

**Economic History Department
Staff Student Liaison Committee**

**10 November 2015
New Academic Building 1.10**

Minutes

Present: Aimee Howell, Jacky You, Margaret Oki (EH101); Owen Lowry (EH102); Samita Sridhar Kamath (EH204); Kevin Steyer (EH211); Danielle Phillips, Sneha Kumar (EH207); Vinela Jaso; John Fanimio (EH238); Karam Raja (EH240); Monal Vora (EH304); Busayo Twins (EH307); Shefali Mahender (EH308); Aemal Asif (EH326); Josh Carson (EH327); Theo Read (EC311)
Apologies, absences : Jihun Jung; Puneet Minocha
HI, PC, GB

1. Minutes of last meeting
Noted
2. Matters arising
n/a
3. Feedback from First year courses

Economic History Induction Course

- Course was useful, but students felt that there very little time to prepare the presentation so that part felt rushed.
- Students said that more training on referencing/citations and more library training would be very useful

EH101

- Reading lists sometimes don't feel relevant to the class. Class discussions can focus too much on the lecture rather than on the reading. this is EH101
- Groups with temporary teacher were not given a deadline for essay. Please could they have formal notice of essay deadlines.
- Some students enquired into possibility of pre-loaded printing credit for students.
- More senior students commented that the First year is a foundation and towards the end of the year things fall into place. Re link between lectures and topic, it's a good idea to look at the questions at the topic of the reading. The topics do link together well and are cumulative, so in Lent students will be referring back to MT topics. Reading critically is a skill you develop it as you go along.

EH102

- Could use moodle more, eg for showing essay deadlines etc.
 - Exam focussed, less presentation focussed.
 - More examples and data from Europe as a whole.
4. Feedback from 2nd year courses

EH204

- Lectures good, classes are interactive.
- Some books not available in LSE library – essential readings. Electronic readings have a limited number of licenses.
- Helena asked rep to send some of these titles and she would follow it up with Epacks and library

EH207 –

- Feedback from classes 1-3: Structure of class is 2 presentations and discussion . timekeeping problem. Not enough time for discussion.
- Groups asked to do four presentations, (per term – seems a lot to ask in addition to essays, etc),. Could this be done individually?
- How were groups organised – some groups small, others are bigger so there is a disparity in workload.
- Dates – material predates 1850, although course description says the course covers from 1850 onwards. Does this fit in later in term and in exam?
- Feedback from classes 4-5: mainly positive feedback on classes. Every student does 1 presentation per term. Please could group presentation be uploaded to moodle before class? Also could there be some model short answers as with EH101?
- Lectures seem to lack chronology – instead are very heavily contextual, is everything covered pre-1850 relevant to the exam?

Other students confirmed that ALL the material is relevant and useful for the exam.

EH211

- Best part of course – teacher stated aim to explain current comparative African underdevelopment.
- Readings are great. Lectures good.
- Classes – very discussion-based, eg week 2, worksheet to compare population densities and archaeology of Africa and S America was a very theoretical not very helpful. Discussions in early weeks very speculative, now they are more documented period it's easier to discuss.

EH237

- Not always clear what link is between lectures and class topics.
- Lectures slides are too dense to follow onscreen in the lectures themselves
- One student commented it might be good to have a quick overview of whole course at the beginning so you'll understand things better
- Confusion over essay topics – not sure what the list was to select essay title. Students felt didn't have skills needed to write the essay. More time prepping them for this essay.
- Archive session: Experience of going into archive without knowing the essay titles. Students felt they were going into the archive blind –would have been better to have had more preparation, would have got more out of the experience

EH238

- Lectures very good and interactive
- Classes – right after the lecture, no time to absorb the material before class
- Class structure – problem with class questions – some are like essay questions, no time to prepare
- Have discussed some of this with teacher and achieved some positive outcomes and overall people are adjusting to the timing

General point about essay deadlines – they all come at once – all seem to arrive around week 7
Deadline for Eh237 not specified at beginning of term – would have been good to set it earlier

Eh240

- Very positive feedback in general. Students would like lecturer to offer personal opinion or take on more – opportunity for Q and A at the end
- Presentation are helpful and readings are fine
- Will students will be examined on pre-war industrial material included in the teaching, as the course is about post-war industry?

5. Feedback from 3rd year courses

Eh304

- Very good seminars
- Need a comfort break as two hours is very long
- Econometrics aspect more problematic for non econ students

Eh307

- Material is really interesting but (readings very good) Not much opportunity for debate or discussion or invitation to challenge material?
- Presentations are assigned but often do not happen

Eh308 –

- Would be good to get feedback for presentations straightaway, as presentations are being assessed. Also assessed essay not due until Jan – students would like to know sooner if they are on the right track.
- Seminar presentation and discussion could be summarised a week before
- It was suggested that it would be appropriate for students to raise these points directly with the teacher.

Eh326

- good topics; students like material;
- presentations often too long, leaving less time for discussion;
- more feedback needed on weekly essays

Eh327

- No real issues so far, any glitches have resolved v quickly by teacher as it's a small course
- Definition of long run is *really* long run
- Need to leave more room in seminar for discussion
- Students enjoying course and teaching.

EC311

- Lectures – lecturer reads from notes, lack of interaction with students
- Lectures not recorded so some students have asked if they could have the more detailed notes the lecturer uses.
- Classes are more of a group discussion - lack in structure or sense of summing up the topic.
- Students requested more feedback on how they are progressing.

EH390

- Positive reaction to dissertation café. However as people's ideas change a lot it would be useful to have mini version in week 7/8
- 2 hours archive session not used efficiently – same results could be achieved in less time
- Please could there be more opportunity to talk to other students as the year progresses – this can be very useful

6. Welcome Week feedback

More for early arriving international students

Induction course – not aware they'd be doing work (even though this is in the letter)

More information about the induction course earlier