### All MSc students

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>What</th>
<th>Where</th>
</tr>
</thead>
<tbody>
<tr>
<td>From Monday, 18th September</td>
<td>15:00-16:30</td>
<td>School Welcome presentation for all MSc students</td>
<td>Peacock Theatre</td>
</tr>
<tr>
<td>Wednesday, 20th September</td>
<td>10:00 – 12:00</td>
<td>Welcome and orientation meeting for MSc China in Comparative Perspective</td>
<td>OLD 6.05</td>
</tr>
<tr>
<td></td>
<td>12:00 – 13:00</td>
<td>Welcome and orientation meeting for MSc Social Anthropology (all streams)</td>
<td>Old Building</td>
</tr>
<tr>
<td></td>
<td>13:00-14:00</td>
<td>MSc Social Anthropology programme-specific orientation</td>
<td>OLD 3.23</td>
</tr>
<tr>
<td></td>
<td>13:00-14:00</td>
<td>Religion in the Contemporary World programme-specific orientation</td>
<td>OLD 2.41</td>
</tr>
<tr>
<td></td>
<td>14:00-16:00</td>
<td>Welcome and orientation meeting for MSc Anthropology &amp; Development and MSc Anthropology &amp; Development Management</td>
<td>OLD 6.05</td>
</tr>
<tr>
<td></td>
<td>17:00-18:30</td>
<td>MSc welcome party</td>
<td>OLD 6.05</td>
</tr>
<tr>
<td>Friday, 22nd September</td>
<td>10:45</td>
<td>Registration MSc in Anthropology &amp; Development and MSc in Anthropology &amp; Development Management</td>
<td>Old Building</td>
</tr>
<tr>
<td></td>
<td>11:30</td>
<td>Registration MSc in China in Comparative Perspective</td>
<td>Old Building</td>
</tr>
<tr>
<td></td>
<td>12:00</td>
<td>Registration MSc in Social Anthropology (all streams)</td>
<td>Old Building</td>
</tr>
</tbody>
</table>

### MSc in Anthropology and Development and MSc in Anthropology and Development Management students

Note that MSc in Anthropology & Development and MSc in Anthropology & Development Management students are expected to attend all the above plus the below events.

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>What</th>
<th>Where</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday, 18th September</td>
<td>10:00 – 12:00</td>
<td>Pre-sessional Economics Workshop (not compulsory) Students must be registered to attend this workshop.</td>
<td>Old Theatre, Old Building</td>
</tr>
<tr>
<td></td>
<td>14:30-17:30</td>
<td>Pre-sessional Economics Workshop (not compulsory) Students must be registered to attend this workshop.</td>
<td>Sheikh Zayed Theatre, NAB</td>
</tr>
<tr>
<td>Tuesday, 19th September</td>
<td>14:30 – 17:30</td>
<td>Pre-sessional Economics Workshop (not compulsory) Students must be registered to attend this workshop.</td>
<td>Sheikh Zayed Theatre, NAB</td>
</tr>
<tr>
<td>Thursday, 21st September</td>
<td>09:00 – 13:00</td>
<td>International Development Introductory Session (compulsory)</td>
<td>Peacock Theatre</td>
</tr>
<tr>
<td></td>
<td>15:30 – 17:30</td>
<td>International Development Induction in Development Management (part 1) for MSc in Anthropology and Development Management students only</td>
<td>CLM.4.02</td>
</tr>
<tr>
<td></td>
<td>17:30 – 20:00</td>
<td>International Development welcome reception</td>
<td>Senior Dining Room, Old Building</td>
</tr>
<tr>
<td>Friday, 22nd September</td>
<td>11:30 – 13:00</td>
<td>International Development Induction in Development Management (part 2) for MSc in Anthropology and Development Management students only</td>
<td>TW1 G.01</td>
</tr>
<tr>
<td></td>
<td>14:00 – 17:00</td>
<td>Introductory lecture – Concepts in Development Studies (compulsory)</td>
<td>Peacock Theatre</td>
</tr>
</tbody>
</table>
The information in this handbook is intended to provide you with some useful background information about our MSc programmes, but it is not exhaustive. A great deal of up-to-date material about LSE support services, registration, timetabling and library facilities is also available on the general LSE web pages, so you would benefit from reading these.

If you have just arrived at LSE and need some guidance, please take a look at the ‘Your First Weeks’ website (www.lse.ac.uk/yourFirstWeeks).

The Anthropology Department web pages (www.lse.ac.uk/anthropology) provide information about members of staff, research and publications, and special events. Also of relevance during your time as a student in the department will be the ‘AnthropologyInfo – Anthropology Department’ Moodle page (moodle.lse.ac.uk/course/view.php?id=983).

Please bear in mind that the information given here about course requirements and assessments is intended for guidance only. You should always confirm requirements by checking the definitive versions in official School publications (normally the Calendar www.lse.ac.uk/calendar) and if necessary checking with the Student Services Centre (on the Ground Floor in the Old Building or www.lse.ac.uk/ssc) and/or your academic adviser.

As you will learn, ours is a relatively small department, and we try to maintain an informal, friendly, and supportive atmosphere for our students. If you do happen to encounter problems of any kind, be it academic, financial, emotional, we very much hope that you’ll let us know at once. You can do this by informing your academic adviser (with whom you’ll have regular meetings throughout the year), by setting up an appointment with the MSc Departmental Tutor, your Programme Director, or by approaching any member of departmental staff, including our very capable administrators.

Professor Katy Gardner
Head of Department
LSE Department of Anthropology

Going out fishing in Betania, Madagascar (Sean Epstein)
About the Department

Our background
Anthropology has been taught at the LSE since 1904. Following the arrival of Malinowski in 1910, the School became one of the leading centres for the development of modern social anthropology, and many of the key figures in this evolving tradition – including Firth, Evans-Pritchard, Fei, Leach, Mair, Schapera, Freedman, La Fontaine, Bloch, Gell, the Comaroffs, and others – were at the LSE as students or teachers.

To this day, the Department retains a strong commitment to anthropological research of the kind championed by Malinowski and Firth. In line with this, our research output is based primarily around long-term participant observation fieldwork.

Beyond this point of similarity, however, our research is very diverse. We conduct fieldwork in many different places (including India, China, Taiwan, Caucasus, Zimbabwe, South Africa, Madagascar, Amazonia, the Philippines, Indonesia, Melanesia, Germany, the UK, the USA); and our projects address a wide range of concerns – from industrialization, through politics, human rights and economy, to cognition. There are, however, three general areas of interest around which much of our departmental research may be said to coalesce:

- **social, economic, and political transformations** – very broadly defined to include processes of globalisation, modernisation, industrialisation and development; as well as the legal and ethical dimensions of such processes;
- **religion and non-religion** – very broadly defined to include the study of religion, secularism, and ‘non-religious’ practices, beliefs, and traditions;
- **knowledge, learning, and cognition** – very broadly defined to include cross-cultural studies of learning, schooling and cognition, as well as more general studies of the transmission of cultural knowledge (e.g. skills) in social and historical perspective.

These research interests are shared with colleagues in a number of departments and research units across the LSE, including International Development, Law, Social Psychology, Social Policy, and the Centre for the Study of Human Rights. We also have programmes of collaboration and exchange with numerous overseas institutions.

The outstanding quality of our research outputs has been recognized in the past Research Assessment Exercises; in the most recent review, the Research Excellence Framework (published 2014), we were ranked first of UK Anthropology departments for research quality, with 73 per cent of our outputs being judged world-leading or internationally excellent.

Our teaching priorities
The Department is well aware that its reputation as one of the world’s leading anthropology departments depends not only on research and publications but also on its teaching of both undergraduate and graduate students. By providing our students with a coherent approach to anthropology which depends on a ‘mainstream’ core, but which is also continually being modified by new research findings, we are able to meet our commitment to providing education of the highest quality.

Students at all levels are expected to read widely in the anthropological tradition, and to have a good grasp of social anthropology as a synthetic, holistic and comparative discipline which seeks answers to questions of a very general kind, as well as engaging with the ethnographic detail of particular lives lived in unique places.

The priorities of our departmental teaching at graduate level are as follows:

- to make you aware of the range of cultural variations existing in the world, as well as the commonalities which human individuals and groups share;
- to enable you to understand the nature and variability of social forms, and to understand some of the factors involved in social and cultural change;
- to enable you to reflect self-critically on your own society and culture;
- to teach you about the theories and methods of anthropology, so that you understand how these fit into the wider framework of the social sciences;
- to give you an understanding of the practice of anthropological research, and of the ways in
which ethnographic data are related to anthropological theories (and vice versa);

- to make you aware of the potential significance of anthropological insights for an understanding of policy issues, such as the impact of socio-cultural factors on patterns of economic development, or the political significance in various historical circumstances of ethnic and cultural difference.

**Key academic staff**

Professor Katy Gardner (K.J.Gardner@lse.ac.uk) is the **Head of Department**.

Dr Mathijs Pelkmans (M.E.Pelkmans@lse.ac.uk) is the **MSc Departmental Tutor**, with general responsibility for all MSc programmes in our Department. After your academic adviser, he is the person you should consult about most issues, academic or otherwise.

Dr Michael W. Scott (M.W.Scott@lse.ac.uk) is the **Chair of Examiners** and Dr Mukulika Banerjee (M.Banerjee@lse.ac.uk) is his deputy. Dr Banerjee has a specific responsibility to look after postgraduate issues. Any problems relating to examinations, or the submission and examination of dissertations, can be discussed with Dr Banerjee in the first instance.

The Department is concerned to promote equality and to foster an environment in which forms of discrimination (including, but not limited to, race, gender and sexuality) are not tolerated. If you have questions or concerns about these or related issues, please contact the Department’s Equality Officer, Dr Catherine Allerton (C.L.Allerton@lse.ac.uk). All discussions will be held in the strictest confidence.

**Our Programme Directors** for 2017/8 are:

- MSc in Social Anthropology, MSc in Social Anthropology (Learning and Cognition) and MSc in Social Anthropology (Religion in the Contemporary World)
- Dr Mathijs Pelkmans (M.E.Pelkmans@lse.ac.uk)

- MSc in Anthropology and Development and MSc in Anthropology and Development Management
- Dr Gisa Weszkalnys (G.Weszkalnys@lse.ac.uk)

- MSc in China in Comparative Perspective
- Prof Stephan Feuchtwang (S.Feuchtwang@lse.ac.uk)

Please check the departmental website for a full list of academic staff, their research interests, and contact details: www.lse.ac.uk/anthropology/people/departmental_staff.aspx.

**Academic Advisers**

Every student on Anthropology programmes is assigned an Academic Adviser – this information will be posted on Moodle, on the noticeboard between rooms OLD 6.02 and OLD 6.03, and given to new students at the induction meeting or by email as soon as possible afterwards.

The academic adviser is the first point of enquiry for questions of an academic nature but will also be able to offer some guidance and assistance with personal concerns. Any academic questions that the academic adviser cannot assist with should be directed to the Departmental Tutor or your programme director.

Students are required to meet with their academic adviser for tutorials (see information on tutorials below). If you have questions about the degree programme, or something else that you would like to discuss, you may also visit your academic adviser during their office hours or at another mutually convenient time. Regular contact with your academic adviser is recommended and will be beneficial for later reference writing and personal development.

**Letters of reference**

If you are asking an academic to write a reference for you, you should be aware of the following guidelines:

- Give referees at least three weeks’ notice before the reference is due. Senior members of staff in particular are asked to write scores of references every term. It is in your own interest to give the referee enough time to do it justice.

- Never put down someone’s name as a referee without asking them in advance. You should not normally name your academic adviser, or anyone else, as a referee for a job, unless you have first discussed the matter with him or her, although, a general discussion may result in a blanket permission if you are applying for a number of jobs.

- Provide all the information needed to write the reference (e.g., the programme or job you are applying for; the research project you have presented as part of your application). Make
sure that you have filled out your part of any form you submit.

- It is helpful if you include all the information your academic adviser will need in a single email, with a clear subject line. You might, for example, wish to remind your academic adviser of scholarships awarded or internships undertaken.

- Once someone agrees to be a referee, he or she has the obligation to do the job on time. Inevitably, busy people writing scores of references sometimes forget, so gentle reminders are worthwhile.

Office hours

All members of LSE teaching staff hold weekly **term-time** office hours. During these times, your teachers will be available to meet with you to answer particular questions you might have about the courses they teach, or to discuss more general issues relating to your course of study. Please use office hours to get additional guidance and support, and to receive more in-depth feedback on your assessed coursework.

Details of each member of staff’s office hours are posted on their office door, as soon as possible after the term begins, and on [www.lse.ac.uk/lseforyou](http://www.lse.ac.uk/lseforyou).

**Departmental Office**

The department’s administrative team are normally in the office between 9:30 and 5:30, Monday to Friday. As far as possible, the administrators operate an “open door” policy: if one of is not available, the others will try to help.

- **Ms Yan Hinrichsen**
  Departmental Manager
  OLD 6.03, 020 7955 7202,
  Y.Hinrichsen@lse.ac.uk

- **Ms Camilla Kennedy Harper**
  Administrative Officer
  (Quality Assurance and Year Abroad)
  OLD 6.04A, 020 7107 5867,
  C.Kennedy-Harper@lse.ac.uk

- **Mr Tom Hinrichsen**
  Administrator (Thursdays and Fridays only)
  OLD 6.04A, 020 7955 6775,
  T.A.Hinrichsen@lse.ac.uk

- **Ms Renata Todd**
  Communications and Administration Officer
  OLD 6.04A, 020 7852 3709,
  R.Todd@lse.ac.uk

**Recruiting**

Administrative Officer (Exams and Assessments)
OLD 6.04A, 020 7107 5037
Representation

**Staff-student liaison committees**

At the start of the year you will be asked if you would like to represent your programme on the Staff Student Liaison Committee (SSLC). These are important Committees as they provide a forum for feedback from students on their programme and for discussion of issues which affect the student community as a whole. The role of an SSLC representative is therefore central to effective quality assurance of courses and programmes in the School and those elected or chosen as a representative will be given training.

The Graduate SSLC includes student representatives from each programme of study and appropriate academic staff. There is normally one representative for each year of each programme, although this can vary.

The SSLC also elects one representative to attend the relevant School level Taught Graduate Students’ Consultative Forum. More information on the Consultative Forum can be found by following this link: [www.lse.ac.uk/intranet/LSEServices/governanceAndCommittees/committeesAndWorkingGroups/consultativeForumForTaughtGraduateStudents/Home.aspx](http://www.lse.ac.uk/intranet/LSEServices/governanceAndCommittees/committeesAndWorkingGroups/consultativeForumForTaughtGraduateStudents/Home.aspx).

**Communication within the Department and within the School**

**Email**

Please bear in mind that email is used in the Department and throughout the School as the standard form of communication. It is therefore essential, once you have set up your LSE email address, that you should check it regularly. Please note that the Department will not send email to LSE students at non-LSE email addresses. If you wish to use a non-LSE address, you will therefore need to set up your account to have your LSE emails automatically forwarded to your non-LSE address.

The IT Help Desk provides useful information on such procedures. See the IT Services web page for more details at [www.lse.ac.uk/intranet/LSEServices/IMT/about/home.aspx](http://www.lse.ac.uk/intranet/LSEServices/IMT/about/home.aspx).

**Appropriate use of email**

The department, and all its staff, receive a high volume of email and ask that you bear the following guidelines in mind when using email:

- Please make use of the subject field, and give a clear and concise description of the content of your message e.g., “Request for tutorial meeting on Thursday 5 May”.
- Do not mark your email as urgent unless it really is!
- Email should be used to arrange meetings with your academic adviser, and for requests for information that only require a brief response (a few lines). We expect you to attend office hours if you would like to discuss academic material; emails asking staff to summarise entire classes/lectures will not receive a reply.
- We try to reply to individual emails within 5 working days. Please do not expect an immediate reply. If your enquiry is urgent, please attend office hours, call the department or come to the departmental office.

Members of the department can always be contacted during their office hours.

If you want to set up a different time for a meeting, contact the staff member via email. Contact details can be found on the Departmental Staff web page ([www.lse.ac.uk/anthropology/people/departmentalstaff.aspx](http://www.lse.ac.uk/anthropology/people/departmentalstaff.aspx)).

Reading lists and other information related to our courses are normally available on a Moodle page called AnthropologyInfo – Anthropology Department: General Information for Students. [moodle.lse.ac.uk/course/view.php?id=983](http://moodle.lse.ac.uk/course/view.php?id=983).

The **notice boards** in the Seligman Library (OLD 6.05) as well as those outside rooms OLD 6.02 – OLD 6.03 are used to display information relevant to Anthropology students.
“Snailmail”
We ask you please not to use the Departmental address for paper letters / correspondence.

“Snailmail” sent to you via the School is likely to be seriously delayed, and may be lost in the system. If we do receive letters for you, we will place them in the post-boxes (called ‘pigeon-holes’) in the Seligman Library, room OLD 6.05.

LSE for You
LSE for You is a personalised web portal which gives you access to a range of services. For example, you can:

- View or change your personal details.
- Make course selections.
- Reset your library and network passwords.
- Monitor and pay your tuition fees online.
- Check your exam results.

You can also access online tutorials on how to navigate and personalise LSE for You via its login page, using your LSE network username and password to login. Please keep your personal details up to date so that we can contact you if necessary.

Change of address
If you change your term-time or permanent address, or your phone number, you must inform the School. This change can be done by you, using LSE for You. Your address is protected information and will not be disclosed to a third party without your permission unless it is for reasons of official School business. It is important that you keep us informed of your private address and telephone number.
The Anthropology Department offers the following MSc degree programmes:

- MSc in Social Anthropology,
- MSc in Social Anthropology (Learning and Cognition); an interdisciplinary programme,
- MSc in Social Anthropology (Religion in the Contemporary World); an interdisciplinary programme,
- MSc in Anthropology and Development and MSc in Anthropology and Development Management; both taught jointly by the Departments of Anthropology and International Development,
- MSc in China in Comparative Perspective; an interdisciplinary programme.

All our MSc degrees are twelve-month programmes.

Students must take courses to the value of three full units and must write a dissertation to be submitted in August (see below). Depending on the degree, you have more or less choice as to the number and the range of optional courses you can elect to study.

Note that half-units are indicated by ‘H’.

If you are considering applying to the Department’s MRes/PhD Anthropology programme for the year after your MSc, please ensure that you are aware of any additional requirements that may affect your course choices. Details are given later in this document.

MSc in Social Anthropology

The MSc in Social Anthropology programme is intended to give students a thorough background in anthropology, both its ethnographic diversity and its theoretical development. The programme serves as a grounding for anthropological research, but is also suitable as an introduction to the subject for those who intend to proceed with other careers. Prior knowledge of anthropology is not essential.

The programme consists of

- a compulsory course (AN404 Anthropology: Theory and Ethnography),
- optional courses to the value of two units, from lists outlined in the regulations, and
- a 10,000-word dissertation due at the end of August.

The full programme regulations are at: [www.lse.ac.uk/resources/calendar/programmeRegulations/taughtMasters/2017_MScSocialAnthropology.htm](http://www.lse.ac.uk/resources/calendar/programmeRegulations/taughtMasters/2017_MScSocialAnthropology.htm).

MSc in Social Anthropology (Learning and Cognition)

The MSc in Social Anthropology (Learning and Cognition) will be of special interest to those who have studied anthropology (and have developed an interest in learning and cognition), and to those who have studied psychology (and have developed an interest in anthropology). It should also be attractive to those with interests in the fields of education and child development.

The programme consists of

- compulsory courses (AN437 Anthropology of Learning and Cognition and AN404 Anthropology: Theory and Ethnography)
- optional course to the value of one unit, from lists outlined in the regulations, and
- a 10,000-word dissertation due at the end of August.

The full programme regulations are at: [www.lse.ac.uk/resources/calendar/programmeRegulations/taughtMasters/2017_MScSocialAnthropology(LearningAndCognition).htm](http://www.lse.ac.uk/resources/calendar/programmeRegulations/taughtMasters/2017_MScSocialAnthropology(LearningAndCognition).htm).

MSc in Social Anthropology (Religion in the Contemporary World)

This programme provides an interdisciplinary, broad social-science perspective on the study of religion. It covers topics of key importance, such as secularisation, religion and public policy, religion in the developing world, religion in the West and its historical development, and the understanding of Western models of religion and secularisation through comparison with the rest of the world.

The programme consists of

- a compulsory course (AN402 Understanding Religion in the Contemporary World),
- optional courses to the value of two units, from lists outlined in the regulations, and
- a 10,000-word dissertation due at the end of August.

The full programme regulations are at: [www.lse.ac.uk/resources/calendar/programmeRegulations/taughtMasters/2017_MScSocialAnthropology(ReligionInTheContemporaryWorld).htm](http://www.lse.ac.uk/resources/calendar/programmeRegulations/taughtMasters/2017_MScSocialAnthropology(ReligionInTheContemporaryWorld).htm).
MSc in Anthropology and Development and MSc Anthropology and Development Management
Both of these MSc programmes offer students an integrated and up-to-date curriculum covering the two fields, drawing on the breadth of research expertise and practical experience in the Departments of Anthropology and International Development.

The **MSc in Anthropology and Development** programme consists of
- a compulsory unit of Anthropology courses: AN436 The Anthropology of Development (H) and either AN456 Anthropology of Economy (1): Production and Exchange (H) or AN457 Anthropology of Economy: Development (2): Transformation and Globalisation (H)
- a compulsory unit of Development: either DV400 Development: History, Theory and Policy or DV442 Key Issues in Development Studies (H) and another half unit Development course,
- optional courses to the value of one unit from either the Department of Anthropology or International Development, and
- a 10,000-word dissertation due at the end of August.

The full programme regulations are at www.lse.ac.uk/resources/calendar/programmeRegulations/taughtMasters/2017_MScAnthropologyAndDevelopment.htm.

The **MSc Anthropology and Development Management** programme consists of
- a compulsory unit of Anthropology courses: AN436 The Anthropology of Development (H) and either AN456 Anthropology of Economy (1): Production and Exchange (H) or AN457 Anthropology of Economy: Development (2): Transformation and Globalisation (H)
- a compulsory Development course DV431 Development Management,
- optional courses to the value of one unit from either the Department of Anthropology or International Development, and
- a 10,000-word dissertation due at the end of August.

The full programme regulations are at www.lse.ac.uk/resources/calendar/programmeRegulations/taughtMasters/2017_MScAnthropologyAndDevelopmentManagement.htm.

**MSc China in Comparative Perspective**
This programme brings together LSE’s considerable multi-disciplinary expertise on China for the benefit of students seeking a comparative perspective of the country. It examines China’s modern economic history, politics, international relations, society and culture, and compares it with India, European modernising projects and other appropriate comparators.

The programme consists of
- a compulsory course (AN447 China in Comparative Perspective),
- optional courses to the value of two units, and
- a 10,000 word dissertation due at the end of August (AN498).

The full programme regulations are at: www.lse.ac.uk/resources/calendar/programmeRegulations/taughtMasters/2017_MScChinaInComparativePerspective.htm.
Choosing options
For all these MSc degrees, the programme director and your academic adviser provide guidance on the selection of courses and dissertation topics.

Depending on the degree for which you are registered, you can choose a number of optional courses offered by the Department of Anthropology, by the Department of International Development (for the MSc in Anthropology and Development and the MSc in Anthropology and Development Management), and from several other departments (for the MSc in China in Comparative Perspective and the MSc in Social Anthropology (Religion in the Contemporary World)).

Course choices are made through LSE for You (www.lse.ac.uk/lseforyou). Although the deadline for choosing your courses is the start of the third week of Michaelmas term (9th October 2017), and you can shop around by attending a variety of courses to begin with, we strongly advise you to make your decision as early as possible to ensure that you don’t miss a substantial part of the teaching of your preferred options and to avoid missing out altogether on courses with limited availability. You may wish to use some time during your initial tutorial to discuss your choice of options with your academic adviser. Note that you do not need to have formally registered with the School to begin choosing your courses. However, you must register formally with the School before you start attending lectures or seminars. The course choice option will re-open at the beginning of LT so you can make changes to LT half units.

Timetables
The Timetables Office is responsible for scheduling and allocating rooms to all of the School’s taught courses.

Teaching begins on Monday, 25th September 2017, and this is referred to as week 1 of Michaelmas Term. The timetable of all taught courses can be viewed on the Timetables web page: www.lse.ac.uk/timetables. The timetables web page refreshes overnight and any changes made to teaching will appear the following day.

Graduate students use LSE for You to select their courses and, in some cases, their seminar groups. Personal Timetables can then be viewed in LSE for You.

Should a change occur in your teaching arrangements, you will be notified by email.

Course / module capping
The following course is normally capped:
AN447 China in Comparative Perspective
All students on the MSc in China in Comparative Perspective will automatically get a place on AN447.

Any students not on this programme wishing to take AN447 will need to apply for a place through LSE for You.

Auditing courses
You may wish to audit some courses which are not part of your programme, and for which you will not gain credit. You may audit the lectures of any courses in the School in which you are interested, subject to the approval of the teacher responsible, but you may not normally attend the associated seminars if you are not registered on the course.

It is courteous to introduce yourself to the teacher responsible for any course you intend to audit regularly.

Course structure
Throughout the first two terms courses are taught through lectures, seminars, and tutorials. Most courses involve weekly lectures, associated seminars where you will discuss reading assignments in a small group with a teacher, and academic tutorials with your academic adviser, normally in groups of two.

Lectures
These are usually 50 minutes long – starting 5 minutes past the hour and finishing 5 minutes to the hour. Lectures offer a very important overview of the subject and a framework for your reading as outlined on the reading list for the course. Reading lists are usually provided at the beginning of the course, but they are also available through Moodle (moodle.lse.ac.uk/).

Seminars
Seminars are run in parallel with the lecture courses and consist of small groups, normally of up to 15 students, although there are exceptions. They are also 50 minutes long, and based on your reading of the prescribed texts. They provide an opportunity for you to express your ideas and to ask the teacher for clarification.
Seminars can take various forms. In some cases, the seminar teacher expands on lecture topics or explains further the issues discussed. In other cases, students give oral presentations to be discussed with other students and with the teacher.

**Tutorials**

The Department of Anthropology attaches great importance to the tutorial system it offers to its students, and it is through these tutorials that you will receive feedback on your formative work (meaning work which is part of the course but which does not contribute to your overall mark).

At the beginning of the academic year, you will be allocated an academic adviser whom you will meet for an hour-long tutorial, usually together with a second student, your tutorial partner. You will normally have four tutorials in Michaelmas, four in Lent and two in Summer Term. (NB Different arrangements apply to the MSc in China in Comparative Perspective programme.) You are normally required to write an essay of up to 3,000 words for each tutorial. You will discuss these essays amongst yourselves and with your academic adviser during the tutorial.

Your academic adviser will also advise you on and take you through the process of preparing for your dissertation. You are also encouraged to consult with any other members of the department who have relevant expertise, in preparing for the dissertation.

If you have any difficulties meeting your academic adviser, or any problems with the tutorial system in general, please contact the MSc Departmental Tutor.

**Part-time study**

The Department admits a small number of part-time students each year. Part-time students must meet the same requirements, but have an extended period during which to complete their programme.

It is the responsibility of part-time students to ensure that their other commitments allow them to attend their seminars, complete written assignments and attend examinations. Special timetabling arrangements cannot be made.

**Teaching resources**

**Moodle**

Moodle is LSE’s Virtual Learning Environment (VLE) run by the Learning Technology and Innovation (LTI) team. Moodle is a password-protected web environment that may contain a range of teaching resources, activities, assignments, information and discussions relating to your course. The content of Moodle is the responsibility of your teacher and so it will vary from course to course.

To access Moodle go to moodle.lse.ac.uk and use your LSE user name and password to log in. This page also has links to help and advice on using Moodle.

Moodle pages are intended as an aid to teaching and locating resources. We attempt to make as much as possible available online, and/or to provide links to items already online, but we are constrained by copyright. Moodle course pages contain useful information about the course, reading lists, and may also include lecture notes or other materials, and announcements from the teaching staff. Please check Moodle regularly for updates and announcements, but do not rely on it as your only source of reading material.

**Reading lists @ LSE**

Courses’ Moodle pages link to Reading Lists @ LSE (readinglists.lse.ac.uk). These consist of course readings selected by the teacher. Readings can include journal articles and book chapters. Some of these will be available in PDF through the Reading List portal; in other cases you will find details of where to locate a hard copy of the relevant book, for example in the Library’s Course Collection. The PDF files can be printed, downloaded or read online.

An electronic copy of this handbook and reading lists for all anthropology courses can be found in the Moodle course titled ‘AnthropologyInfo – Anthropology Department: General Information for Students’ moodle.lse.ac.uk/course/view.php?id=983.

**Assessment**

Assessment of most anthropology courses is by unseen examination in May-June.

The exceptions are the dissertation and the following courses, which are assessed in full or in part by take home exam. Take-home exams take place in the week following the last week of term in
which the course was taught. The standard length of a take-home exam is 8 hours.

In 2017/8 these are:
- AN463 Borders and Boundaries: Ethnographic Approaches.
- AN473 Anthropological Approaches to Value.
- AN475 The Anthropology of Revolution
- AN476 Anthropology and the Anthropocene

Further information on take-home exams is given below. You will also find an outline of the dissertation regulations below.

Courses outside the department, such as those taught in the Law and International Development Departments, may include exam and/or coursework components in their assessment. See the School’s Calendar for course guides including assessment arrangements: www.lse.ac.uk/resources/calendar/courseGuides/graduate.htm.

Revision classes are held during the Summer Term, and students are expected to remain in London during this period. Dissertation supervision is available until the end of the Summer Term and students are encouraged to use this time to see their academic advisers.

Examinations
Unseen examinations for all Anthropology taught courses take place during the Summer Term (May/June). The examination timetable is normally available by the end of the Lent Term. It is published on the LSE website, and students can access their personal examination timetables through LSE for You. Some Departments have unseen examinations in Lent Term week 0. For detailed information on the examination and assessment process, see www.lse.ac.uk/exams.

More information on the examinations will be provided during the year. Also, useful “coping with exams” sessions will be advertised around the school during Summer Term. You will be notified by email when the examination timetable is available.

Take-home exam guidance
Why are some instructors in the Department of Anthropology using take-home exams?
Since the academic year 2015/16, some members of the Department have introduced take-home examinations as a means of summative assessment. Although the traditional method of closed-book classroom examination remains central to summative assessment in Anthropology, the Department also recognizes that the take-home format can be a practical and beneficial alternative to the conventional exam hall experience. Occasional use of the take-home format can diversify styles of assessment in acknowledgment of different styles of learning, make better use of available technologies, and add greater flexibility to the examination process. Increased student demand for the take-home format is also a factor. Students should bear in mind, however, that instructors who set this form of examination usually expect students to produce exam scripts of higher quality in depth, detail, accuracy, and style than those produced in an exam hall context. It is the responsibility of instructors who set take-home exams to provide – in advance – clear written guidelines regarding rationale, technical procedures, rules, and structure to be used. If your instructor does not provide this information, it is your right to request it.

NB: The take-home format is not intended for use in conjunction with the conventional exam hall format as an option for students on grounds of disability.

What are take-home exams?
A take-home exam is an extended-time, open-note, open-book examination executed under conditions that you control. This combination of more time and greater control over external conditions is designed to enable students to relax, be comfortable, think clearly, consult their written resources, and produce well-considered, well-crafted answers to the set question(s). The chief virtue of the take-home format is that it allows you to demonstrate your understanding of what you have been studying with greater precision and less reliance on memory. That said, there is a significant difference between a take-home exam and an assessment essay. Whereas an assessment essay may be developed over many weeks and addresses only one theme, a take-home exam is performed under greater time restrictions and may require you to complete several essays on different themes.

Duration and individual exam adjustments
Based on student response to the 24 and 72-hour duration of take-homes administered in 2015/16 and the 12-hour duration of take-homes in 2016/17 (and on advice from the Teaching and Learning
Centre), it has been decided that all Anthropology take-homes in 2017/18 will be of 8 hours’ duration (except for re-sits pertaining the 2015/16 and 2016/17 syllabi).

In advance of the exam, the Department will email all students asking those who have been granted individual exam adjustments (IEAs) to self-identify. Those with relevant IEAs will be granted 25% additional consecutive time to complete the exam. For an 8-hour exam, this means students with IEAs will have 10 consecutive hours in which to complete the exam.

If you are re-sitting a take-home exam from the 2015/16 or 2016/17 syllabi and have an IEA, you should notify the Anthropology Department’s Administrative Officer for further information at anthro.admin@lse.ac.uk.

Format, style, and word count
All exam scripts must be in electronic format. Please use a font size of 11 or 12pt. All use of other people’s ideas and words (i.e. quotations and paraphrases) must be cited fully and correctly and a standardised bibliography of works cited must be included (see the Department of Anthropology Student Handbook).

The whole exam script should be 3000-4000 words. **NB:** a 3-hour handwritten exam script is normally around 3250 words. The bibliography is not included in the word limit, but everything else is, including footnotes or endnotes.

Essays over the word limit will receive a penalty of 5 marks for 1 to 100 words over the limit, and 10 marks for 101+ words over the limit.

Preparing for the exam
Prepare for a take-home exam as you would for any other. While it may sound obvious to say so, your performance in take-home exams, as with other exams, will benefit from revision, so do not wait until you have received the exam questions and the clock is ticking to begin revising. Read through your lecture and class notes and think about the overarching themes of the course. It should not be too difficult for you to predict the kinds of questions you will be asked. As with any exam, the best way to prepare is to identify a set of mock questions and begin organizing your ideas and the materials you would need to support them. **NB:** if relevant past exam papers are not available, instructors are required to provide mock questions.

In all cases, you may also find it helpful to devise your own mock questions. Plan ahead what positions you would argue for or against, what alternative analyses you would suggest, what ethnographic examples you would draw on to support your positions and analyses, etc. Before you receive your take-home questions:

1. **Identify or formulate a set of mock questions.** Having taken the course, you know what its agenda has been. Focus on the recurring themes, classic debates, critical questions, theoretical models, and ethnographies that have been central. Then imagine the kinds of statements or questions that would most challenge you to think them through with reference to ethnographic particularities.

2. **Make broad provisional outlines of essays that would address your mock questions** (you should be able to adapt these outlines to address the specificities of the actual questions in the exam itself).

3. **Locate key texts you may wish to quote or refer to and mark them.** These might include theoretical passages in the works of authors whose ideas you wish to summarize or critique, or ethnographic accounts of practices you wish to summarize and analyse in support of your arguments.

4. **Organize your study space.** Your thoughts are in order; now get your space in order. Decide where you will write your exam answers and assemble everything you will need. It is not expected that you will write for 8 hours non-stop, but there will be intervals when you want to be relatively secluded in order to concentrate. If you live in a shared accommodation or where others might interrupt you, consider posting a sign on your door that says ‘Take-Home Exam in Progress. Please Do Not Disturb’. Put away your phone, etc. You may choose to use the Library.

During the Exam
It is your responsibility to use your 8-hour exam period in the way that is most efficient for you. You may wish to take one question at a time or to complete all your preliminary work for all questions before you begin the work of actual essay composition. These choices are entirely yours. Remember that time taken for short breaks, eating, and other necessities is not time wasted or used to the detriment of your performance. You have been given 8 hours in order to accommodate these needs. Pace yourself and save time at the end for
checking over, editing, and spell checking your answers.

During the examination, if you need clarification about the exam questions, you should email the Anthropology Department’s Administrative Officer at anthro.admin@lse.ac.uk.

Masters students who encounter circumstances that prevent them from completing the exam within the allotted time should contact the Anthropology MSc Chair of Examiners, Dr Mukulika Banerjee (M.Banerjee@lse.ac.uk) for advice; be sure to copy your email to anthro.admin@lse.ac.uk.

Students who are unable to complete the exam will have to re-sit the exam in the following year. If you report a disruption pertaining to your chosen work space, you will be advised to relocate to the Library to complete your exam. You are strongly advised to make frequent back-up copies (and hard copies) of your work. Computer failure is not valid grounds for an extension.

Submission, plagiarism, and declaration of academic integrity
When you submit your work through the relevant Moodle page, please include a cover sheet with the following information:

a) the name of the instructor,
b) the course code and name,
c) your 5-digit candidate number,
d) the overall word count (excluding bibliography), and
e) the date of submission.

In using the take-home format, the Department trusts that students are mature enough to manage the freedoms the format affords and resist the temptation to engage in unauthorized collaboration or plagiarism (including re-use of one’s own previously assessed essays, dissertations, or tutorial essays). To reinforce the self-policing this practice requires, all students must submit a declaration of academic integrity with their completed exam scripts. All scripts will be checked using anti-plagiarism technology.

Formative coursework
You will be asked to submit essays to your academic adviser in advance of each of your tutorials. You will also be expected to participate in seminar presentations and discussions.

These aspects of your coursework are formative, i.e. they do not count towards the final grade. Your academic adviser and course teachers will provide you with informal feedback. This feedback is invaluable in your preparation for the formal assessments.

Non-anthropology students may submit formative essays to the course teacher.

To guard against loss, back up your work regularly and keep an additional copy of the latest version of your work (whether dissertation, take-home exam, summative or formative coursework) in your possession.
The Dissertation

The dissertation is a very important component of the MSc degree, and is valued as one of the four full units which count towards the final classification of the degree.

1. Dissertations are normally expected to be based on Library research. We cannot provide ethics training at MSc level, so cannot allow the use of primary research in dissertations. Bear in mind, however, that illustrations from the student’s own life experience, interviews with selected informants, etc. may be used in the dissertation text – students sometimes do this very effectively. But, the primary material for analysis is normally drawn from published research as found in scholarly articles, monographs, etc.

2. The choice of the subject and title of your dissertation should be made in consultation with your academic adviser.
   a. For MSc in Social Anthropology, MSc in Social Anthropology (Learning and Cognition), MSc in Anthropology and Development, and MSc in Anthropology and Development Management
      Write an abstract of 500 words outlining the planned content of the dissertation and indicating the main bibliographic and other sources on which it will be based, and submit an electronic copy of this abstract to the Moodle page for AN499 by 9:30am on 23rd April 2018.
moodle.lse.ac.uk/course/view.php?id=1021
   b. For MSc in Social Anthropology (Religion in the Contemporary World)
      Write an abstract of 500 words outlining the planned content of the dissertation and indicating the main bibliographic and other sources on which it will be based, and submit an electronic copy of this abstract to the Moodle page for AN497 by 9:30am on 23rd April 2018.
moodle.lse.ac.uk/course/view.php?id=4066
      The abstracts for the above programmes will be given to the Programme Directors. They and the Departmental Tutor will hold meetings for all Anthropology MSc students (except MSc in China in Comparative Perspective) in week 1 of ST, to discuss the preparation and writing of dissertations, and to offer appropriate advice and recommendations.
   c. For MSc in China in Comparative Perspective
      Discussion of the requirements for the dissertation will take place during tutorial sessions.

3. The subject of the dissertation must not be the same as, or similar to, the subject of any previous dissertation or essay that you have submitted for examination in this or any other university. The dissertation must be your own unaided work and any quotation from, or other use of, the published or unpublished works of other persons must be duly acknowledged. Failure to do so could result in charges of plagiarism.

   The dissertation must be a scholarly piece of work, properly presented, with typographical errors corrected, carefully checked and with adequate references and bibliography. You are advised to use some standard method for setting out both references and bibliography, such as that used in the Journal of the Royal Anthropological Institute. Full references (including the page number of the source) must be given for all quotations and when referring to specific points of ethnography or theory taken from the published or unpublished works of other people. Articles in the Journal of the Royal Anthropological Institute and other major anthropological journals will give an indication of how far, and how often, you should cite your sources. (See also note 7 on plagiarism, below.)

4. Your academic adviser will give detailed initial advice during the Michaelmas and Lent terms and provide feedback on a detailed plan of your dissertation if it is submitted at least one week before the end of the Summer Term. After the end of the Summer Term, you should normally expect to complete your dissertation without further supervision but, if any urgent matter should arise, you may contact your academic adviser either directly or through the anthropology administrators. If your academic adviser is not available, there will usually be other members of the department who can be contacted.

5. If the subject you select is one that lies outside the specialist interests of your academic adviser, you should be sure to consult other academic staff in the department who are more knowledgeable about the topic. It is particularly important to seek advice about relevant source materials, and to do so before the end of the Summer Term.
6. There is a **RIGID** word limit of **10,000** words for the dissertation including any footnotes, appendices, etc. Only the bibliography, the table of contents, and the 500-word abstract that appears at the front of the dissertation are excluded from the word count.

**You will be penalized if the word limit is exceeded.**

Dissertations that are over the word limit will receive a penalty of 5 marks for 1 to 100 words over the limit, and 10 marks for 101+ words over the limit.

7. **Please be aware that plagiarism is a very serious offence.**

   All work for classes and seminars (which could include, for example, written assignments, group work, presentations, and any other work, including computer programs) must be the student’s own work. Direct quotations from other work must be placed properly within quotation marks or indented and must be cited fully. All paraphrased material must be clearly acknowledged. Infringing this requirement, whether deliberately or not, or passing off the work of others as the student’s own work, whether deliberately or not, is plagiarism.

Paragraph 1, LSE Regulations on Assessment Offences: Plagiarism

8. **Style**

   A **table of contents** should be included.

   An **abstract** should be included, of 500 words, summarising the main argument of the dissertation.

   **Chapters** should always begin on a new page.

   **Section headings** must be clearly indicated or numbered in a consistent way.

   **Margins** should be 2.5 cm all round.

   **Spacing** may either be one-and-a-half, or double.

   **Font size** should usually be 11pt.

   **Binding** and plastic folders are not necessary, however please ensure your dissertation is securely stapled.

   **Printing** should be double sided if possible.

   The **bibliography** should consist of references only, which means that work not cited in the text should not appear in the Bibliography.

   **Quotations**: long quotations (4+ lines) should be indented with no quotation marks, shorter quotations should be incorporated in the main text with quotation marks. Author’s name, etc. should appear at the end of quote before the full stop, and quotations should not be in italics.

9. The **front / cover page** should include the year, the name of your programme of study, the word count, the title of your dissertation, and your 5-digit examination candidate number.

10. **Submit three printed copies of the dissertation to the Departmental Office (OLD 6.04A) on or before 23rd August 2018, not later than 4pm.**

    You may send the dissertations by registered post or courier, provided you get a certificate of posting or of dispatch (which you should keep). Make sure you send them in time to reach the office before the deadline; you can telephone or email the Office to make sure that they have arrived safely.

    The printed dissertations must be accompanied by one copy of the Plagiarism Declaration form, which can be downloaded from the AN497, AN498 or AN499 Moodle pages.

    You should also submit **one electronic copy of your dissertation**, in Word or pdf format and saved as one file, to Moodle by the same deadline.
Students on the **MSc in China in Comparative Perspective** should submit through the Moodle page for AN498 (moodle.lse.ac.uk/course/view.php?id=1020); students on the **MSc Social Anthropology (Religion in the Contemporary World)** should submit through the Moodle page for AN497 (moodle.lse.ac.uk/course/view.php?id=4066); students on the **other MSc programmes** should submit through the AN499 page (moodle.lse.ac.uk/course/view.php?id=1021).

Please ensure that the name of the Word or pdf file containing your dissertation is the course code and your five-digit candidate number (e.g. AN499-12345 or AN497-98765).

The Examiners will deduct 5 marks per day from dissertations that are submitted late but please note that, depending on the amount of delay, it may not be possible to examine them.

11. Please make sure at the time you submit your dissertation that the School has up-to-date details of your address(es) and telephone number(s) by making sure your contact details are correct on LSE for You.

12. If any difficulties arise, you should consult your academic adviser – or, if necessary, the Chair of Examiners – well before the due date.

Note that the above is intended to provide guidance for candidates but is not to be taken as either a full or an authoritative statement of the relevant LSE and university examination regulations.

Each year, the Department chooses a selection of good dissertations (usually those scoring above 65) to make available (only) to future anthropology students in print and via Moodle. If you do not wish your dissertation to be made available, please do let someone in the office know.
Dissertation topics
MSc in Social Anthropology
Select a topic in Social Anthropology that can be treated effectively within the word limit (see above). We recognise that the definition of ‘social anthropology’ is constantly changing and is itself problematic. Nonetheless, the examiners expect the dissertation to demonstrate an adequate knowledge of relevant ethnographic and/or theoretical literature that would normally be regarded as anthropological. If you are in doubt about this point you should consult your academic adviser. If a dissertation does not satisfy the examiners as to its anthropological content, you will be penalized.

MSc in Social Anthropology (Learning and Cognition)
Select a topic from within the Anthropology of learning and cognition which can be treated effectively within the word limit (see above). We expect that dissertations will draw on anthropological literature and also non-anthropological literature from cognitive science, and therefore from related disciplines such as psychology and/or philosophy. We recognise that the definition of ‘anthropology’ is constantly changing and is itself problematic. However the dissertation must draw on specifically anthropological literatures and must engage with anthropological themes. If you are in doubt about this point you should consult your academic adviser. If a dissertation does not satisfy the examiners as to its anthropological content, you will be penalized.

MSc in Social Anthropology (Religion in the Contemporary World)
The dissertation will address a topic in the social sciences of Religion in the Contemporary World. The topic should make central use of concepts in the study of religion in the social sciences drawn from approved courses on the programme, particularly from the core course, and should demonstrate a good understanding of those concepts and their implications. The dissertation may draw on empirical topic areas suggested by the taught core and option courses of this programme, but must demonstrate an element of originality in analysis, content or both. The dissertation will normally contain an interdisciplinary element which may be in the combination of material, the combination of critical, analytical or theoretical concepts, or both.

MSc in Anthropology and Development / MSc in Anthropology and Development Management
Select a topic which spans the fields of both Social Anthropology and Development Studies, yet which can be treated effectively within the word limit (see above).

The dissertation may draw on both disciplines and need not be restricted to the area of overlap, i.e. the anthropology of development as narrowly defined. Although definitions of both ‘social anthropology’ and ‘development’ are constantly changing and are problematic, the examiners expect the dissertation to engage in both fields. If you are in doubt about this you should consult your academic adviser. If a dissertation does not satisfy the examiners as to its anthropological and/or development content, you will be penalized.

MSc in China in Comparative Perspective
The topic for the dissertation must be about China but it must also have a comparative element – direct comparison with another country on the same topic or issue, or more general theoretical and informational comparison on an issue.

The topic must be discussed with your academic adviser and approved by the programme director (Professor Stephan Feuchtwang), and you will present it as a topic at a special seminar in the Lent Term, for feedback from the other students.
Late submission of summative coursework
All students MUST submit assessed coursework by the relevant deadline(s).

If you fail to submit a piece of assessed coursework, you will receive a mark of 0 (Incomplete) for the whole course and this will appear on your transcript. You will not be able to graduate until you have made a serious attempt at all compulsory components of all your courses. This applies to all assessed work, including presentations, book reviews, and the dissertation.

If you submit a piece of work after the deadline (or your extended deadline if applicable), you will be penalised 5 marks per day (or part thereof). This could eventually result in you being given a mark of 0 for that component of the course, but you still need to make a serious attempt at the component in order to avoid being given a 0 (Incomplete) for the entire course and prevented from graduating. See Section 2 at info.lse.ac.uk/Staff/Divisions/Academic-Registrars-Division/Teaching-Quality-Assurance-and-Review-Office/Assets/Documents/Calendar/SchemeTaughtMasters.pdf.

All this indicates the importance of completing and submitting all assessed work on time. It may be better to hand in a piece of work which is not entirely satisfactory by the due date than to hand it in late.

The LSE sets strict deadlines for formally assessed summative coursework. We recognise, however, that students may, in the course of the year, face serious unforeseen difficulties that prevent them from meeting these deadlines. We hope that no such difficulties will arise during your studies at the LSE; but, if you cannot meet a deadline, the procedure is as follows.

Extensions are granted only in exceptional circumstances where need for extra time is backed by supporting evidence (for extensions on grounds of disability / dyslexia / neurodiversity see below). If you believe you have a valid reason for requesting extra time (e.g., illness, bereavement), you may seek a formal extension by emailing the Chair of Examiners, M.Banerjee@lse.ac.uk. Any request should also be copied to anthro.admin@lse.ac.uk. This request must:

- be submitted before the set deadline/submission date; this date must be included in the request
- state the course code to which the request pertains
- briefly explain the nature of the problem
- specify the period (with dates) for which work was interrupted
- include supporting evidence (e.g., a medical certificate, death certificate)

If you cannot provide the evidence electronically and/or immediately (e.g., if you need to request a medical certificate from a doctor), an extension can normally be agreed on condition that evidence be submitted at a later date.

Students should be aware that the Chair of the Examiners may not be able to respond to extension enquiries immediately. In order to avoid undue anxiety, it is in your best interest to advise the Chair of your situation as soon as it arises or as soon as you realise that it will affect your ability to meet a deadline.

Any extension granted will be confirmed in writing by email to the student. Each case will be determined on its merits. The following is offered as a guide:

- Insufficient justification for missing a deadline will include minor sickness, problems with computers or printers, conflicting multiple coursework deadlines, having to attend a wedding, not being able to obtain a certain book in the library, etc.
- Sufficient justification should be accompanied by supporting documentation, most often a medical note from your doctor to verify an illness, or evidence that you have suffered an unforeseen major life event (accident, bereavement, etc.).

Disability / Dyslexia / Neurodiversity:
Extensions on grounds of disability/dyslexia/neurodiversity will be granted only to students who have received an LSE Inclusion Plan (IP) through the Disability and Wellbeing Service. If you need an extension on these grounds, you must submit a formal request to the Chair of Examiners – following the guidelines above – and refer to your Inclusion Plan (IP) in the request.
The Department’s MSc examination grade criteria
The following schemes for grading of examination marks have been agreed for the Department of Anthropology. Attributes listed for each class are assumed to include the best attributes from the class below.

<table>
<thead>
<tr>
<th>Class</th>
<th>Marks (%)</th>
<th>Attributes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brilliant</td>
<td>80 – 100</td>
<td>Work of exceptional quality, based on comprehensive conceptual knowledge of the topic, and developing a cogent and original argument in response to the question. For a mark of 90 or more, analysis is of such originality or insight (publishable in the case of a dissertation) as to potentially change some aspect of conventional understanding about the topic discussed.</td>
</tr>
<tr>
<td>Distinction</td>
<td>70 – 79</td>
<td>Excellent answers, closely linked to the question set, well-presented and argued with sophistication, maturity, and incisiveness, which demonstrate a wide familiarity with the subject matter and anthropological debates*, and often display independent judgement and originality.</td>
</tr>
<tr>
<td>Merit</td>
<td>60 - 69</td>
<td>Competent work, well-argued, showing a good grasp of the subject matter. Evidence of familiarity with a wide range of reading and anthropological debates*. Factly correct and comprehensive in coverage, although there may be minor slips and omissions. Clear presentation and organisation of answers which address the question directly and relevantly. Answers show an understanding of and familiarity with terms and concepts relevant to the question.</td>
</tr>
<tr>
<td>Pass</td>
<td>50 - 59</td>
<td>Answers demonstrate some understanding of the subject matter and a grasp of the basic readings, but are marred by poor presentation or by lack of sophisticated argument or knowledge. Answers are frequently narrative in style and only indirectly, or inadequately, address the question, or fail to focus. They often include unsupported generalisations, occasional inaccuracies, irrelevance omissions, contradictions, are weak in definition and application of concepts, and display a clumsy prose style. Although the main issues are understood, they are often presented in a superficial manner and there is little attempt to go beyond the standard reading. In examinations, an answer worthy of a Merit mark may be graded Pass if it is too short, or unfinshed.</td>
</tr>
<tr>
<td>Fail</td>
<td>30 - 49</td>
<td>Basic, below-average answers, which nevertheless show evidence that there is some familiarity with the subject. Answers are often weak narrative/descriptive accounts, which move towards the relevant area required by the question but display only a partial grasp of the topic, the different aspects of debates, the requirements of the question, and the manner in which to construct an answer. Argument fleeting, frequently simplistic, or flawed. Concepts disordered. Several inaccuracies and omissions.</td>
</tr>
<tr>
<td>Bad Fail</td>
<td>0 – 29</td>
<td>Very weak answers which lack relevance, direction, accuracy, and substance. In examinations, this includes answers which have been barely attempted.</td>
</tr>
</tbody>
</table>

* In the case of AN447, please read theoretical / social science debates, rather than anthropological.

Please also be aware that other departments will have their own criteria, against which their courses are assessed.
The school allows each department to release provisional exam results to its MSc students once the marks have been agreed by two internal examiners and one external examiner.

Some departments choose not to release provisional marks. The Anthropology Department considers it to be in the best interest of the student to do so, in order that students can know where they are in relation to job or PhD applications, etc. The department will release provisional results for anthropology exams through LSE for You once the marks have been ratified (this is usually over the summer).

The anthropology department does not release provisional results from other departments at any time, however provisional results may be made available through LSE for You at the discretion of the other departments. Exam results remain provisional until the Graduate Exam Board Meeting has taken place (mid-November). Following this meeting final classifications and transcripts are released via LSE for You.

Occasionally it is possible for the department to release a student’s results, in confidence, directly to a third party (for example another university) if this information is urgently needed in order for a student to be able to register for another programme (e.g. PhD). Students in this situation should contact their academic adviser or the Anthropology Office.

The anthropology department does not release provisional marks for dissertations.

For each MSc degree there are four components: three units of courses and a dissertation. Each full unit component has equal weight in the calculation of your final classification. Masters degrees are awarded according to the Scheme for the Award of a Taught Masters Degree which can be found at info.lse.ac.uk/Staff/Divisions/Academic-Registrars-Division/Teaching-Quality-Assurance-and-Review-Office/Assets/Documents/Calendar/SchemeTaughtMasters.pdf.

In certain circumstances the Anthropology department acts according to local rules, set by the department. These are as follows and should be read in conjunction with the above Scheme:

1. Candidates (with no failed courses) falling on the Distinction/Merit borderline (scheme para 3.3.2):
   (c) Students with marks of a Distinction grade in courses to the value of 2.5 units and a mark of a Merit grade in a course of 0.5 unit value will obtain an overall classification of a Distinction;
   Students with marks of a Distinction grade in courses to the value of 2.0 units and marks of a Merit grade of at least 65 in courses to the value of 2.0 units
   OR
   marks of a Distinction grade in courses to the value of 2.0 units, marks of a Merit grade in courses to the value of 2.0 units, and an overall aggregate mark of at least 275 will obtain an overall classification of a Distinction.

2. Candidates falling on the Merit/Pass borderline (scheme paragraph 3.3.4):
   (h) Students obtaining marks of a Distinction or Merit grade in courses to the value of 2.5 units will obtain a Merit;
   (i) Students obtaining marks of a Distinction grade in courses to the value of 1.0 unit and marks of a Merit grade in courses to the value of 1.0 units will obtain a Merit if they also obtain marks of 55%+ in the remaining two units.
Health issues
If you experience any health problems during your study programme, you need to inform your academic adviser as soon as possible. If you are unwell for more than two weeks, you need to inform the Student Services Centre of your non-attendance because of ill health and when you expect to return.

If you think your situation may affect your academic performance, you need to obtain a medical certificate from your doctor and pass a copy with a letter of explanation to the Student Services Centre which will keep the letter on file. You must also inform your academic adviser in writing.

Please note that it is vital to inform both the Department and the Student Services Centre of any prolonged period of absence because coursework forms a vital part of assessment. Ill health may also affect exam performance, so please also see the information on Exceptional circumstances.

Depending on the nature of your illness you may wish to get in touch with the St Philips Medical Centre, the LSE’s Disability and Wellbeing Service and/or the LSE Student Counselling Service.

www.lse.ac.uk/medicalcentre
www.lse.ac.uk/disability
www.lse.ac.uk/counselling

Fit to sit policy
By entering the exam room, the School considers that you are declaring yourself fit to sit your exam. The same policy applies to all summative assessments; by submitting the assessment you are declaring that you are fit enough to do so. If you have experienced disruption to your studies, e.g. illness/injury, personal difficulties, prior to the exam you must think carefully about whether you should attempt the assessment or whether you should discuss deferring the exam with your academic department.

Exceptional circumstances
During your time at the School you may experience ill health or other difficulties beyond your control, such as bereavement, which you feel might affect your performance in examinations or coursework.

If you submit an exceptional circumstances form setting out your circumstances, the Board of Examiners will consider it when it meets to determine your final degree classification. To find out how to submit an exceptional circumstances form, visit the following web page: www.lse.ac.uk/exceptionalcircumstances.

Re-entry procedure for failed or deferred assessments
The School will automatically re-enter any student that has either failed a course (and is eligible to resit it) or deferred their entry to the next academic year.

If you have failed or deferred an assessment but do not wish to sit / resit it the following academic year, you must notify the Student Services Centre and complete either a withdrawal form or a deferral form. Instructions of how to do this will be sent to you with your transcript of results. If you fail to notify the Student Services Centre and are not present for the assessment, this will be counted as a failed attempt.

Dissertation re-submission
Very occasionally a student will fail the dissertation, and will not pass their other courses to a high enough standard to compensate for the fail, therefore they will not meet the necessary conditions to be awarded a degree.

In these circumstances the department will consider a request from the student to re-submit the dissertation earlier than the following September.

The earlier re-submission date will be at least three months after the student has been notified of the result of her/his initial dissertation submission, and no later than the end of the Lent Term.

Interruption / Deferral / Withdrawal
If you experience any difficulties during your time at LSE, then you should make sure that you keep in regular contact with your Academic Adviser. He/she will be able to help signpost you to appropriate services within the School so that you receive the necessary support to hopefully enable you to continue studying successfully. However, should this not be possible, you may wish to consider the following options:

**Interruption:** with approval from your department you can interrupt your programme by taking an authorised break in your studies, normally from the end of one term and for one calendar year.
**Deferral:** if you complete the teaching year but have difficulties during the examination period then in exceptional circumstances you can apply to defer an examination(s) to the following year.

**Withdrawal:** withdrawing means that you are permanently leaving the programme. Before withdrawing, you may want to consider interruption so that you have some time to think through your options.

For more information, please see: [www.lse.ac.uk/registration](http://www.lse.ac.uk/registration).

**Assessment offences and plagiarism**

All work submitted as part of the requirements for any examination must be expressed in your own words and incorporate your own ideas and judgements. Plagiarism – that is, the presentation of another person’s thoughts or words as if they were your own – must be avoided. Plagiarism is cheating and you will be severely penalised. If you are found to have committed an assessment offence (such as plagiarism or exam misconduct) you could be expelled from the School.

Any phrases, sentences and ideas that you use from any form of text – an article, a book, a speech, an internet contribution or article – must be fully acknowledged and cited. Where you use the actual words of a given author they must be placed in inverted commas and a full citation given in brackets afterwards. A series of short quotations from several different sources, if not clearly identified as such, constitutes plagiarism just as much as a single unacknowledged long quotation from a single source. All paraphrased material must also be clearly and properly acknowledged. Individuals sometimes make the mistake of assuming that work found on the internet is not subject to the same rules of citation and acknowledgement as articles and books. This is not true.

Any written work you produce (for classes, seminars, examination scripts, dissertations, essays, computer programmes) must be solely your own. You must not employ a “ghost writer” to write parts or all of the work, whether in draft or as a final version, on your behalf. For further information and the School’s Statement on Editorial Help, see link below. Any breach of the Statement will be treated in the same way as plagiarism.

You should also be aware that a piece of work may only be submitted for assessment once (either to LSE or elsewhere). Submitting the same piece of work twice (regardless of which institution you submit it to) will be regarded as an offence of “self-plagiarism” and will also be treated in the same way as plagiarism.

Examiners are vigilant for cases of plagiarism and the School uses plagiarism detection software to identify plagiarised text. Work containing plagiarism may be referred to the Regulations on Assessment Offences: Plagiarism which may result in the application of severe penalties.

If you are unsure about the academic referencing conventions used by the School you should seek guidance from your department (webpages, Moodle, Handbook or the administrators), Academic Adviser, LSE LIFE or the Library as soon as possible. Please see the assessment regulations for assessed coursework below.

If you are in any doubt about how to avoid plagiarism, please consult your academic adviser or supervisor.

**General School and Programme Regulations**

The School has regulations, policies and procedures covering many aspects of student life and you should familiarise yourself with them.

Some of the regulations explain the organisation and conduct of your academic study. These include information about the structure of programmes, assessment, graduation and what to do if illness affects your studies.

The following web searches/web links detail the School’s Programme Regulations.

- Regulations for the consideration of appeals against decisions of boards of examiners for taught courses
- Regulations for Taught Masters degrees (entering in or after 2009/10)
- Regulations on assessment offences: other than plagiarism
- Exam Misconduct

And the following web link gives you an A-Z list of relevant regulatory documents where you can find further details of all School Regulations. [info.lse.ac.uk/staff/Services/Policies-and-procedures](http://info.lse.ac.uk/staff/Services/Policies-and-procedures)
The Regulations on Plagiarism can be found at the following web links: [info.lse.ac.uk/Staff/Divisions/Academic-Registrars-Division/Teaching-Quality-Assurance-and-Review-Office/Assets/Documents/Calendar/RegulationsAssessmentOffences-Plagiarism.pdf](info.lse.ac.uk/Staff/Divisions/Academic-Registrars-Division/Teaching-Quality-Assurance-and-Review-Office/Assets/Documents/Calendar/RegulationsAssessmentOffences-Plagiarism.pdf).

**Self-Plagiarism**

The work presented for assessment in your essays, exams, and dissertation must not duplicate or unacceptably overlap with work you have presented elsewhere for assessment. It is acceptable, however, to build on and develop ideas from earlier work and to use your knowledge of anthropological texts to illustrate different arguments.

**Codes of Good Practice**

The Codes of Practice for Taught Masters Programmes explain the basic obligations and responsibilities of staff and students. They set out what you can expect from your departments – and what departments are expected to provide – in relation to the teaching and learning experience. The Code covers areas like the roles and responsibilities of Supervisors and Programme Directors; the structure of teaching at the School; and examinations and assessment. They also set out your responsibilities, i.e. what the School expects of you.


All students should read The Ethics Code and guidance. The Ethics Code and guidance sets out the core principles by which the whole School community (including all staff, students and governors) are expected to act [lse.ac.uk/ethics](lse.ac.uk/ethics).

The Student Charter sets out the vision and ethos of the School – [info.lse.ac.uk/staff/services/Policies-and-procedures/Assets/Documents/stuCha.pdf](info.lse.ac.uk/staff/services/Policies-and-procedures/Assets/Documents/stuCha.pdf).

If you conduct research you should refer to the School’s Research Ethics Policy and procedures – [www.lse.ac.uk/intranet/researchAndDevelopment/researchDivision/policyAndEthics/ethicsGuidanceAndForms.aspx](www.lse.ac.uk/intranet/researchAndDevelopment/researchDivision/policyAndEthics/ethicsGuidanceAndForms.aspx) and also the Code of Research Conduct – [info.lse.ac.uk/staff/services/Policies-and-procedures/Assets/Documents/codResCon.pdf](info.lse.ac.uk/staff/services/Policies-and-procedures/Assets/Documents/codResCon.pdf).

If you have any questions regarding research ethics or research conduct please contact research.ethics@lse.ac.uk.

**Statement on editorial help for students’ written work**

[www.lse.ac.uk/resources/calendar/academicRegulations/statementOnEditorialHelp.htm](www.lse.ac.uk/resources/calendar/academicRegulations/statementOnEditorialHelp.htm).

Plagiarism is a serious offence.
In order to be considered for direct admission to the MRes/PhD in Anthropology programme, you must have completed an MA or MSc in Social Anthropology at a British university with a mark of Merit or Distinction. If you have gained at least an upper second class honours BA or BSc degree in social anthropology from a British university, you should contact the Anthropology Department directly, as we may be able to apply for a special exemption to the standard entry requirements.

Students who do not qualify for direct admission to the MRes/PhD will normally be advised to take one of the one-year MSc programmes taught in the Department of Anthropology before applying to the MRes/PhD. Students need to obtain a Merit or Distinction in one of the following programmes at LSE before applying to the MRes/PhD: MSc in Social Anthropology, MSc in Social Anthropology (Learning and Cognition), MSc in Social Anthropology (Religion in the Contemporary World), MSc in Anthropology and Development, MSc in Anthropology and Development Management, or MSc in China in Comparative Perspective.

The following additional eligibility conditions apply to students taking one of the interdisciplinary MSc programmes.

**MSc in Social Anthropology (Religion in the Contemporary World)**
All MSc in Social Anthropology (Religion in the Contemporary World) students take the core course AN402 The Anthropology of Religion. Students who also take at least one additional unit in anthropology from the following list are qualified to apply for the MRes/PhD if their proposed research is in the anthropology of religion field. In the first year of MRes/PhD registration, they will be required to take AN404 Anthropology: Theory and Ethnography.

AN405 Anthropology of Kinship, Sex and Gender
AN451 Anthropology of Politics (H)
AN456 Anthropology of Economy (1): Production and Exchange (H)
AN457 Anthropology of Economy (2): Transformation and Globalisation (H)
AN470 Anthropology of Religion: Current Themes and Theories (H).

**MSc in Anthropology and Development / MSc in Anthropology and Development Management**
All Anthropology and Development students take AN436 The Anthropology of Development (H) and either AN456 Anthropology of Economy (1): Production and Exchange (H) or AN457 Anthropology of Economy (2): Transformation and Globalisation (H). Students whose proposed research is in the anthropology of development field are required, in addition, to take at least one unit from the following list, normally AN404, in order to qualify to apply for MRes/PhD.

AN402 The Anthropology of Religion,
AN404 Anthropology: Theory and Ethnography,
AN405 The Anthropology of Kinship, Sex and Gender,
AN451 Anthropology of Politics (H).

**MSc in China in Comparative Perspective**
All students on the MSc China in Comparative Perspective follow the programme’s core course AN447. China students who also take AN404 Anthropology: Theory and Ethnography and courses to the value of one unit from the list below are qualified to apply for MRes/PhD, if their proposed research is in the anthropology of China field.

AN402 The Anthropology of Religion,
AN405 The Anthropology of Kinship, Sex and Gender,
AN451 Anthropology of Politics (H),
AN456 Anthropology of Economy (1): Production and Exchange (H), and
AN457 Anthropology of Economy (2): Transformation and Globalisation (H).

Students who already have a substantial background in Anthropology and wish to take a different selection of optional courses should discuss their choice of options with the Anthropology Doctoral Programme Director.
Central services

Student Services Centre (SSC)
The Student Services Centre is located on the ground floor of the Old Building. It provides advice and information on the following services:

- Certificates of registration (for bank accounts, embassies, council tax etc.)
- Course choice and class changes
- Examinations and results
- Collection of Cheques
- Graduation ceremonies
- Information for new arrivals
- Information about programme registration (registration itself normally takes place in Clement House)
- Transcripts and degree certificates
- Student Cards
- Exams information and advice

The SSC is normally open between 11am and 4pm, Monday to Friday but for the most up to date opening hours visit lse.ac.uk/ssc.

You can also contact us by telephone or email – to find out which team is best to contact look at the Who’s Who section in lse.ac.uk/ssc.

The SSC also hosts a range of specialist drop-in sessions:
- Erasmus and Berkley Exchanges
- Financial Support Office
- Fees Office
- Graduate Admissions
- International Student Visa Advice Team

These sessions run for an hour at various times during the week so be sure to check when the next session is running. In most cases you will need to sign up to attend a session.

Certificate of Registration
A certificate of registration provides proof to organisations, such as the Home Office, council tax offices, and banks, that you are registered as a current student at LSE.

A certificate of registration provides proof to organisations, such as council tax offices, embassies and banks, that you are registered as a current student at LSE. For details about what is contained in a certificate of registration visit www.lse.ac.uk/intranet/students/registration TimetablesAssessment/certificatesDocsLetters/certificatesOfRegistration.aspx.

You can obtain a Certificate of Registration from the Student Services Centre during our opening hours (normally 11:00am to 4:00pm, Monday to Friday). If you are planning to use the document to open a bank account you must specify which bank it needs to be addressed to.

If you require a certificate with information beyond what is on the standard Certificate of Registration please see lse.ac.uk/registrydocuments.

Advice, Communications and Operations
ACO provide advice to students on academic matters (particularly around non-progression, interruption and withdrawals), run the Student Services Centre counter, co-ordinate Welcome and co-ordinate Student Services Centre communications: Their specific responsibilities include:

- Providing the first point of contact for enquiries and signposting enquirers to the appropriate school services
- Coordinating all School Welcome events, maintaining the Your First Weeks web pages and managing the Off Campus Support Scheme
- Providing one-to-one advice on School Regulations and Codes of Practice
- Processing applications for the Repeat Teaching Panel and monitoring attendance
- Producing replacement student ID cards for undergraduate and taught masters students
- Administering the School’s student consultative fora and the Departmental Tutors Forum

You can contact ACO at the SSC counter during opening hours, by email at ssc.advice@lse.ac.uk or by phone on 020 7955 6167.

International Student Visa Advice Team
ISVAT provides detailed immigration advice for international students on their website which is updated whenever the immigration rules change. They can advise you by email (if you complete an online query form on the ISVAT web pages) or at
the drop-in service at the Student Services Centre. ISVAT run workshops to advise students applying to extend their stay in the UK; and in complex cases, they will make individual appointments.

For more information including drop in times and dates of workshops go to: lse.ac.uk/isvat. ISVAT also manages staff and student exchanges through the Erasmus + programme at LSE. For more information on our exchanges, go to lse.ac.uk/Erasmus.

Financial Support
FSO is responsible for the administration and awarding of scholarships, bursaries, studentships and School prizes. It holds drop in sessions in the Student Services Centre. Advice can also be given by telephone on 020 7955 6609 (9:30am-5:30pm).

FSO provide information about funds such as the Student Support fund, LSE Access Fund and the Postgraduate Travel fund.

Full details and application forms are available from lse.ac.uk/financialsupport.

Fees
The School offers two options for payment of fees. You can either pay them in full prior to Registration or via a payment plan. Full fee information, including how to pay, can be found at www.lse.ac.uk/feesoffice.

The School offers two options for payment of fees. You can either pay them in full prior to Registration or by Payment Plan where you pay one third of your fees on the 28 September 2017, 28 January 2018 and 28 April 2018. If you do not know the cost of your fees, please see the Table of Fees at lse.ac.uk/tableoffees.

Full fee information, including how to pay, can be found here: lse.ac.uk/feesoffice.

Student study support
The Teaching and Learning Centre (TLC) offers study support to all students via a series of lectures, workshops, and one-to-one appointments.

Register on the TLC Moodle course ‘Learning World’ (LW) at the beginning of MT and check training.lse.ac.uk regularly for details of resources and courses to support your learning.

IT Support
IT Help Desk
Contact the IT Help Desk for support regarding School-owned hardware or software on the LSE network, network and email account issues, and general IT queries. www.lse.ac.uk/intranet/LSEServices/IMT/about/contactIMT.aspx.

Laptop Surgery
Visit the Laptop Surgery in the Walk In Centre on the 1st Floor of the Library for free advice and hands-on assistance with problems connecting to LSE resources from personally-owned laptops and mobile devices. www.lse.ac.uk/intranet/LSEServices/IMT/remote/laptopSurgery/home.aspx.

IT accessibility
LSE’s Information Management and Technology (IMT) is committed to the provision of facilities and support for disabled students and staff to assure equality of access to services.

You’ll find three dedicated computer rooms, restricted access PCs, and adjustable desks and monitor stands for disabled students across campus. For more information about IT accessibility, please see www.lse.ac.uk/intranet/LSEServices/IMT/accessibility/home.aspx.

Faith Centre
The LSE Faith Centre is a state of the art multi-faith facility used for worship, prayer, interfaith discussion, and hospitality by the diverse student body at LSE. Its purpose is threefold:

1. To meet fully our requirements under the Single Equality Act by providing the spaces necessary for different religious groups to pray, worship and explore their faith together on campus.

2. To be a centre for interfaith dialogue and common endeavour that seeks to address the religious tensions underlying many campus disputes and that increasingly characterise the world into which our students will graduate.

3. To provide a reflective space on a hectic campus where both students and staff can take time out away from noise and the stress of work either individually or in organised meditations, yoga, tai chi and so on.

It is on the 2nd floor of the Saw Swee Hock Student Centre and at www.lse.ac.uk/faithcentre.
The Seligman Library
www.lse.ac.uk/anthropology/department/seligmanLibrary/seligmanLibrary.aspx
The Seligman Library (room OLD 6.05) is exclusively for the use of students and staff in the Department of Anthropology. The Library is used as a borrowing library at lunchtimes during term time, staffed by undergraduate students, and you can borrow books as well as obtain access to articles, offprints and films.

At other times the room is available as a study room and is open from early morning to late evening. Please note, however, that meetings and regular seminars take place in there. A timetable will be posted on the door indicating when the Library is free for study and when it is in use.

LSE Library
www.lse.ac.uk/library
Your LSE student ID card is also your Library card.

LSE Library is the world’s largest social sciences library, with over four million printed items and 1,740 study places including 450 networked PCs, 200 laptop plug-in points and an iRoam laptop loan service. The whole Library is a wireless zone.

Library collections include the Main Collection, and the ‘Course Collection’. The Course Collection includes essential texts from course reading lists with texts set aside for short-term loans allowing better access to key titles. Loan periods for the Course Collection vary from one week to 24 hours. The loan periods are the same regardless of who is borrowing and some of the fines for special Course Collection books (set texts) can be high, so be sure to pay attention to the loan labels when you begin to use this collection.

The Library houses 33,000 past and present journal titles in print and also subscribes to over 50,000 e-journals. The Library website provides the gateway to a wide range of electronic resources.

Special short courses are available in the Library on reference skills (e.g. Endnote bibliographic software, accessing e-journals, using government materials etc.). Check with the Help Desk on the first floor, or on the Library’s website, for more information or go to apps.lse.ac.uk/training-system.

The Library is open in the evenings and at weekends, including during vacation. Twenty-four hour opening operates during Lent and Summer terms.

Our dedicated Academic Support Librarian is Heather Dawson (H.Dawson@lse.ac.uk). Do make sure to ask for her or other Library staff at the beginning of term for general information, your Library guide, and other freebies.

The Shaw Library
This is a small lending collection of general literature, daily newspapers and magazines, and a substantial collection of recorded music. It is housed in the Founders’ Room on the sixth floor of the Old Building, serving as a quiet room where lunchtime concerts are held on Thursdays in the Michaelmas and Lent terms.

University of London facilities: lectures and libraries
The LSE is a part of the University of London, and as such has links to some University of London libraries. If the need should arise to research special topics that go beyond the LSE Library collection, students are advised to check if Senate House or School of Oriental and African Studies libraries hold the required items. Both libraries are within walking distance from the LSE (close to Russell Square tube station).

Students in the past have enjoyed special lectures held by various University of London hosts. Whilst you are studying at LSE, it is worth investigating if there are any particular lectures being given by Goldsmiths, UCL, School of Oriental and African Studies or other University of London colleges and institutions.

Other libraries
The British Library (96 Euston Road, London NW1 2DB): The national library of the United Kingdom which is a copyright library and thus reportedly keeps a copy of every publication printed in the UK. Membership is limited to students with research purposes who can prove their need for access. Please contact the British Library for an application form if you believe this applies to you. More information is available at www.bl.uk.
The Anthropology Library, located within the Centre for Anthropology at the British Museum (Great Russell Street): every geographical area and all aspects of anthropology are covered. The library contains more than 120,000 volumes and 1,500 journal titles. The Library is open to all students for reference and research purposes. www.britishmuseum.org/about_us/departments/africa,_oceania,_americas/research_facilities.aspx.

The Wellcome Institute Library (near Euston): Medical anthropology. More information is available at wellcomelibrary.org.

Farm work can be tiring

Ingenious irrigation solutions

Char land river, Noakhali, Bangladesh

Trucks at Bibiyan Gas Field, Bangladesh (Prof Katy Gardner)
Taking notes

It is important to learn quite quickly to take useful notes in lectures and classes as well as from books and articles. Notes condense information into an easily remembered form, i.e. well-structured and easy to use. This means that in lectures you should not attempt to write down everything the lecturer says, nor should you aim at copying whole sections of texts you might be reading (in relation to this read carefully the section on plagiarism). Instead, you should try to get the main points of the argument and to do so as clearly and concisely as possible – the best notes are short notes!

Do not forget that notes taken from lectures will never be sufficient on their own to provide the answer to a question, but they will in general provide a base on which to build. Always try to combine notes taken from lectures with those taken from classes, tutorials and the texts you have read.

The purpose of taking notes

There are various reasons why note-taking is useful and important. First, during lectures and while you are reading, it forces you to concentrate and stops your mind from wandering off to think about something else as you listen or read. Secondly, writing notes also forces you to reflect on what you are actually reading or listening to – pressing you to make sense of it in your own terms. Things which remain unclear will come immediately to the fore and this gives you a chance to seek clarification before you have forgotten what it was all about (re-read the paragraph or section that seems unclear, ask the teacher at the end of his/her lecture or during class about points which have remained obscure). Thirdly, notes provide very useful information at the time of revising for exams or writing essays. They help you get an overview of the material and an understanding of how it can be structured (they should give you, for example, a good indication of how the lecturer organised his argument and the material related to it).

How to take notes

A few essential tips concerning taking notes

1. When taking notes from a book/article, always remember to record the author’s name, the full title of the piece, the name of the publisher or of the journal and the date of publication. Also indicate page numbers. This information is essential if you are going to use the material in an essay, if you are going to use quotations and when you need to construct a bibliography (for assessment essays, for example).

2. Acknowledging the information above will prevent you from accidentally plagiarising material. Only use quotations when you deem it essential. And always record the quotation with quotation marks and the page number. In general, try to use as far as possible your own words – a clear indication of your having digested the author’s argument!

3. As said before, the best notes are short notes. Notes should be short enough so that you can revise from them quickly, but comprehensive enough to answer a range of questions fully.

4. The best notes are not only short notes but also well organised notes. Try to order your notes properly. The best way to do so is to go back to your notes not too long after the lecture/class or having finished the reading and make the changes necessary to render them clear and useful. Leaving your notes untouched and disorganised until revision time will render them pretty useless!

5. These are all general points aimed at making note-taking as easy and as useful as possible. Keep in mind, however, that sometimes your notes will be sketchy, at other times more detailed. Be flexible, just make sure that your notes are serving the purposes you want to use them for.

The suggestions above should also be applied when making word-processed notes. Consider naming files by the author or title of source, rather than names such as “notes on ...” or similar generic titles. It is very easy to accidentally include information in essays that should be attributed to sources other than yourself.
Guidance for students on UK essay writing style

First of all, please note that there is no single right way to write an essay: the object of the work you do with your academic adviser over the year is in fact to find the most effective way for you, as an individual, to communicate with your readers in essay form. Therefore, two quite different essays can be equally persuasive, and may receive equally good marks.

Please remember also that uniformity is not what we are looking for in LSE students, and that an essay which achieves a 'First' or 'Distinction' grade will always display an element of originality.

Having said this, however, there are a few general guidelines which you may find useful.

Presentation
An essay is a formal, written mode of communication. It should be word-processed, spell-checked, and should be presented in a scholarly fashion. All essays should include a short bibliography which should list those works actually used for the essay (i.e. it should not just be copied out from the reading list). All essays should use standard form citations in the text of your essay, following the model of the major anthropology journals such as J.R.A.I..

Close reference to an author should be followed by citation of that author, e.g.: Leach (1954) claimed that Shan and Kachin identities were constructed in relation to, and by contrast with each other.

Direct quotation from an author should be followed by a citation which includes the page number, e.g. "It is then of great interest that Shans and Kachins alike express their ideas about the political order by making use of identical or closely related concepts" (Leach, 1954: 107).

In both these cases, the bibliography would include the reference:

We recommend that page numbers are used, since they provide you with an easy way to look back and find key sections of the books you have read, especially during revision.

Style and layout
You may want to organise your essay or dissertation in a layout that follows these suggestions:

- **Margins** should be 1 inch/2.5 cm all round.
- **Chapters** should always begin on a new page.
- **Section headings** must be clearly indicated or numbered in a consistent way.
- **Spacing** may either be one-and-a-half, or double.
- **Font size** should usually be 11pt.
- **The bibliography** should consist of references only, which means that work not cited in the text should not appear in the Bibliography.
- **Quotations**: Long quotations (4+ lines) should be intended with no quotation marks, shorter quotations should be incorporated in the main text with quotation marks. Author’s name, etc., should appear at the end of quote before the full stop, and quotations should not be in italics.

Length
The maximum lengths for assessment essays, extended essays, and dissertations are given in the departmental rules. Tutorial essays are not examined, and formal rules are therefore not set out for them in the same way. It is difficult to state exactly how long an essay should be, since some people write in a more condensed style than others; however, as a guideline, we would suggest 3,000 words as an appropriate length for an essay.
English language and style
Essays should be written in formal English, avoiding slang words and colloquialisms. Students for whom English is a second language should consult a reliable style guide, e.g. William Strunk and E. B. White’s 1979 *The elements of style* (New York and London, Macmillan). These guides offer a wide range of examples of idioms and structures which can be used to express the relationship between ideas in terms of similarity, contrast, causation, metaphorical relationship, etc. Students who would like to develop their formal written English further should ask their academic adviser about the LSE’s Language Centre, which offers regular classes in advanced written English and good academic style.

The department is proud of the wide international range of its student body, and academic advisers will do their best to support students working in a second language. However, students should note that academic advisers are academic and personal advisors, and cannot act as professional language teachers or proof readers. It is the responsibility of each student to seek appropriate help with their language work outside the department, where discussion with academic advisers suggests that this would be constructive.

Content of essays
Tutorial essays are generally set on topics taken from the taught course reading lists. Since one objective of both the BA/BSc in Anthropology is to teach a central body of theoretical and ethnographic knowledge in the discipline, student essays should demonstrate a close reading and clear understanding of the set texts. In other words, you should:

- Lay out a description of the central arguments of the set texts, as you see them. You may give a synoptic account of the argument and/or use short quotations from the text to illustrate the central points.
- Analyse the ways in which the set texts relate to each other; do they support each other? If so, are they using similar or different kinds of evidence or argument to arrive at a compatible view? Do they contradict each other? If so, why is this a difference of theoretical position, or a difference of available evidence, or a difference of political intention, etc.? Do the texts all speak to the same aspect of a problem or to different aspects or levels of that problem? In either case, are the most important questions actually being addressed, in your view?
- It may often be useful to provide some historical context, briefly explaining when and with what intentions an author was writing. It may also be useful to consider the impact of this work on other writers in the field.
- When dealing with ethnography, you should again show the reader that you have considered the text in detail, citing concrete examples and providing relevant quotations. Look for internal consistency and inconsistency in the book, reading the ethnographic description against both the author’s own theoretical arguments, and the theoretical arguments of the other writers on the reading list for that topic. Make comparisons with other ethnographies that you know on similar regions or issues. When you are sure that you have covered the central content requirements for the essay, you are free to introduce other material – from written or verbal sources, inside or outside anthropology, which you feel is relevant. Be careful however to keep this as an addition to, not a substitute for, central course content.

Construction of essays
Use the title of the essay. A title is a form of ‘hook’ on which you can hang your argument. In many cases, you may agree with, disagree with or slightly modify the statement given in the title, with equally good results, as long as you back your argument up with evidence.

Many essay titles (and exam questions) are given in the form of a two-part or three-part statement, which invites you to qualify each section of the question, e.g. the question:

"Mauss told us everything we need to know about 'the gift', but nothing we need to know about 'the commodity'” Discuss.

would invite you to explore the range of definitions offered in Mauss and other writers of both 'gift' and 'commodity', as well as to take issue with each part of the statement, expressing agreement, disagreement, or proposing a modified version of each of the two formulae.
Occasionally, an essay title might NOT allow several ways of answering, e.g. the title:

‘Mauss has nothing whatever of importance to tell us about the gift’. Discuss.

really invites a structured disagreement, taking a number of objections to the statement in turn. It would have to be a very bold and well-informed argument which could make a good case for agreeing with this title. Essays should be structured logically, and should generally follow a 'linear' development. That is, you should have an introduction, which defines the problem, and states in brief how you intend to address it; a central section, which considers each of the main relevant issues in turn, and which makes clear the links between each section so that the argument continues to have a forward-moving direction; and a conclusion, which states your overall view of the topic as developed in the essay as a whole, and which may also set the entire question within a wider context.

Please note that one of the main ways in which students get 'stuck' in writing essays, is by thinking that it is necessary to have the 'ultimate solution' to the problem in their heads before they put a word down on paper. Remember that you are dealing with major questions in social theory, over which there is unending controversy; it is therefore asking too much of yourself to come up with an entirely original and convincing ‘answer’ each time you write an essay. It is important to wrestle seriously with large problems; it is also important, however, to recognize that stating the problem in an interesting and insightful way, can be much more valuable than arriving at a forced and unconvincing solution. If you are 'stuck' on an essay try explaining what is difficult about the question verbally to someone else; then note down the steps of your explanation (e.g. 'it's complicated because there are several different ways of defining 'the gift' which overlap with each other...' 'it's difficult because Mauss isn't working from the same basis as some of the people who criticise his book on the gift' etc.) and use these explanations as a skeleton structure for your essay. It is more than acceptable to begin an essay with a formula such as:

‘There are two main difficulties confronting any analyst of Mauss's work; the first is the problem of relating Mauss's writings to each other, and the second is the wide number of contradictory ways in which his best-known book, The Gift (1990), has been understood. In this essay, I will begin with the second problem, arguing with J Parry (1985) that it is impossible to understand Mauss's theory of 'gift societies' except by seeing the 'gift-commodity' opposition as an artefact of contemporary (and especially capitalist) ideologies. After reviewing the contrary positions of Sahlins and others, I will then move on to place The Gift within the context of Mauss's other work, and will consider how far those of Mauss's critics who view his whole oeuvre as undermined by its 'evolutionist' tendencies, are justified.’

Note that this (fictional) first paragraph does NOT promise to produce new solutions to the gift-commodity debate like rabbits out of a hat. Note also that The Gift was not written in 1990, but that is the edition currently recommended for use.

You may use subheadings or subsections in the construction of your essay if you wish. This can be a useful way of making sure that each section deals with a coherent point, and that 'forced transitions' between one aspect of the discussion in the central section of the essay and another are avoided. You might want, for instance, to explain two issues which at first do not seem to be closely connected, and each of which needs to be understood in its own right, and then argue that they are in fact centrally linked to each other in a way which you can demonstrate. Or, you might want to consider each of two texts or regional examples in turn, and then draw together comparative threads in a final section. However, if you do use subsections, you must be careful not to become lazy and produce an essay which is like a list of notes: the essay should always have a clearly-structured argument which moves forward from beginning to end, and should always be a way of 'thinking through' or 'drawing a mental map of' a problem. An essay without an argumentative shape is not an essay.

For those with visual imaginations, it may help literally to 'draw' the connections you see in diagram or map form first, before deciding on a way to string them together for the essay. Subheadings can be useful again here, for those whose minds don't work in single straight lines, enabling you to separate out the threads of your story.

If you lose the thread of the argument, try summarising the main point of each paragraph in a single sentence, which you jot down in the margin, then see where it 'flows' and where it doesn't. When you find a tangle, try re-stating the argument as a description of the problem, not as an 'ultimate answer', see above.
Finally, we suggest that you **study examples of other peoples' essays**, and that you also **talk over essays amongst yourselves in informal study groups** to **try** out different ways of explaining and persuading, and to learn from how other people do it. You should also always be on the lookout for how books develop their arguments since the author of a book is facing the same problems as you are in getting her or his 'story' across – but on a larger scale.

**Inclusion of autobiographical and anecdotal material**

One last pointer, we welcome the inclusion of thoughtful accounts of personal experience and outside reading in your essays. However, when using personal or anecdotal material, you should always be careful to **make clear the status of that material** and to offer it tentatively and politely if you wish to oppose a widely accepted argument which is made in key texts. Your essay will be more persuasive this way. Claiming that some monument of anthropology is stark raving bonkers on the basis of something you saw on a week's package holiday in 2011, while possibly true, will not look very convincing. Putting doubts gently and opening up questions, will win readers over to your point of view. Supporting your observations with material from within the texts themselves, will be even better.

E.g. to:

> 'My own experience of growing up in a middle-class family in Hong Kong, suggests that the focus of the recent literature on 'Confucian' family values in China and Korea may be somewhat misplaced'

you could add:

> 'I will argue that a careful reading of the ethnographies in question in fact provides evidence that gender relations within Chinese families are much less simply 'patriarchal' and 'filial' than the 'Confucian' model would have it'.

This could be still further supported by arguments drawn from individual reading, which allows you to see the problem from a new angle, so you could add:

> 'At the end of this essay, relying on recent work on the relationship between Chinese elite society and 19th century European Jesuit missionaries, I will also question the analytic value of the term 'Confucianism' itself, arguing that it arose out of a historical 'encounter' between China and the West and therefore conveys little about indigenous ways of evaluating family or economic relations'.

**Experiment within these guidelines**

The advantage of not being formally graded on your tutorial essays, is that you can afford to use them as a 'private space', shared only with your academic adviser and tutorial partners, rather than a 'public arena' in which your work is constantly on show. Use this space and time to work with your academic adviser on developing a style of writing which suits you, and which allows you to say what you want to say with maximum flexibility and impact.

Remember that what you think cannot really be separated from how you express your thoughts; practising expressing them effectively should therefore be an exercise which gradually makes you feel more confident, more able, and more in control of knowledge and ideas.

Essays are in some ways an artificial form but they have a very serious aim: to increase your enjoyment of the course over time, and to develop skills which you will be able to use both inside and outside anthropology, in whatever you choose to do next.
Associations of interest to Anthropology students

Royal Anthropological Institute  
www.therai.org.uk/  
This organisation publishes the Journal of the Royal Anthropological Institute and Anthropology Today, and hosts a large number of conferences, seminars and public events, including an ethnographic film festival. It houses an archive of photographs and films that are available for consultation.

Association of Social Anthropologists  
www.theasa.org  
The ASA is the main professional body of social anthropology for the UK & the Commonwealth. This association promotes the study and teaching of social anthropology in the UK & the Commonwealth, publishes the journal Anthropology Matters and organises an annual conference.

The European Association of Social Anthropologists  
www.easaonline.org/  
EASA is a professional association open to all social anthropologists either qualified and/or working in Europe. EASA organises biannual conferences and edits the journal Social Anthropology: Anthropologie Sociale.

American Anthropological Association  
www.aaanet.org/index.cfm  
This is the world’s largest professional organization of individuals interested in anthropology. It organises many conferences, has a flagship journal called American Anthropologist, and maintains an excellent website.

Association for Queer Anthropology (AQA)  
queeranthro.org  
This is a section under the American Anthropological Association. The AQA website contains extensive information on relevant research, anthropologists working in this growing sub-field, publications, and funding.

A combined student membership is available for the RAI and ASA.
Personal Development

There are many ways in which LSE supports the personal development and wellbeing of students, both on and off campus.

LSE LIFE
LSE LIFE is the School’s centre for academic, professional and personal development. They are here to help you find your own ‘best’ ways to study, think about where your studies might lead you, and make the most of your time at LSE.

They offer
- guidance and hands-on practice of the key skills you’ll need to do well at LSE: effective reading, academic writing and critical thinking
- workshops related to how to adapt to new or difficult situations, including development of skills for leadership, study/work/life balance, and preparing for the working world
- a place to meet and work together with your peers on interdisciplinary group projects and research
- support in making the transition to (or back to) university life;
- advice and practice on working in study groups and on cross-cultural communication and teamwork
- ideas and inspiration about academic pursuits and pathways into professional life

and much more...

LSE LIFE is located on the ground floor of the Library and is your first port of call to discover what is available for you. The LSE LIFE team, together with advisers and specialists from LSE Careers, LSE Library, the Language Centre and other parts of the School, will be on hand to answer your questions. Sign up for a workshop, visit for help with your homework, or just drop in.

lse.ac.uk/lselife.

Personal development events
There are lectures and group based workshops across the year on topics such as stress management, overcoming perfectionism, and coping with personal difficulties. See www.lse.ac.uk/counselling.

Student Wellbeing Service: One to One Support
LSE’s Student Counselling Service (www.lse.ac.uk/counselling) offers bookable one to one appointments and daily drop in sessions; its Peer Support scheme (www.lse.ac.uk/peersupport) enables you to talk with fellow students if you have any personal worries.

The Disability and Wellbeing Service (www.lse.ac.uk/disability) provides advice to disabled students, makes LSE Inclusion Plans and helps with Individual Examination Adjustments.

LSE Personal Development Aide Memoire
The PDAM is a record that you can access and build in LSE for You and which enables you to keep track of the skills and experience you gain through any extra-curricular activity you undertake while you are at LSE, both within and beyond the School.

The PDAM is automatically populated from a number of different LSE systems and can also be updated manually. Once completed, it will enable you to provide information and evidence about what you have done beyond your studies, making it useful for volunteering, internship and job applications. To find out more, see www.lse.ac.uk/apd/PDAM.

LSE Volunteer Centre
The LSE Volunteer Centre is based within LSE Careers and is here to help you develop new skills and new friendships while making an impact through volunteering. They advertise volunteering opportunities at different charities across London and internationally, with positions ranging from one-off opportunities to part-time internships with charities.

The annual Volunteering Fair takes place at the beginning of Michaelmas term and is a great opportunity to meet a wide range of charities and get a feel for the work they do. You can find out more, as well as tips and advice about volunteering, on the LSE Volunteer Centre website at lse.ac.uk/volunteercentre or @LSEVolunteering.

Volunteering with LSE’s Widening Participation (WP) team
WP aims to raise aspiration and attainment in young people from London state schools. They deliver a number of projects that encourage young
people from under-represented backgrounds to aim for a university education. They need enthusiastic LSE students to be inspiring role models and to contribute to the success of our programmes. Visit lse.ac.uk/wideningparticipation or email widening.participation@lse.ac.uk for more information.

Quality Assurance

The School’s quality assurance is managed by the Teaching Quality Assurance and Review Office (TQARO). Information on their principles and strategy for assuring academic standards and for enhancing the quality of educational provision can be found at www.lse.ac.uk/intranet/LSEServices/TQARO/Home.aspx.

Student Teaching Surveys

The Teaching Quality Assurance and Review Office (TQARO) conducts two School-wide surveys each year to assess students’ opinions of teaching, one in each of the Michaelmas and Lent Terms.

Teaching scores are made available to individual teachers, Heads of Departments, the Director of the Teaching and Learning Centre and Language Centre, and the Pro-Director (Education). In addition to producing reports for individual teachers, TQARO produces aggregated quantitative data for departments and the School, which provide important performance indicators. These can be found on the TQARO website at www.lse.ac.uk/intranet/LSEServices/TQARO/TeachingSurveys/Results/Home.aspx. Results of the ‘course’ section of the surveys are made available to students through the online course guides.

Equity, Diversity and Inclusion at LSE

To uphold the School’s commitment to equality of respect and opportunity, as set out in the Ethics Code, we will treat all people with dignity and respect, and ensure that no-one will be treated less favourably because of their role at the School, age, sex, disability, gender identity, race, religion or belief sexual orientation, marriage and civil partnership, pregnancy and maternity and social and economic background.

In practice, this means we expect you to:

- Treat all members of the School community fairly and with respect;
- Act courageously and openly, with respect for the knowledge and experience of others;
- Play your part in creating an environment that enables all members of the School community to achieve their full potential in an environment characterised by equality of respect and opportunity; and
- Actively oppose all forms of discrimination and harassment, including challenging and/or reporting unacceptable behaviour.

Details of how to report bullying and harassment are available online at lse.ac.uk/reportit.

The School is committed to embedding and mainstreaming equity, diversity and inclusion. In 2017/2018, we are initiating a programme of training on consent and positive bystander interventions, in partnership with the LSE Students’ Union.

For further advice or information, please visit www.lse.ac.uk/equityDiversityInclusion, see our blog, and follow us on Twitter @EDI_LSE.

DisabledGo have produced detailed access guides to the LSE campus and residences, and route maps between key locations. These are available at lse.ac.uk/DisabledGo.

Students’ Union

LSE Students’ Union (LSESU www.lsesu.com) is a not-for-profit organisation run by LSE students, for LSE students. Their aim is to help you make the most of all the life-changing experiences open to you during your time at university.
### Key Dates and School Closures

<table>
<thead>
<tr>
<th>Date</th>
<th>Term dates and submission deadlines</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thursday, 21&lt;sup&gt;st&lt;/sup&gt; September 2017</td>
<td>Michaelmas Term (MT) starts.</td>
</tr>
<tr>
<td>Monday, 25&lt;sup&gt;th&lt;/sup&gt; September 2017</td>
<td>MT teaching starts.</td>
</tr>
<tr>
<td>Monday, 30&lt;sup&gt;th&lt;/sup&gt; October 2017</td>
<td>MT reading week starts</td>
</tr>
<tr>
<td>Friday, 8&lt;sup&gt;th&lt;/sup&gt; December 2017</td>
<td>MT ends.</td>
</tr>
</tbody>
</table>
| Week commencing Tuesday, 2<sup>nd</sup> January 2018 | LT week 0 examinations are held this week.  
                        | (Note that no Anthropology exams will take place in LT week 0 but this may be relevant to outside options.) |
| Monday, 8<sup>th</sup> January 2018 | Lent Term (LT) starts.                                                        |
| Monday, 12<sup>th</sup> February 2018   | LT reading week starts                                                        |
| Friday, 23<sup>rd</sup> March 2018      | LT ends.                                                                     |
| Monday, 23<sup>rd</sup> April 2018      | Summer Term (ST) starts                                                      |
| Friday, 8<sup>th</sup> June 2018        | ST ends.                                                                     |
| Thursday, 23<sup>rd</sup> August 2018   | Dissertation submission deadline.                                            |

For those departments that operate them, including the Department of Anthropology, Reading Weeks are week 6 of both MT and LT.

The School will also be closed for English public holidays, and for some additional days around Christmas and Easter, though some facilities, such as the Library, may open on some of these dates.

**Christmas Closure**  
Thursday, 21<sup>st</sup> December 2017 – Monday, 1<sup>st</sup> January 2018

**Easter Closure**  
Thursday, 29<sup>th</sup> March – Wednesday, 4<sup>th</sup> April 2018

**May Bank Holiday**  
Monday, 7<sup>th</sup> May 2018

**Spring Bank Holiday**  
Monday, 28<sup>th</sup> May 2018

**Summer Bank Holiday**  
Monday, 27<sup>th</sup> August 2018
All buildings have wheelchair access and lifts, except 5LF, 50L, 95A, KGS, KSW*, POR*, and SHF.

*KSW 20 Kingsway (Language Centre only), *POR 1 Portsmouth Street (Shop only)

---

**KEY TO MAP**

95 Aldwych
Aldwych House Aldwych
Centre Building Redevelopment Clement House Aldwych
Columbia House Aldwych
Connaught House Aldwych
Cowdray House Portugal Street
King’s Chambers Portugal Street
1 Kingsway
20 Kingsway
Lakatos Building Portugal Street
Lincoln Chambers Portsmouth Street
5 Lincoln’s Inn Fields
32 Lincoln’s Inn Fields
50 Lincoln’s Inn Fields Portsmouth Street
Lionel Robbins Building, Library and LSE Research Lab Portugal Street
Marshall Building 44 Lincoln’s Inn Fields
New Academic Building Lincoln’s Inn Fields
Old Building Houghton Street
Parish Hall Sheffield Street
Peacock Theatre Portugal Street
1 Portsmouth Street
Queens House Lincoln’s Inn Fields
Sardinia House Sardinia Street
Saw Swee Hock Student Centre Sheffield Street
Sheffield Street
St Clement’s Clare Market

---

**STUDENT SERVICES**

Student Services Centre Ground floor OLD

**PUBLIC EVENT VENUES**

Alumni Theatre Lower Ground NAB
Hong Kong Theatre Ground floor CLM
Old Theatre Ground floor OLD
Shaw Library Sixth floor OLD
Sheikh Zayed Theatre Lower Ground NAB
Thai Theatre Lower Ground NAB
The Venue Basement SAW
The Wolfson Theatre Lower Ground NAB

**DISABLED ACCESS**

After 6.30pm, please call Security on 020 7955 6200 to ensure that any disabled access doors are open. For access to 20 Kingsway, please call Security on 020 7955 6200 to set up the portable ramp in the entrance foyer.

**ACCESS GUIDES TO LSE BUILDINGS**

DisabledGo have produced detailed access guides to the LSE campus and residences, and route maps between key locations. These are available at lse.ac.uk/DisabledGo