Term)

Classes: SM269 5 classes

SM205 5 classes

Reading List:

SM269

P. G. Hoel, *Introduction to Mathematical Statistics*; O. L. Davies, *Statistical Methods in Research and Production*; N. R. Draper & H. Smith, *Applied Regression Analysis*; P. L. Meyer, *Introductory Probability and Statistical Applications* (2nd edn.).

SM215

W. G. Cochran, *Sampling Techniques*; L. Kish, *Survey Sampling*; M. H. Hansen, W. N. Hurwitz & W. G. Meadows, *Sample Survey Methods and Theory*; F. Yates, *Sampling Methods for Censuses and Surveys*; A. Stuart, *Basic Ideas of Scientific Sampling*; M. R. Sampford, *An Introduction to Sampling Theory*.

SM207

M. G. Kendall & A. Stuart, *The Advanced Theory of Statistics*, Vol. II, Chapters 17, 18, 22; B. W. Lindgren, *Statistical Theory* (3rd edn.); R. V. Hogg & A. T. Craig, *Introduction to Mathematical Statistics* (3rd edn.); A. M. Mood, F. A. Graybill & D. C. Boes, *Introduction to the Theory of Statistics* (3rd edn.).

Examination Arrangements: One three-hour formal written examination.

Social Statistics and Survey Methodology

Teacher Responsible: Mrs. K. E.

Spitz, Room S213 (Secretary, Hazel Rice, S108)

Course Intended Primarily for Diploma in Statistics

Scope: The aim of the course is to introduce students to all aspects of the design and execution of social investigations, to problems of measurement and forecasting and to the use of multivariate methods in the analysis of social data.

Syllabus:

SM214: Surveys, Experiments and other Investigations. Surveys: design decisions, methods of random sampling, data collection methods and the control of response and non-response errors. The design of experiments and other explanatory studies.

SM215: Sample Survey Theory (useful but not essential). The mathematical theory of simple random sampling, stratification and multi-stage sampling.

SM216: Multivariate Methods

A survey of principal component analysis, cluster analysis and multidimensional scaling. Illustrative examples of the application of each technique including interpretation of computer output.

SM234: Sources of Social Statistics.

Methods of data collection and problems of measurement in a variety of areas including levels of living, employment, housing etc., Major British sources and their comparability.

SM265: Statistical Aspects of Educational Planning.

Criteria for establishing priorities in planning. Methods of Forecasting the demand for education and the demand and supply of teachers and of some other professional groups.

Pre-Requisites: Elementary Statistical Theory.

Teaching Arrangements:

SM214 Given by Mrs. K. Spitz. 20 Lent Term, 2 Summer Term.

Usually consists of 15 lectures and 7 classes.

Students present prepared class papers.

SM215 Given by Mrs. K. Spitz. 10

Michaelmas Term, 5 Lent Term.

Includes classes in which solutions to problem sets given out in the lectures are discussed.

SM216 Given by Professor D. Bartholomew, Room S210. 10 Michaelmas Term, 5 Lent Term.

Usually includes 5 classes for which each student prepares one class paper.

SM234 This course is given by a number of lecturers from different departments of the

SM8260

School. Dr. C. Phillips, Room S207 is responsible for the arrangements and for 5 classes. 15 Lent Term.

SM265 Given by Dr. C. Phillips. Lectures and class discussions. 5 Michaelmas Term.

Reading List:

SM214 Students are advised to purchase: C. A. Moser & G. Kalton, *Survey Methods in Social Investigation*.

Other books which may be consulted include: C. Sellitz *et al.*, *Research Methods in Social Relations*; H. M. Blalock, *An Introduction to Social Research*.

SM215 Students should purchase or consult: W. G. Cochran, *Sampling Techniques*.

Other recommended reading:

L. Kish, *Survey Sampling*; M. H. Hansen, W. N. Hurwitz & W. G. Madow, *Sample Survey Methods and Theory*; F. Yates, *Sampling Methods for Censuses and Surveys*.

SM216 No single book adequately covers the course. The most suitable are:

C. A. O'Muircheartaigh & C. Payne, *The Analysis of Survey Data*, Volume 1; A. E. Maxwell, *Multivariate Analysis in Behavioural Research*.

Other books which can be usefully consulted are:

C. Chatfield & A. J. Collins, *Introduction to Multivariate Analysis*; M. G. Kendall, *Multivariate Analysis*.

SM234 Reading will be provided by each

lecturer. A general source referred to throughout will be the current issue of *Social Trends* (HMSO).

SM265 No single book covers the course.

References to appropriate papers will be provided by the lecturer.

Examination Arrangements: There is a three hour formal examination in the Summer Term based upon the syllabuses for SM214, SM216, SM265 and SM234. Knowledge of SM215 though helpful is not examined upon directly. (SM215 forms part of the syllabus for the Diploma paper, *Statistical Methods and Inference* and is examined upon in that paper.) Four questions must be answered from a total of ten or eleven. Copies of past examination papers are available.

SM8300

SM8303

Computing and Data Processing Systems Analysis

Teacher Responsible: Professor F.

Land, Room S102 (Secretary, Sue Coles, S107)

Other Teachers Involved: Dr. S. J. Waters, Mr. D. Dalby and Mrs. E. Somogyi.

Course Intended Primarily for M.Sc. in Accounting and Finance as an option; M.Sc. Industrial Relations.

Scope: The aim of the course is to introduce students, who are not computer specialists, to the elements of computer science, including the learning of a computer language (BASIC), and to help students to understand the processes by which computer systems for data processing are brought into use.

Syllabus: General Computing (Frank Land).

Computer hardware and software, computer applications. Methods of developing computer based applications. The economics of information technology. Social Issues.

Computer Systems Management (Professor F. Land, Mrs. E. Somogyi), which considers the "life cycle" of an information system, and the processes and activities which are needed to investigate, design, implement and operate a computer-based information system. The course discusses information economics, the organisation of the EDP function within an organisation, and the control of an information systems development project.

Teaching Arrangements:

Lectures:

SM300 General Computing I, 20 lectures and 20 classes Michaelmas and Lent Terms.

SM301 General Computing II, 10 lectures and 10 classes Michaelmas Term.

SM362 Information Systems Management, 10 lectures and 5 classes Michaelmas Term.

Classes: SM300a; SM362a.

Reading List:

General Computing I and II

Hunt & Shelley, *Computers and Common Sense*, 3rd edn., Prentice Hall; H. D. Clifton, *Business Data Systems*, 2nd edn., Prentice Hall, 1983; P. Bishop, *Computing Science*, Nelson, 1982; H. J. Lawson, *Understanding Computer Systems*.

SM362 Information Systems Management

N. Ahituv & S. Neumann, *Principles of Information Management*; F. P. Brooks, *The Mythical Man-Month*; H. Donaldson, *Data Processing Project Management*; J. C. Emery, *Cost Benefit Analysis of Information Systems*; T. Gildersleeve, *Data Processing Project Management*; A. Parkin, *Systems Management*.

Examination Arrangements: There is a formal three-hour examination in the Summer Term based on the full syllabus of the three lecture courses. The paper will contain approximately 10 questions of which 4 are to be answered. All questions carry equal marks. Copies of examination papers from previous years are available from Sue Coles.

SM8302

Computers in Information Processing Systems

Teacher Responsible: Rudy

Hirschheim, Room S104 (Secretary, Sue Coles, S107)

Other Teachers: Dr. S. J. Waters, Mr. A. Cornford, Professor F. Land, Mr. R. K. Stamper

Course Intended Primarily for M.Sc. in the Analysis, Design and Management of Information Systems; and Diploma in Systems Analysis and Design.

Scope: The aim of the course is to introduce students to the various uses of computers and their associated technologies in both present and future organisational information processing systems.

Syllabus: Database Management Systems, Data Dictionary Systems, Query Languages, Application Generators, Data Communications, Distributed Processing, Distributed Databases, Microcomputers, Artificial Intelligence, Office Automation, Local Area Networks, Decision Support Systems, Data Modelling, Data Analysis, Organisational Consequences, Design Methods and Techniques.

Pre-Requisites: A basic knowledge of computing including hardware, software and programming.

Teaching Arrangements: There are three lecture courses, SM364, SM369 and SM370. Associated with SM370 is a set of 10 remedial classes on computer hardware and software. These classes are intended as 'refresher' classes for students who had taken computing some time ago but may have forgotten some of the basics or who have not had the opportunity to study some developments that have taken place since they took computer courses. They are *not* intended to provide fundamental knowledge on computing for those with no background.

Lectures: SM364 Computer Systems Design, 5 2-hour lectures, Lent Term

SM369 Topics in Systems Analysis, 10 lectures, biweekly, Michaelmas and Lent Terms

SM370 Computers in Information Processing

Systems, 40 lectures, 20 Michaelmas Term and 20 Lent Terms.

Classes: SM370a (remedial) 10 Michaelmas SM364 **Computer Systems Design** discusses the design objectives of computer based systems, and methods and techniques of computer design.

SM369 – This is a seminar course given by the faculty in the department along with some outside speakers. Students are expected to participate in discussions during and after seminars.

SM370 – This course covers a range of new technologies which are or will be used in information processing systems. As part of this course, students are required to participate in a major group project, which takes a detailed look at one particular technology. Additional written and oral work is expected as a number of short assignments on various topics will be given.

Reading List: As no one book covers the entire syllabus, students are advised to consult their course lecturers on the most appropriate books to read from the reading list. Students are also expected to read various journals because of the rapidly changing technology covered in the syllabus.

Computers in Information Processing Systems
V. Cheong & R. Hirschheim, *Local Area Networks*; R. Hirschheim, *Office Automation*; S. Madnick & J. Donovan, *Operating Systems*; J. Martin, *Security Accuracy and Privacy in Computer Systems*; T. Forester, *The Microelectronics Revolution*; C. Gear, *Computer Organisation and Programming*; J. J. Donovan, *Systems Programming*; H. Hunke, *Software Engineering Environments*; B. Lientz, *An Introduction to Distributed Systems*; D. W. Davies, D. L. A. Barber, W. L. Price & C. M. Solomonides, *Computer Networks and their Protocols*; D. Tebbs & G. Collins, *Real Time Systems*; A. Tanenbaum, *Computer Networks*; S. Deen, *Fundamentals of Database Systems*; A. Cardenas, *Database Management Systems*; P. Chen, *Entity-Relationship Approach to Systems Analysis and Design*; S. Atre, *Data Base: Structured Techniques for Design, Performance and Management*; C. Date, *An Introduction to Database Systems*; Selected papers.

Topics in Systems Analysis

J. Martin, *Design of Real-Time Computer Systems*; J. Martin, *Systems Analysis for Data Transmission*; E. Yourdon, *Techniques of Program Structure and Design*; C. B. Grindley, *Systematics: A New Approach to Systems Analysis*; C. B. Grindley & J. Humble, *The Effective Computer*; G. Davis & G. Everest, *Readings in Management Information Systems*; J. Martin, *Design of Man-Computer Dialogues*;

M. Schwartz, *Computer Communication Network Design and Analysis*; M. Jackson, *Principles of Program Design*; Mumford & Henshall, *A Participative Approach to Systems Design*; M. Lockett & R. Spear, *Organisations as Systems*; P. Keen & M. S. Scott-Morton, *Decision Support Systems*; Fick & Sprague, *Decision Support Systems: Issues and Challenges*; Selected papers.

Computer Systems Design

B. Langefors, *Theoretical Analysis of Information Systems*; J. Martin, *Design of Real-Time Computer Systems*; J. Martin, *Computer Database Organisation*; T. De Marco, *Structures Analysis and System Specification*; S. J. Waters, *Introduction to Computer Systems Design*; S. J. Waters, *Systems Specification*; E. Yourdon, *Techniques of Program Structure and Design*; Selected papers and case studies.

Examination Arrangements: there is a three-hour formal examination in the Summer Term, based on the full syllabus of all three lecture courses. The paper will contain approximately 10 questions, of which four are to be answered. It is important to answer four questions as no credit is given for a fifth answer, and one quarter of the marks are allotted to each of the four answers. Copies of previous years' papers are available.

SM8303

Systems Analysis

See Computing and Data Processing
SM8300

SM8304

Advanced Systems Analysis

Teacher Responsible: Professor Frank Land, Room S102 (Secretary, Sue Coles, S107)

Other Teachers Involved: Mr. R. K. Stamper, Dr. S. J. Waters, Mr. R. Hirschheim, Mrs. E. Somogyi.

Course is Compulsory for M.Sc. Analysis, Design and Management of Information Systems and for Diploma in Systems Analysis. **Course Also Intended** for M.Sc. in Operational Research, Accounting and Finance, Industrial Relations. It may be selected as an option for other M.Sc.'s under the "any other option" rubric.

Scope: The aim of the course is to provide students with an understanding of the process by which information technology is applied to the information problems of organisations and the social and organisational context in which information systems will be expected to operate.

Syllabus: Advanced Systems Analysis comprises the following four courses:

SM361 **Information Systems in Human Affairs** (Mr. R. K. Stamper), which looks at the way different disciplines (e.g. communication engineering, psychology, statistics) define and regard information, and which explores, from the perspective of many disciplines, the nature and use of information in organisations and society. Statistical, logical, semantic and pragmatic aspects of the subject will be studied with the aim of understanding the possibilities of and limitations upon the application of information technology in human affairs.

SM362 **Information Systems Management** (Professor F. Land, Mrs. E. Somogyi), which considers the "life cycle" of an information system, and the processes and activities which are needed to investigate, design, implement, and operate a computer-based information system. The course discusses information economics, the organisation of the EDP function within an organisation, and the control of an information systems development project.

SM363 **Systems Analysis Methodology II** (Professor F. Land, Mr. R. Hirschheim), which describes and reviews the various methodologies and their associated techniques and tools, which have been developed to carry out the process of analysis, evaluation, design and construction of information systems. Particular stress is placed on the socio-technical approach. But students are expected to give detailed consideration to other methodologies, and to the criteria for evaluating the suitability of methodologies. SM360 **Systems Specification** (Dr. S. J. Waters), which discusses the function of a systems specification and analyses the components and contents of the specification in terms of its functions. A number of different documentation techniques are illustrated, and the possibility of using a computer in the specification process are analysed.

Pre-Requisites: Students should have a basic knowledge of computer science, and should at least have read some basic text books on systems analysis, such as Daniel & Yeates, *Basic Systems Analysis* or A. Parkin, *Systems Analysis*. A knowledge of elementary logic would also be useful.

Teaching Arrangements: There are four lecture courses and classes as follows:

SM361 **Information Systems in Human Affairs** 15 one-hour lectures, and 15 one-hour classes (SM361a) Michaelmas and Lent Terms.

SM362 **Information Systems Management**. 10 one-hour lectures, and 5 one-hour classes

(SM362a) Michaelmas and Lent Terms. SM363 **Systems Analysis Methodology II**. 10 one-hour lectures, and 10 one-hour classes (SM363a) Lent Term.

SM360 **Systems Specification**. 5 two-hour lectures Michaelmas Term.

Teaching Method: Teaching is arranged in lectures and classes. Lectures are primarily used for providing an overview and survey of the subject area, together with detailed illustrations. Students are expected to amplify the knowledge gained from lectures by guided reading. Classes are used for students carrying out case-studies in groups, or for individual students, or students working in groups, investigating in detail and reporting orally and in writing on issues raised in lectures and discussion.

Reading List: Each course (see below) has its own essential reading, but if possible the following books should have been studied before commencing the course:

T. De Marco, *Structured Analysis and Systems Specification*; W. Kent, *Data and Reality*; D. Clifton, *Business Data Systems*.

No one books covers the entire syllabus, and because of the rapidly changing technology, and the widening range of relevant journals, and new books, students are advised to consult the course lectures on the most appropriate material to read from the reading list.

General List – Essential Reading

P. Checkland, *Systems Thinking, Systems Practice*; D. Clifton, *Business Data Systems*; T. De Marco, *Structured Analysis and Systems Specification*; C. B. Grindley & J. Humble, *The Effective Computer*; W. Kent, *Data and Reality*; H. Lucas, F. Land, T. Lincoln & K. Supper (Eds.), *The Information Systems Environment*; R. K. Stamper, *Information in Business*.

SM361 **Information Systems in Human Affairs**

J. Allwood *et al.*, *Logic in Linguistics*; C. Cherry, *On Human Communications*; E. T. Hall, *The Silent Language*; J. Kempson, *Semantic Theory*; A. Mowshowitz, *The Conquest of Will*; J. R. Searle, *Speech Acts*.

SM362 **Information Systems Management**
N. Ahituv & S. Neumann, *Principles of Information for Management*; F. P. Brooks, *The Mythical Man-Month*; H. Donaldson, *Data Processing Project Management*; J. C. Emery, *Cost Benefit Analysis of Information Systems*; T. Gildersleeve, *Data Processing Project Management*; A. Parkin, *Systems Management*.

Other Relevant Books:

J. D. Aron, *The Program Development Process*; A. Chandor, *Selecting and Keeping Computer Staff*; L. J. Krauss & A. MacGahan, *Computer Fraud and*

Countermeasures; D. K. Hsiao, D. S. Kerr & S. E. Madnick, *Computer Security*; J. Martin, *Security, Accuracy and Privacy of Computer Systems*; F. W. McFarlan & R. L. Nolan, *The Information Systems Handbook*; P. W. Metzger, *Managing a Programming Project*; D. B. Barker, *Crime by Computer*; G. M. Weinberg, *The Psychology of Computer Programming*.

SM363 Systems Analysis Methodology II
C. Gane & T. Sarson, *Structured Analysis: Tools and Techniques*; M. Mehlmann, *When People Use Computers*; E. Mumford & D. Henshall, *The Participative Approach to the Design of Computer Systems*; E. Mumford & A. Pettigrew, *Implementing Strategic Decisions*; E. Mumford & M. Weir, *Computer Systems in Work Design: The ETHICS Method*; G. M. Weinberg, *Structural Analysis*.

Other Relevant Books:

C. Hines & G. Serle, *Automatic Unemployment*; P. Kraft, *Programmers and Managers*; E. Mumford & H. Sackman, *Human Choice and Computers*; I. A. Mowshowitz, *Human Choice and Computers II*; N. Szyperski & E. Groschla (Eds.), *Computer-Based Information Systems*.

Examination Arrangements: There is a three-hour formal examination in the Summer Term based on the full syllabus of all four lecture courses. The paper which contains 12 questions is divided into two sections. Students are expected to answer four questions, two from each section. All questions carry equal marks. Examination papers from previous years are available from Sue Coles (S107).

Other Information: More detailed study guides for individual courses will be made available on request.

SM8340

Fundamentals of Operational Research

Teacher Responsible: Dr. Ray Paul, Room S109 (Secretary, Hazel Rice, S108)

Course Intended Primarily for M.Sc. Operational Research.

Scope: The course is compulsory for all M.Sc. Operational Research students and gives an introduction to the methodology and theoretical techniques of Operational Research plus other disciplines of relevance to the practice of Operational Research. The course is therefore fairly extensive and is expected to take up more than 25% of the student's time and attention.

Syllabus: Operational Research Methodology: The practice and context of operational

research – how they affect each other. Topics covered range from problem formulation and model building through to the scientific status of O.R., and to whether O.R. workers are professionals.

Basic Operational Research Techniques: An introduction to stock control, scheduling, queueing theory, replacement, critical path analysis, dynamic programming and simulation.

Basic Mathematical Programming: Formulation of operational problems in linear and non-linear programming models; solution of such problems by available computer programs; interpretation of the solutions; limitations of such models.

Selected Topics in Operational Research: Each week an invited speaker presents illustrations of the practical applications of O.R. in industry or a public institution.

Elements of Financial Decision Theory: The theory of long-run decision making in the firm. The investment, financing and dividend decisions and their inter-relationships. The valuation of the firm. The problems caused by capital market imperfections. The handling of risk and uncertainty, and especially the contribution of modern portfolio theory and the capital asset pricing model.

Industrial Psychology: Individual maturation and maladjustment. Factors leading to the formation of industrial groups. Morale and individual breakdown; co-operative and competitive situations; resistance to change. The nature of incentives. Supervisory and other leadership. Psychological and organizational factors in communication.

Applied Statistics and Forecasting Techniques for Operational Research: Point and interval estimation. Tests of normal hypotheses. Goodness of fit tests. Linear regression. The moving average and exponential smoothing techniques of forecasting.

Basic Systems Analysis: An introduction to systems analysis and the role the systems analyst plays in the design of computer based systems. The relationship between systems analysis and operational research. Information systems in organisations: role and function. Other topics covered include economics, cost benefit analysis and computer programming.

Pre-Requisites: A knowledge of mathematics and statistics to the level of the undergraduate papers in **Elementary Mathematical Methods** and **Elementary Statistical Theory** of the Part I examination of the B.Sc. (Econ.) degree.

Teaching Arrangements: The course is made up of a large number of lecture courses, some with classes, as follows:

SM530 Operational Research Methodology. (Mr. J. Rosenhead, Room S113.) This course

starts mid-way through the Michaelmas Term and is made up of ten meetings of one and a half hours each. The course is taught by a mixture of lectures from the lecturer and presentations by groups of students with a plentiful supply of lecture notes and reading material available. The approach of the course is critical – students will be encouraged to re-examine cherished assumptions, and debate their validity.

SM351 Basic Operational Research Techniques. (Dr. R. Paul, Room S109.) The above syllabus is covered in ten weekly lectures in the Michaelmas 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 weekly class (SM351a). The class teachers are the lecturer and a Teaching Assistant, Mr. G. Doukidis, Room S105.

SM353 Basic Mathematical Programming. (Professor A. Land, Room S114.) The above syllabus is covered in ten weekly lectures in the Michaelmas 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 weekly class (SM353a). Most class teachers are part-time.

SM357 Applied Statistics and Forecasting Techniques for Operational Research. (Dr. J. Howard, Room S209.) The above syllabus is covered in ten weekly lectures in the Michaelmas Term. Very full lecture notes are provided and sets of problems given out from time to time in the lectures. These are discussed in five classes held in the Michaelmas Term (SM357a). The lecturer takes the classes.

SM358 Selected Topics in Operational Research. (Mr. J. Rosenhead, Room S113 and O.R. staff.) Starting midway through the Michaelmas Term, fifteen one and a half hour meetings are held ending at the end of the Lent Term.

SM359 Operational Research Tutorial Class. (Dr. R. Paul, Room S109.) During the eighth week of the Michaelmas Term, students will be given an O.R. problem to be solved in groups of four students. The problem requires the application of commonsense and what the students learn during the course in order to produce a group report by the end of the second week of the Lent Term. A one day session will be held during the fourth week of the Lent Term during which each student group will make a presentation of their report to the other students and the O.R. staff.

SM365 Basic Systems Analysis. (Professor F. Land, Room S102.) The above syllabus is covered in ten weekly lectures during the Michaelmas Term. Following each lecture, a class (SM365a) is held to discuss the lecture

content and go over problems given during the lectures. Students will be divided into groups to do a case study exercise. Class teacher is Professor F. Land.

SM366 Economics for Operational Research. (Dr. J. Lane, Room S580.) An introduction to economics is given during five two hour meetings held during the first five weeks of the Michaelmas Term.

SM375 Cost-Benefit Analysis. (Professor A. D. J. Flowerdew, Room S266.) An introduction to the subject is given in five lectures in the Lent Term.

SM377 PASCAL. (Ms. McGlone) 10 lectures and 10 classes (SM377a) in the Michaelmas Term.

Ac105 Elements of Financial Decision Theory. (Mr. S. Lumby, Room A312.) The above syllabus is covered during 15 lectures in the Michaelmas and Lent Terms. Support is provided by classes held during the Lent Term.

Ps158 Industrial Psychology. (Mr. R. Holmes, Room S313.) The above syllabus is covered in ten meetings held in the Lent Term.

Reading List: Recommended books are:

L. V. Atkinson, *A Student's Guide to Programming in Pascal*; H. G. Daellenbach & J. A. George, *Introduction to Operations Research Techniques* (Allyn and Bacon, 1978); H. P. Williams, *Model Building in Mathematical Programming* (Wiley, 1977, available in paperback).

Students may also wish to consult:

R. L. Ackoff, *Scientific Method: Optimizing Applied Research Decisions*; R. L. Ackoff & M. W. Sasieni, *Fundamentals of Operations Research*; R. G. Brown, *Smoothing Forecasting and Prediction*; W. Gilchrist, *Statistical Forecasting*; G. Hadley, *Linear Programming*; N. A. J. Hastings, *Dynamic Programming with Management Applications*; F. S. Hillier & G. J. Lieberman, *Operations Research*; I. Irvine, I. Miles & J. Evans (Eds.), *Demystifying Social Statistics*; T. J. Johnson, *Professions and Power*; L. L. Lapin, *Statistics for Modern Business Decisions*; G. Majone & E. S. Quade (Eds.), *Pitfalls of Analysis*; A. M. Mood & F. A. Graybill, *Introduction to the Theory of Statistics*; E. Page, *Queueing Theory in O.R.*; J. R. Ravetz, *Scientific Knowledge and its Social Problems*; A. Sandberg, *The Limits to Democratic Planning*; M. Sasieni, A. Yaspan & L. Friedman, *Operations Research: Methods and Problems*; D. Smith, *Linear Programming Models in Business*; S. Vajda, *Readings in Linear Programming*; S. Zions, *Linear and Integer Programming*.

This reading list would be excessively long if books for all the above lecture courses were given. Specific recommendations will be made

during the lecture courses.

Examination Arrangements: A single three-hour formal open-book examination is held near the end of the Summer Term. This examination covers the syllabus for the three courses: **Basic Operational Research Techniques**

Basic Mathematical Programming and **Applied Statistics and Forecasting Techniques for O.R.**

The paper contains 7 questions, sampled randomly from the three lecture courses. Five of these questions must be attempted. It is important to attempt five questions; only the best five answers will be counted, and one fifth of the marks is available for each of these five questions. On the other hand, it is not necessary to answer fully all parts of a question to obtain a reasonable mark on it. Copies of previous years' papers are available. Prior to the examination, a set of questions will be given out at the beginning of the Summer Term to be solved before the examination. The examination questions will refer to the solutions of these pre-examination questions. **Note:** this is an open-book examination i.e. any material can be brought into the examination room.

50% of the total assessment of the course is based on the examination paper – the other 50% is awarded as follows:

15% for the report and presentation mentioned above under Operational Research Tutorial Class (all members of a group receive the same mark).

15% for an essay on a subject based on the Operational Research Methodology lecture course.

20% for two pieces of written work which can be selected from the following lecture courses:

(a) **Industrial Psychology;**

(b) **Economics for O.R. or Cost Benefit Analysis;**

(c) **Basic Systems Analysis;**

(d) **Elements of Financial Decision Theory.**

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.

SM8341

Advanced Operational Research Techniques

Teacher Responsible: Dr. John Howard, Room S209 (Secretary, Hazel Rice, S108)

Course Intended Primarily for M.Sc. Operational Research.

Scope: This is an advanced course in

Operational Research Techniques but excluding Mathematical Programming (for which there is a companion course "Advanced Mathematical Programming"). In particular, Simulation is treated in detail.

Syllabus: Simulation, Markov Chains, Graph Theory, Replacement Theory, Scheduling, Inventory Control, Queuing Theory, Dynamic Programming. The Simulation part of the course covers activity cycle diagrams, computer simulation models, stochastic input generation and output analysis.

Pre-Requisites: Statistics and Probability Theory to the level of the course **Elementary Statistical Theory**. Mathematics to the level of **Elementary Mathematical Methods**.

Operational Research to the level of **Basic Operation Research Techniques**. Students must be prepared to use both micro and mainframe computers. Some programming languages will be described and used during the course.

Teaching Arrangements: There are four lecture courses:

Lectures: SM352 **Advanced Operational Research Techniques**, 15 Lent and Summer Terms.

SM356 **Graph Theory** 10 Michaelmas Term

SM368 **Simulation Workshop** 20 Lent Term

SM251 **Markov Chains and Processes** 22

Sessional

Two of these courses have classes:

Classes: SM352a 15 Lent and Summer Term

SM368a 10 Lent Term

Markov Chains and Processes does not have separate classes, but about 7 of the 22 hours are devoted to going through exercises handed out the previous week. Similarly, approximately 4 of the 10 **Graph Theory** hours are devoted to going through exercises. SM352 **Advanced Operational Research Techniques**. (Dr. Paul, S109, Mr. Rosenhead, S113 and Dr. Howard, S209.) This covers the whole syllabus except Simulation, Graph Theory, and Markov Chains. 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 (SM352a). The class teacher is the lecturer or a teaching assistant.

SM356 **Graph Theory**. (Professor A. Land, S114.) Fundamental concepts in graph theory, planar and dual graphs, maximum-minimum problems in networks, matching theory.

SM368 **Simulation Workshop**. (Dr. Paul, S109 and Mr. Balmer, S208.) This covers the Simulation part of the syllabus. Students are warned that a flexible attitude to timetabling is essential on this course. This is because the course will be taught in a practical fashion where possible, requiring concentrated lectures/classes/practical periods. A whole

day Saturday session is not ruled out. Very full lecture notes are provided. The class teachers are the lecturers.

SM251 **Markov Chains and Processes**.

(Professor J. Hajnal, S116.) Markov Chains with a finite number of states in discrete and continuous time. Poisson process. A full set of notes on the course is provided to students. The theory will be illustrated by demonstrations on a computer terminal during the lectures. The programs used are available to students.

Reading List:

Essential book for SM368:

A. T. Clementson, *The CAPS/ECSL MANUAL* (£15).

Recommended books:

K. R. Baker, *Introduction to Sequencing and Scheduling*; R. E. Bellman & S. E. Dreyfus, *Applied Dynamic Programming*; U. N. Bhat, *Elements of Applied Stochastic Processes*; J. A. Bondy & U. S. R. Murty, *Graph Theory with Applications*; R. B. Cooper, *Introduction to Queueing Theory* (2nd edn.); D. R. Cox & W. L. Smith, *Queues*; G. S. Fishman, *Concepts and Methods in Discrete Event Digital Simulation*; S. French, *Sequencing and Scheduling*; G. Hadley & T. M. Whitin, *Analysis of Inventory Systems*; J. M. Hammersley & D. C. Handscomb, *Monte Carlo Methods*; F. Harary, *Graph Theory*; N. A. J. Hastings, *Dynamic Programming with Management Applications*; F. S. Hillier & G. J. Lieberman, *Operations Research*; M. Iosifescu, *Finite Markov Processes and their Applications*; D. L. Isaacson & R. W. Madsen, *Markov Chains: Theory and Applications*; D. W. Jorgenson, J. J. McCall & R. Radner, *Optimal Replacement Policy*; J. G. Kemeny & J. L. Snell, *Finite Markov Chains*; C. L. Liu, *Introduction to Combinatorial Mathematics*; T. H. Naylor, J. L. Balintfy & D. S. Burdick, *Computer Simulation Techniques*; E. Page, *Queueing Theory in O.R.*; W. L. Price, *Graphs and Networks*; B. Pritsker, *The GASP IV Simulation Language*; E. Seneta, *Non-negative Matrices and Markov Chains* (2nd edn.); K. D. Tocher, *The Art of Simulation*.

Examination Arrangements: There is a three-hour formal examination in the Summer Term, covering the whole syllabus except for Simulation. The paper usually contains nine questions, of which five must be attempted. It is important to attempt five questions; only the best five answers will be counted, and one fifth of the marks is available for each of these five attempts. On the other hand, it is not necessary to answer fully all parts of a question to obtain a reasonable mark on it. Normally, three of the nine questions are on Markov Chains and Processes, and no more

than two of these questions may be attempted. Copies of previous years' papers are available.

The Simulation part of the course is examined by the completion of a management report covering the results of a computer simulation program. The problem to be simulated is given during the Lent Term and the report is to be handed in by the beginning of the Summer Term. The project is marked on presentation as well as content. Simulation is given a weight of one third in determining overall marks for the course.

SM8342

Operational Research I

Teacher Responsible: Dr. Ray Paul, Room S109 (Secretary, Hazel Rice, S108)

Course Intended Primarily for M.Sc. Analysis, Design and Management of Information Systems; M.Sc. Accounting and Finance. **Scope:** The course gives an introduction to the methodology and theoretical techniques of Operational Research.

Syllabus: Operational Research Methodology: The practice and context of operational research – how they affect each other. Topics covered from problem formulation and model building through to the scientific status of O.R., and to whether O.R. workers are professional.

Basic Operational Research Techniques: An introduction to stock control, scheduling, queueing theory, replacement, critical path analysis, dynamic programming and simulation.

Basic Mathematical Programming: Formulation of operational problems in linear and non-linear programming models; solution of such problems by available computer programs; interpretation of solutions; limitations of such models.

Selected Topics in Operational Research: Each week an invited speaker presents illustrations of the practical applications of O.R. in industry or a public institution.

Applied Statistics and Forecasting Techniques for Operational Research: Point and interval estimation. Tests of normal hypotheses.

Goodness of fit tests. Linear regression. The moving average and exponential smoothing techniques of forecasting.

Pre-Requisites: A knowledge of mathematics and statistics to the level of the undergraduate papers in **Elementary Mathematical Methods** and **Elementary Statistical Theory** of the Part I examination of the B.Sc. (Econ.) degree.

Teaching Arrangements: The course is made

up of a number of lecture courses, some with classes, as follows:

SM350 Operational Research Methodology. (Mr. J. Rosenhead, Room S113.) This course starts midway through the Michaelmas Term and is made up of ten meetings of one and a half hours each. The course is taught by a mixture of lectures from the lecturer and presentations by groups of students with a plentiful supply of lecture notes and reading material available. The approach of the course is critical – students will be encouraged to re-examine cherished assumptions, and debate their validity.

SM351 Basic Operational Research Techniques. (Dr. R. Paul, Room S109.) The above syllabus is covered in ten weekly lectures in the Michaelmas 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 weekly class (SM351a). The class teachers are the lecturer and a Teaching Assistant, Mr. G. Doukidis, Room S105.

SM353 Basic Mathematical Programming. (Professor A. Land, Room S114.) The above syllabus is covered in ten weekly lectures in the Michaelmas 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 weekly class (SM353a). Most class teachers are part-time.

SM357 Applied Statistics and Forecasting Techniques for Operational Research. (Dr. J. Howard, Room S209.) The above syllabus is covered in ten weekly lectures in the Michaelmas Term. Very full lecture notes are provided and sets of problems given out from time to time in the lectures. These are discussed in five classes held in the Michaelmas Term (SM357a). The lecturer takes the classes.

SM358 Selected Topics in Operational Research. (Mr. J. Rosenhead, Room S113 and the O.R. staff.) Starting midway through the Michaelmas Term, fifteen one and a half hour meetings are held ending at the end of the Lent Term.

SM359 Operational Research Tutorial Class. (Dr. R. Paul, Room S109.) During the eighth week of the Michaelmas Term, students will be given an O.R. problem to be solved in groups of four students. The problem requires the application of commonsense and what the students learn during the course in order to produce a group report by the end of the second week of the Lent Term. A one day session will be held during the fourth week of the Lent Term during which each student group will make a presentation of their report to the other students and the O.R. staff.

Reading List: Recommended books are: H. G. Daellenbach & J. A. George, *Introduction to Operations Research Techniques* (Allyn and Bacon, 1978); H. P. Williams, *Model Building in Mathematical Programming* (Wiley, 1977, available in paperback).

Students may also wish to consult: R. L. Ackoff, *Scientific Method: Optimizing Applied Research Decisions*; R. L. Ackoff & M. W. Sasieni, *Fundamentals of Operations Research*; R. G. Brown, *Smoothing Forecasting and Prediction*; W. Gilchrist, *Statistical Forecasting*; G. Hadley, *Linear Programming*; N. A. J. Hastings, *Dynamic Programming with Management Applications*; F. S. Hillier & G. J. Lieberman, *Operations Research*; I. Irvine, I. Miles & J. Evans (Eds.), *Demystifying Social Statistics*; T. J. Johnson, *Professions and Power*; L. L. Lapin, *Statistics for Modern Business Decisions*; G. Majone & E. S. Quade (Eds.), *Pitfalls of Analysis*; A. M. Mood & F. A. Graybill, *Introduction to the Theory of Statistics*; E. Page, *Queueing Theory in O.R.*; J. R. Ravetz, *Scientific Knowledge and its Social Problems*; A. Sandberg, *The Limits to Democratic Planning*; M. Sasieni, A. Yaspan & L. Friedman, *Operations Research: Methods and Problems*; D. Smith, *Linear Programming Models in Business*; S. Vajda, *Readings in Linear Programming*; S. Zions, *Linear and Integer Programming*.

Examination Arrangements: A single three-hour formal open-book examination is held near the end of the Summer Term. This examination covers the syllabus for the three courses:

Basic Operational Research Techniques
Basic Mathematical Programming
and Applied Statistics and Forecasting Techniques for O.R.

The paper contains 7 questions, sampled randomly from the three lecture courses. Five of these questions must be attempted. It is important to attempt five questions: only the best five answers will be counted, and one fifth of the marks is available for each of these five questions. On the other hand, it is not necessary to answer fully all parts of a question to obtain a reasonable mark on it. Copies of previous years' papers are available. Prior to the examination, a set of questions will be given out at the beginning of the Summer Term to be solved before the examination. The examination questions will refer to the solutions of these pre-examination questions. **Note:** this is an open-book examination i.e. any material can be brought into the examination room.

70% of the total assessment of the course is based on the examination paper – the other

30% is awarded as follows:

15% for the report and presentation mentioned above under Operational Research Tutorial Class (all members of a group receive the same mark).

15% for an essay on a subject based on the Operational Research Methodology lecture course.

Written work is marked on presentation as well as on content. Students should not assume that a bad performance in any part of the written work can necessarily be compensated by good performance in the examination or vice versa.

SM8350

Management Mathematics

Teacher Responsible: Jonathan Rosenhead, Room S113 (Secretary, Hazel Rice, S108)

Course Intended Primarily for M.Sc. in Analysis, Design and Management of Information Systems.

Scope: The course is intended to give an elementary introduction to the formal techniques of operational research, an approach to the structuring and solution of managerial problems in large or complex organisations in business, industry and government. The techniques themselves are mathematical in nature, though only a basic knowledge of mathematics will be assumed; however a number of the techniques use probabilistic concepts, and the course therefore also includes an introduction to probability theory.

Syllabus: Elements of probability; Definitions and rules of probability; Bayes theorem; random variables and expectation; discrete and continuous distributions; simple stochastic processes. Elements of management mathematics: Topics treated include critical path analysis, scheduling, theory of games, linear programming, decision analysis, dynamic programming, replacement, Markov chains, queues and stock control.

Pre-Requisites: Students will need a basic fluency in mathematical manipulations such as is provided by **Basic Mathematics for Economists** or **Elementary Mathematical Methods**, or equivalent courses elsewhere. An exposure to statistical thinking at the level of **Basic Statistics** or above will also be an advantage (although the relevant material will be covered in SM313(a)). For students who have already studied mathematics and statistics to first year undergraduate specialist level and found them to be not too testing, **Elements of Management Mathematics** will be

very restrictive mathematically. They should instead take **Operational Research I**, where a rather fuller mathematical vocabulary permits the same techniques to be covered in greater depth.

Teaching Arrangements: There are two components of the course, each accompanied by a class. They cover the two subdivisions of the syllabus listed above:

Lectures: SM313(i) **Elements of Probability** 10 Michaelmas Term

SM313(ii) **Elements of Management Mathematics** 20 Michaelmas and Lent Terms
Classes: SM313(a) 20 Michaelmas Term, 10 Lent Term

SM313(b) Revision class, 5 Summer Term
Full lecture notes are provided for both components of the course. Exercises are distributed in each lecture, which are discussed in the following weekly class.

Reading List: Recommended Books: D. R. Anderson, D. J. Sweeney & T. A. Williams, *An Introduction to Management Science* (West); L. Lapin, *Management Science for Business Decisions* (Harcourt Brace Jovanovich); J. C. Turner, *Modern Applied Mathematics* (English Universities Press); A. M. Arthurs, *Probability Theory* (Routledge Kegan Paul); L. Lapin, *Statistics of Modern Business Decisions* (Harcourt Brace Jovanovich); T. H. Wonnacott & R. J. Wonnacott, *Introductory Statistics* (Wiley). Students may wish to consult:

S. K. Gupta & J. M. Cozzolino, *Fundamentals of Operations Research for Management* (Holden-Day); M. S. Makower & E. Williamson, *Teach Yourself Operational Research* (English Universities Press).

Examination Arrangements: The course is examined by one three-hour formal examination in the Summer Term. The paper is divided into sections; the first (normally containing 3 questions) covers SM313 (i), while the second section (normally 6 questions) covers SM313 (ii). Students are expected to attempt 5 questions, of which no more than 2 can be from the first section. Copies of previous years' papers are available.

SM8351

Advanced Mathematical Programming

Teacher Responsible: Professor A. Land, Room S114 (Secretary, Hazel Rice, S108)

Course Intended Primarily for M.Sc. (Operational Research). Also available for M.Sc. (Accounting and Finance) 3 and 4e(ii). M.Sc. (Econometrics and Mathematical Economics) 2, 3 and 4g(ii). M.Sc. (Statistics) 1e.

Scope: The aim of the course is to take students who may be totally unfamiliar with the subject up to a stage at which they can read at least some of the recent research articles.

Syllabus: Theory, methods and formulation of models in mathematical programming, (i.e. linear, quadratic, integer programming; introductory non-linear optimisation; game theory; graph theory).

Pre-Requisites: A knowledge of linear algebra sufficient to handle matrix inversion and manipulation of partitioned vectors and matrices. It is NOT necessary to have any previous experience of computers and no computer programming will be called for, although students must be prepared to use computer packages – punching cards or using terminals as necessary.

Teaching Arrangements: There are four lecture courses, two of them accompanied by classes, as follows:

Lectures: SM353 **Basic Mathematical Programming** 10 Michaelmas Term (Professor A. Land).

SM354 **Advanced Mathematical Programming** 30 Michaelmas and Lent Term. (Professor A. Land).

SM355 **Theory of Games** 4 Summer Term. (Dr. J. Howard).

SM356 **Graph Theory** 10 Michaelmas Term. (Professor A. Land).

Classes: SM353(a) 10 Michaelmas Term.

SM354(a) 30 Sessional.

SM353 (also part of the course **Fundamentals of O.R.**). Introductory course – emphasis on formulation of O.R. problems as mathematical programming models, and solutions using computer packages.

SM354 mathematical foundations: various versions of simplex algorithm: selection of topics (which may vary from year to year) from the areas of unimodular linear programming, methods and special models in integer programming, non-linear optimization (constrained and unconstrained).

SM355 The principles of games theory. Zero-sum two-person games in extended and

normal form. The minimax principle and its application. Variable sum games and imperfect competition.

SM356 Fundamental concepts in graph theory, planar and dual graphs, maximum-minimum problems in networks; matching theory.

Reading List: G. B. Dantzig, *Linear Programming and Extensions*; R. Fletcher, *Practical Methods of Optimization*, Vol. I *Unconstrained Optimization*; D. Gale, *The Theory of Linear Economic Models*; Garfinkel & Nemhauser, *Integer Programming*; G. Hadley, *Linear Programming*; F. Harary, *Graph Theory*; T. C. Hu, *Combinatorial Algorithms*; A. J. Jones, *Game Theory*. A. Land & S. Powell, *Fortran Codes for Mathematical Programming*; C. L. Liu, *Introduction to Combinatorial Mathematics*; R. D. Luce & H. Raiffa, *Games and Decisions*; J. C. C. McKinsey, *Introduction to the Theory of Games*; W. Murray, *Numerical Methods for Unconstrained Optimization*; J. von Neumann & O. Morgenstern, *The Theory of Games and Economic Behaviour*; J. A. Pindy & V. S. R. Murty, *Graph Theory with Applications*; W. L. Price, *Graphs and Networks*; M. Shubik, *Strategy and Market Structure*; L. C. W. Dixon, E. Spedicato & G. P. Szego, *Nonlinear Optimization*; S. Vajda, *Theory of Linear and Non-Linear Programming: Readings in Linear Programming*; J. D. Williams, *The Complete Strategist*; S. Zions, *Linear and Integer Programming*.

Examination Arrangements: There is a three-hour formal examination in the Summer Term, based on the full syllabus for all of the lecture courses. The paper contains 8 questions, of which four are to be answered. It is important to answer the four questions: no credit is given for a fifth answer, and one quarter of the marks are awarded for each of the four answers. On the other hand, it is not necessary to answer fully all parts of a question to obtain a "better than bare pass" mark on it. Copies of previous years' papers are available.

The 8 questions will be selected from the topics covered in the four lecture courses, and the student should not assume that there must be at least one question from each course or subsection.

SM8352

Mathematical Methods in Urban Planning

Teacher Responsible: Jonathan Rosenhead, Room S113 (Secretary, Hazel Rice, S108)

Course Intended Primarily for M.Sc. (Operational Research). Some elements also relevant to M.Sc. (Regional and Urban Planning Studies).

Scope: The course is intended to give an introduction to the potential and limitations of formal modelling for urban planning. Specific techniques, both 'hard' and 'soft', from operational research are described, as well as insights derivable from the systems approach.

Syllabus: Planning and design methods: the debates on planning theory, and on design methods, with special attention to the limitations of holistic methods; creativity versus quantitative methods; Alexander's method, the strategic choice approach (AIDA) and robustness analysis as methods which transcend some of the obstacles.

Urban and regional systems: theoretical and technical aspects of analysing urban and regional systems in the context of planning national settlement systems including – growth and evolution of urban systems; city size, location and differentiation; and models of intra-urban land use allocation.

Facility location: mathematical models, mostly optimising, for the location of a facility in 1 or 2-dimensional space; application to the location of warehouses, emergency services and health facilities, and to electoral redistricting.

Urban and transport models: a practical workshop in quantitative model-building, based on applicable projects agreed between teachers and individual students. The workshop is preceded by a lecture course which explains the scope of the subject.

Pre-Requisites: For the majority of the course, students will need to feel at home with symbolic representations, rather than to manipulate the symbols themselves. First year undergraduate specialist papers in mathematics and statistics will provide a more than adequate preparation – and students with less quantitative backgrounds and an interest in urban planning may well find the course within their reach.

Teaching Arrangements: There are four lecture courses (only one of which is accompanied by a class) as follows:

Lectures: SM367 **Planning and Design Methods** 10 Lent Term

Gy309 **Urban and Regional Systems** 20 × 1½,

Michaelmas and Lent Terms

SM372 **Facility Location** 5 Lent Term
SM371 **Workshop in Urban and Transport Models** 5 × 2 Michaelmas Term (starting in week 6), 10 × 1½ Lent Term.

Classes: Gy309(a)
The four lecture courses cover the four main subdivisions of the syllabus above.

SM367 The presentations will attempt to be provocative rather than definitive, and discussion will be encouraged. Lecture notes are provided for the more formal subject matter (Alexander's method, AIDA, robustness), but students will need to read a number of source articles and books.

Gy309 This course consists of lectures and discussions held within the same meeting. Several student constituencies (undergraduate and graduate, including M.Sc. Urban and Regional Planning students) participate in the course and an informed, usually international discussion is the result. Detailed reading lists are provided for each theme.

SM372 This course will consist of an exposition of a range of mathematical models (together with their relevance and applicability). Full lecture notes are provided.

SM371 The lectures in the Michaelmas Term will present the theoretical material, while practical sessions make up the Lent Term meetings. Lecture notes and introductory reading lists are provided. There will be an opportunity to meet O.R. practitioners in various urban and transport applications. During the workshop students will be expected to make two class presentations, one at the formulation stage of their project and the second at its completion. Tutorials will be given to individuals or groups of students to assist them in their project work.

Reading List: No one book covers the entire syllabus, even for one of the component courses. Students are advised to purchase: L. S. Bourne & J. W. Simmons (Eds.), *Systems of Cities*, Oxford; A. Faludi (Ed.), *Reading in Planning Theory*, Pergamon; J. K. Friend & W. N. Jessop, *Local Government and Strategic Choice*, Pergamon; R. Lane, T. J. Powell & P. Prestwood-Smith, *Analytical Transport Planning*, Duckworth; C. E. Pinkus & A. Dixon, *Solving Local Government Problems*, Allen and Unwin.

Students will find it useful to consult: C. Alexander, *Notes on the Synthesis of Form*, Harvard University Press; M. Batty, *Urban Modelling*, Cambridge University Press; R. S. Baxter, M. H. Echenique & J. Owers (Eds.), *Urban Development Models*, Construction Press; E. J. Beltrami, *Models for Public Systems Analysis*, Academic Press; B. J. L. Berry & F. E. Horton, *Geographical*

Perspectives on Urban Systems, Prentice Hall; M. M. Camhis, *Planning Theory and Philosophy*, Tavistock; B. Fay, *Social Theory and Political Practice*, Allen and Unwin; M. Greenberger, M. A. Crenson & B. L. Crissey, *Models in the Policy Process*, Russell Sage; P. Hall, H. Gracey, R. Drewett & R. Thomas, *The Containment of Urban England*, Allen and Unwin; N. Hansen (Ed.), *Human Settlement Systems*, Free Press; C. Lee, *Models in Planning*, Pergamon; I. S. Lowry, *A Model of Metropolis*, Rand; B. Massam, *Location and Space in Social Administration*, Arnold; A. Sandberg, *The Limits to Democratic Planning*, Liberforlag; A. J. Scott, *The Urban Land Nexus and the State*, Pion; A. G. Wilson, *Urban and Regional Models in Geography and Planning*, Wiley.

Examination Arrangements: There is a three-hour formal examination in the Summer Term based on the syllabus for courses Gy309, SM367 and SM372. The paper is divided into two sections, the first normally containing four questions based on course Gy309, the second containing five questions based on the other two courses. Candidates are told to answer 3 questions, which cannot all be from one section. The questions are of essay type, and do not require the development of mathematical proofs etc.

Two thirds of the total assessment is based on the examination paper. The remainder is awarded for written reports on student projects carried out in course SM371, to be handed in at the start of the Summer Term. However, students should not assume that bad performance in the project can necessarily be compensated by good performance in the examination, or vice-versa. The project is marked on presentation as well as content. Special arrangements will be made to avoid double counting of the Workshop report for student also taking Transport Studies.

SM8353

Transport Studies

Teacher Responsible: Dr. Ray Paul, Room S109 (Secretary, Hazel Rice, S108)

Course Intended Primarily for M.Sc. Operational Research.

Scope: The course introduces students to the use and limitations of operations research and model building in transport planning.

Syllabus: Transport Economics: consumer surplus, peak load pricing, congestion, urban transport models, queuing theory and traffic problems, demand analysis and forecasting. Valuation of Intangibles: how can money values be assessed for factors not bought or

sold? e.g. time, recreation, health and pollution.

Workshop on Urban and Transport Models: a practical course in quantitative model-building which includes an explanatory lecture course. **Distribution and Scheduling:** applications of scientific techniques to the practical problems of siting, routing, scheduling and control. **Graph Theory:** fundamental concepts in graph theory, planar and dual graphs, maximum-minimum problems in networks.

Pre-Requisites: a knowledge of mathematics and statistics to the level of the courses **Elementary Mathematical Methods** and **Elementary Statistical Theory** of the Part I examination of the B.Sc. (Econ.). An elementary knowledge of basic O.R. techniques and economic concepts is essential.

Teaching Arrangements: There are four lecture courses and a workshop as follows:

SM356 Graph Theory. (Professor A. Land, Room S114.) This course of ten lectures or classes runs throughout the Michaelmas Term. Very full lecture notes are provided and these cover the above syllabus. Approximately every two lectures a problem set is given out to be discussed in a following class. The class teacher is Professor A. Land.

SM371 Workshop in Urban and Transport Models. (Professor A. D. J. Flowerdew and Dr. S. Powell, Room S266.) The course starts in the sixth week of the Michaelmas Term and comprises five 2 hour sessions, followed by ten 1½ hour sessions in the Lent Term. The Michaelmas Term consists entirely of lectures with practical sessions based on projects undertaken by the students coming to the fore in the Lent Term. Lecture notes and introductory reading lists are provided. There will be an opportunity to meet O.R. practitioners in various urban and transport applications. During the workshop students will be expected to make two class presentations, one at the formulation stage of their project and the second at its completion. Tutorials will be given to individuals or groups of students to assist them in their project work.

Ec150 Transport Economics Treated Mathematically. (Dr. S. Glaister, Room S587.)

This course follows the above syllabus in a series of ten lectures during the Term.

SM373 Distribution and Scheduling. (Dr. R. Paul, Room S109.) This course follows the above syllabus in five lectures in the Lent Term. Full lecture notes are given with a set of questions. Full answers to the questions are given after they have been attempted.

SM376 Valuation of Intangibles. (Professor Flowerdew, Room S266.) The above syllabus is covered in five lectures in the Lent Term.

Reading List: No one book covers the entire

syllabus. Students are recommended to read the following:

M. Batty, *Urban Modelling*, Cambridge University Press; R. S. Baxter, M. H. Echenique & J. Owers (Eds.), *Urban Development Models*, Construction Press; S. Glaister, *Fundamentals of Transport Economics*, Basil Blackwell; I. Heggie, *Transport Engineering Economics*, McGraw Hill; R. Lane, T. J. Powell & P. Prestwood-Smith, *Analytical Transport Planning*, Duckworth; I. S. Lowry, *A Model of Metropolis*, Rand; A. G. Wilson, *Urban and Regional Models in Geography and Planning*, Wiley; D. R. Cox & W. L. Smith, *Queues*; A. A. Walters & D. L. Munby, *Readings in the Economics of Transport*; W. J. Baumol & D. F. Bradford, *American Economic Review*; T. A. Domencich & D. McFadden, *Urban Travel Demand*; P. R. Stopher & A. H. Meyburg, *Urban Transportation Modelling and Planning*; S. Eilon, C. D.T. Watson-Gandy & N. Christofides, *Distribution Management*; J. A. Bondy & U. S. R. Murty, *Graph Theory with Applications*.

Examination Arrangements: There is a three-hour formal examination in the Summer Term based on the full syllabus. The examination paper is made up of three sections each containing three questions. Students are expected to answer four questions only and no more than two from any one section. It is important to answer the four questions: no credit is given for a fifth answer, and one quarter of the marks are awarded for each of the four answers. On the other hand it is not necessary to answer fully all parts of a question to obtain a "better than bare pass" mark on it. Copies of previous years' papers are available. The three sections on the examination paper are made up of the following questions:

Section A: two questions on Distribution and Scheduling

one question on Graph Theory

Section B: three questions on Transport Economics Treated Mathematically

Section C: two questions on Valuation of Intangibles

one question on Workshop in Urban and Transport Models.

Two thirds of the total assessment of the course is based on the examination paper – the other third is awarded to the Workshop project, which is started towards the end of the Michaelmas Term for completion by the start of the Summer Term. However, students should not assume that bad performance in the project can necessarily be compensated by good performance in the examination or vice versa.

The project is marked on presentation as well as content. Special arrangements will be made to avoid double counting of the Workshop report for students taking both **Mathematical Methods in Urban Planning and Transport Studies**.

NON-EXAMINABLE COURSES

SM266

Fortran Programming (Statistics)

Teacher Responsible: Miss S. A. Brown, Room S211

Course Intended Primarily for M.Sc. in Statistics and Diploma in Statistics.

Teaching Arrangements: Last week, Summer vacation.

Reading List: D. D. McCracken, *A Guide to Fortran IV Programming*.

SM303

Fortran 77 Programming (General)

Teacher Responsible: Miss C. R. Hewlett, Room S202

Course Intended Primarily for beginners in FORTRAN 77.

Teaching Arrangements: An introduction to programming in FORTRAN 77 for beginners. This course will be given twice during the session.

(a) Christmas vacation: five days, 12-16 December 1983.

(b) Easter vacation: five days, 19-23 March 1984.

Anyone wishing to take this course should register with the Computer Service Receptionist (Room S100) by 2 December for Course (a) or by 9 March 1984 for Course (b). **Recommended Reading:** T. M. R. Ellis, *A Structured Approach to FORTRAN 77 Programming*.

SM304

Fortran 77

Teacher Responsible: Miss C. R. Hewlett, Room S202

Course Intended Primarily for B.Sc. (Econ.) Part II; B.Sc. c.u. main fields Maths., Stats., Comp., Act. Sci., Man. Sci., Dip. O.R.; Dip. Stats.; M.Sc.

Syllabus: The syntax of the FORTRAN 77 programming language.

Teaching Arrangements:

Lectures: SM304, 10 lectures, Michaelmas Term.

Classes: SM304a, 10 classes, Michaelmas Term.

Recommended Reading: T. M. R. Ellis, *A Structured Approach to FORTRAN 77 Programming.*

SM377

Pascal Programming

Teacher Responsible: Ms. A. McGlone, Room S202

Course Intended Primarily for M.Sc. Operational Research and others.

Teaching Arrangements: Ten lectures (SM377), Michaelmas Term. Ten classes (SM377a), Michaelmas Term.

Syllabus: The syntax of the Pascal programming language. This course will be based on the video series Programming in Pascal.

Recommended Reading: L. V. Atkinson, *A Students' Guide to Programming in Pascal.*

Subject Index for Study Guides

Notes for User

+ indicates that this number is the first in the main sequence of guides on the subject concerned, at either undergraduate or postgraduate level.

No attempt has been made to identify separately each aspect of a main field of study: there is no adequate substitute for a thorough examination of all the guides in a main sequence.

Accounting and Finance	Ac1000 +, Ac2000 +
Actuarial Science	SM7250, SM7260-1
Administration, Health Public	SA5733, SA6640 Gv3035
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Auditing	Ac1121
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Decisions, Theory of Business Psychology of	Ec1453 Ps5517, Ps6412
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Development, Economic Geography of Sociology of Urban	Ec1521 Gy1920 So6831 Gy1924
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Economic Activity, Location of Analysis of Law	Gy1820, Gy1920 LL5136, LL6030
Economic History	EH1600 +, EH2600 +
Economic and Political Institutions	An1221
Economic Policy and Public Law	LL5178
Education, Economics of Policy and Administration Planning Statistics	Ec2450 SA5730, SA6644 SM8212
England, Economic History of	EH1600 +
Environment, Man and his Physical	Gy1808
Environmental Change	Gy1962
Environmental Economics Management	Ec2460 Gy1940-1
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Financial Accounting Management Statement Analysis	Ac1120, Ac2001 Ac2002-2003, Ac2150 Ac2002-2003
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International Relations	IR3600 +, IR4600 +
International Accounting	Ac2002-2003
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Socialism and War	Hy3532
Investment, Stock Exchange Economics	Ac1000, Ac1001, Ac1121 Ec1542
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Japan, Economic Development of History of Modern Foreign Policy of Modern Society, Development of	EH1643 Hy3583 Hy3583 So5861
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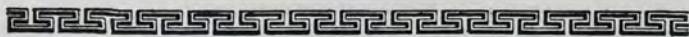
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