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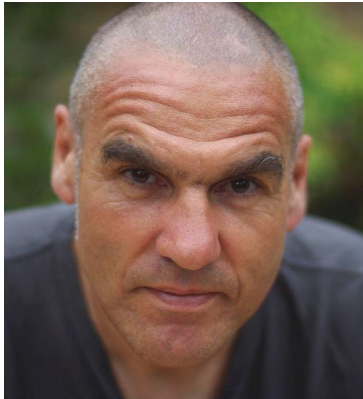
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Significant Dates

Start of Michaelmas Term (MT)	Thursday 22 September 2016
Allocation of Academic Adviser	Thursday 29 September 2016
Start of teaching	Monday 26 September 2016
Deadline for choosing option courses	12noon, Monday 10 October 2016*
Reading Week (Michaelmas Term)	31 October - 4 November 2016
'Introduction to Dissertation' session	week 6, date tbc
Submission of formative essay # 1	4pm, Friday 4 November 2016
Allocation of candidate examination numbers	early December 2016
Submission of dissertation bibliography	12noon, Tuesday 6 December 2016
End of Michaelmas Term	Friday 9 December 2016
Lent Term (LT) Exams	w/c 2 January 2017
Start of Lent Term (LT)	Monday 9 January 2017
Reading Week (Lent Term)	13-17 February 2017
Submission of formative essay # 2	4pm, Friday 17 February 2017
Deadline for applying for a research grant	4pm, Friday 10 March 2017
Submission of dissertation title and abstract	4pm, Friday 10 March 2017
Announcement of examination timetable	By Friday 24 March 2017
End of Lent Term	Friday 24 March 2017
Start of Summer Term (ST)	Monday 24 April 2017
Submission of assessed essay	4.30pm, Tuesday 27 April 2017
Examination period	May-June 2017
End of Summer Term	Friday 9 June 2017
Submission of dissertation	4.30pm, Thursday 17 August 2017
MSc Human Rights Examination Board	Late October 2017
Graduation ceremony	December 2017

* Earlier deadlines may apply for courses with controlled access (see page 11)

Department of Sociology Welcome



To all new students

Welcome to the Department of Sociology at the LSE. We are delighted that you'll be studying with us, and committed to making your time here intellectually rewarding, exciting and memorable.

At LSE Sociology we seek to engage with the central issues confronting the world today, such as inequality, economic and political instability, financialisation, globalisation, urbanisation, technological change, crime and social order. We strive to give all of our students rigorous training in both theoretical and methodological sociology, and we encourage them to think critically and independently. We aim to inspire our students with the passion of sociological inquiry and convey the significance of current disputes in the discipline. Rigorous, critical, independent thought is the most transferable skill of all, and the overarching objective of what we seek to provide to our students. As a department we are committed to public sociology, and therefore seek to engage not only with the broader academic community but with wider publics too.

As a relatively small department consisting of 30 full-time academics and teaching fellows, 17 Graduate Teaching Assistants and around 400 students, we hope that you will come to feel part of a community of sociologists at the LSE. Throughout the year you will receive invitations to major public events, department seminars, workshops, lunches and parties. We very much hope that you take every opportunity to come along to these events and get to know us, besides engaging with us as teachers and academic advisers. As students, you will be an integral part of the department during your time here, so please let us know about any concerns you may have about your experience here as soon as they arise.

I hope to meet all of you during the next few weeks. Along with all of my colleagues, I wish you every success in the coming year, and very much hope that you will enjoy your studies at the LSE.

Professor Nigel Dodd,
Head of Department

Programme Director



Dear MSc Human Rights Student,

I am very delighted to welcome you to the MSc Human Rights Programme, the Centre for the Study of Human Rights and LSE. If you are from outside the UK, welcome to London! We greatly look forward to working with you during the coming year, during which time you will explore some of the key human rights issues important in the world today. This handbook is intended to help you both to settle into the LSE environment and also to understand the requirements of the MSc Human Rights programme. It provides key information about the course, your option choices, facilities and services, and important dates and contact points.

If you have further queries that you can't find the answer to, please contact the MSc Human Rights Administrator, Sara Ulfsparre. You should also feel free to come and see me about any other queries and questions you may have.

To assist you in making the best of the Department's resources, and to guide your programme of study, the following pages document what you will need to know. More detailed answers to your questions will be available to you on Moodle and, as needed, via class or Academic Advisor meetings. If you have any questions which are not answered here, please speak to Sara Ulfsparre, MSc Human Rights Administrator, or contact your Academic Adviser.

I wish you the best in your experience at LSE.

Professor Chetan Bhatt,

Programme Director

Centre for the Study of Human Rights

Introduction

The Centre for the Study of Human Rights hosts and runs the MSc Human Rights and is a resource and focus of activity for MSc Human Rights students.

The Centre is home to a number of human rights academic research projects and we work closely with several universities and national and international human rights organizations. We host many international visiting fellows each year, typically academics and practitioners specializing in a human rights area. We also run a series of executive human rights courses, aimed at professionals working in the human rights field. More information about our events, projects and other activities is online: lse.ac.uk/humanrights.

Events

The Centre holds a range of public events throughout the year and students are encouraged to attend these. We also organise events exclusively for MSc Human Rights students, such as Masterclasses and guest seminars which regularly feature activists from organisations such as Amnesty International and Human Rights Watch. We also hold special careers events for MSc Human Rights students at which you can meet alumni and professionals from the human rights field.

Information about events and activities of particular interest to students will be posted on Moodle (the LSE Virtual Learning Environment, explained on page 22) but you are also strongly encouraged to sign up to receive email updates (via our homepage) and / or connect via Twitter (@LSEHumanRights) or Facebook to keep in touch with the broad range of our work.

LSE Human Rights Library and quiet study space

The LSE Human Rights Library is located in our reception area, 8th floor Tower 3. There are two collections in the library - the General LSE Human Rights collection and the SO424 core reading collection.

The General LSE Human Rights collection contains a wide range of books, reports and journals, and the SO424 core reading collection contains one copy of each of the essential readings for the 'Approaches to Human Rights' course, except when an Epacks or an ebook is available online through the LSE Library.

Items in the General and SO424 collections are available for reference and short-term loan by arrangement with Sara Ulfsparre, the MSc

Human Rights Administrator. The LSE Human Rights Library is catalogued online: librarything.com/profile/LSEHumanRights

The LSE Human Rights open space is a working area for staff, Visiting Fellows, and PhD students. There is a small designated quiet study area which MSc Human Rights students are welcome to make use of for reading or independent personal laptop use. Student access to the open space is during administrative office hours, weekdays 9.00-6.00pm, and we would be grateful if this could be observed.

The Stan Cohen Collection

The Stan Cohen collection is comprised of books, journals and reports owned by our late colleague, Professor Stanley Cohen, and donated to the Centre by his family. This remarkable collection, which spans Stan's career and interests, and students have access to view the collection on request

The Stan Cohen Collection is catalogued online: librarything.com/profile/LSEHumanRights

Internships

MSc Human Rights students often take internships during the academic year. Such internships range from short-term commitments on specific projects to longer-term regular work. Internships can help students gain practical human rights-related experience, and the range of NGOs in London means that there is usually a diverse and exciting range of opportunities. The Centre regularly receives details of internship vacancies, which are advertised to students on Moodle. Students are encouraged to seek opportunities that suit their own skills, interests and study schedule.

Please be careful not to work more than 20 hours per week during term time and if you are in the UK with a student visa please check any conditions relating to working. See also LSE Internships: lse.ac.uk/collections/LSEInternships

LSE Human Rights Blog

The LSE Human Rights blog is a student-led project, with an editorial team comprised of MSc Human Rights students and members of the LSE Human Rights Doctoral Network (MPhil and PhD students at LSE). Students are encouraged to write or commission articles for the blog. It is a place for open discussion of ideas, events, and critical views on the topic of human rights. blogs.lse.ac.uk/humanrights

MSc Human Rights Student Committee

After the first lecture of SO424, we will hold the election for the MSc Human Rights student committee. There will be at least four or five members, including a president, social organiser, blog lead, career events lead, and lead for international exchange and academic liaison. They will work as a team but also have particular responsibilities:

The President and Academic Liaison will represent MSc Human Rights students at the Department of Sociology Student-Staff Liaison Committee, which meets once a term.

The Social Organiser (with support from other students) will take the lead in organising a variety of events which help students to meet and interact outside of the classroom and contribute to making the MSc year a memorable one.

The Blog Lead will take an active role on the editorial team of the LSE Human Rights blog, recruiting the MSc Human Rights students to the team and commissioning and editing posts throughout the year.

The Career Events Lead will support the Centre and Maddie Smith, LSE Careers, in organising human rights related career events.

One of the committee's chief functions is social. The student committee organises regular social events to help bond the student body, and contribute to making the MSc year in London a memorable one. Details of events organised should be provided to the MSc Human Rights Administrator in good time for posting on Moodle. The Committee may take the lead on initiating study groups on specific areas of interest.

Sociology at LSE

History and Research Profile

The Department of Sociology at LSE was the first to be established in Britain and has played a key role in establishing and developing the discipline - nationally and internationally - since 1904. The Department has around 30 teaching staff, and a number of research fellows, visiting professors and visiting scholars from all over the world.

The Department is committed to empirically rich, conceptually sophisticated, and socially and politically relevant research and scholarship, building upon the traditions of the discipline, and playing a key role in the development of the social sciences into the new intellectual areas, social problems, and ethical dilemmas that face a globalised society.

Research in the Department is organised in clusters around four priority areas:

Economy, Technology and Expertise

This cluster unites scholarship associated with economic sociology, science and technology studies (STS) and the sociology of risk regulation, and our work has particular strengths in addressing research questions that require a combination of concepts and methods from these sub-disciplines. We draw upon a range of classical and contemporary social theory to explore topics such as the social life and politics of money, the history of financialization, the impact of digital technologies on time poverty and speed, consumption, marketing and creative industries, and formation of art markets. Our economic sociology is concerned with how technologies and cultures of expertise shape institutions, cultures, money and markets. We explore risk regulation in the light of broader concerns for organizational processes and techniques of governance. In addition, we draw on economic sociology and STS in order to investigate phenomena such as digital money, everyday technologies and labour. Lastly, we study scientific fields and practices, particularly in the areas of bioscience and medicine.

Politics and Human Rights

This cluster builds on a strong intellectual tradition in LSE Sociology. Research focuses on: the social bases of political parties and movements; the theory and practice of human rights; democracy and participation in states, firms and civil society organisations; political ideologies, including liberalism and neo-liberalism, socialism, conservatism secularism and cosmopolitanism; political violence, including war and its opponents, transitional justice, trauma and the investigation of atrocities; and the politics of cities and housing. Colleagues use

comparative, historical, case-based, ethnographic, critical, post-colonial, and institutionalist methods and approaches. The cluster is associated with the interdisciplinary Centre for the Study of Human Rights, regular research seminars, dedicated postgraduate degrees in both Political Sociology and Human Rights, and a lively program of public events.

Social Inequalities

This cluster brings together colleagues working on multiple dimensions and crystallisations of social inequality, including class, race and ethnicity, gender, and age, to critically analyse contemporary challenges across the globe. Driven by an awareness of the dramatic increase in economic inequality in recent decades associated with contemporary neo-liberal capitalism we seek to develop new paradigms and methodologies for the sociological analysis of inequality. We are especially attracted to developing relational perspectives on inequality which draw on intellectual currents including field analysis, social network analysis, science studies, material culture studies, feminism, and critical race theory. Our research uses both quantitative and qualitative methods, including ethnography, social network analysis, and multiple correspondence analysis. We directly collaborate with colleagues in the Economic sociology cluster on the theme of 'Inequalities, Culture and Expertise' as well as with the LSE's International Inequalities Institute.

Urban Sociology

The Department of Sociology has a distinctive cluster of urban sociologists and ethnographers, who work alongside urban designers and planners to address the dynamism of urban transformations. Processes of urbanisation are examined in relation to global systems of power and regulation, cultural hierarchies and subversions, and forms of association and exclusion. Current research interests include pronounced conditions of urban inequality, the role of housing in an era of dispossession, the practice of new media and technology in global contexts, cross-disciplinary explorations of architecture and cultural space, and the configurations of migrant urbanisms. The LSE Cities research centre, located within the Department, brings together interdisciplinary and applied research and teaching activities. LSE Cities' core focus is on space and society, the environment and climate change, and urban governance, and it employs innovative social, spatial and visual approaches to analyse contemporary urban conditions and to conceptualise urban futures.

Human Rights Centre Staff



Professor Chetan Bhatt is Director of the Centre for the Study of Human Rights. In addition to extensive work on human rights, discrimination and social justice, Professor Bhatt's research interests include modern social and political theory and philosophy the religious right and religious conflict, nationalism, wars and conflict, South Asia and the Middle East.



Dr Ayça Çubukçu is Assistant Professor in Human Rights at the Department of Sociology and the Centre for the Study of Human Rights. In conjunction with the history and critique of international law, her research and teaching interests are in the fields of social and political theory, human rights, postcolonial studies, transnational solidarity, and the politics of violence. Dr Çubukçu convenes the Internationalism, Cosmopolitanism and Politics of Solidarity research group at LSE, and teaches a postgraduate course on 'Human Rights and Postcolonial Theory'. She is the recipient of multiple teaching prizes awarded by students at LSE and Harvard University, where she was teaching previously.



Dr Nazia Hussein is LSE Fellow. Dr Hussein completed her PhD in Women and Gender Studies from University of Warwick. Her research interest is in the intersecting identities of gender, class and religion. In her doctoral research she developed a model of New Womanhood in South Asia. She has seven years teaching experience in gender, race, ethnicity and media studies. Her forthcoming publications are: an edited volume on the New Woman in South Asia with Palgrave and journal articles in Gender, Work and Organization and *Samaj*.



Bronwen Manby is a Visiting Fellow at the Centre for the Study of Human Rights, LSE and is an independent consultant in the field of human rights, democracy and good governance, with a focus on sub-Saharan Africa. She has written on a wide range of human rights issues in Africa, with particular interests in South Africa and Nigeria (especially the oil industry in the Niger Delta), and in continental developments in human rights law. Recently, her research and writing have focused on statelessness, comparative nationality law, and legal identity, and she has worked closely with UNHCR on its global campaign against statelessness. Bronwen has degrees from Oxford and Columbia Universities, is qualified as a solicitor in England and Wales, and in 2015 was awarded a doctorate by Maastricht University faculty of law.

Gráinne Mellon is a barrister at Garden Court Chambers London where she practices in public law, human rights and discrimination. Before coming to the Bar, Gráinne worked in the Fundamental Rights and Citizenship Unit of the European Commission in Brussels and at the Appeals Chamber of the International Criminal Court in The Hague. Gráinne has also worked as a research assistant in the House of Lords and at LSE and has considerable experience internationally in the field of human rights law and policy. Gráinne studied law at Trinity College Dublin and completed the LLM in Public International Law at the London School of Economics.



Dr Margot Salomon (on leave 2016-17) is Associate Professor in the Law Department and the Centre for the Study of Human Rights where she directs the Laboratory for Advanced Research on the Global Economy. Her research addresses international law and human rights and its application to poverty, development and issues of global economic justice. She brings a strong interdisciplinary perspective to her work with an interest in normative and institutional aspects of global economic governance and alternative approaches to international law and globalization. Dr Salomon has been a consultant to the UN Office of the High Commissioner for Human Rights on extreme poverty and human rights and on the right to development, to the World Bank on human rights and economics, and was a Member of the International Law Association's Committee on the Rights of Indigenous People. She was recently an advisor to the President of the Greek Parliament on socio-economic rights and conditionality and is currently Vice-Chair on the Executive Committee of the Association of Human Rights Institutes.



Heidi El-Megrissi is Manager of the Centre for the Study of Human Rights. She is responsible for managing the Centre's operations and research activities and contributes to strategic planning and fundraising. She is responsible for the Centre's administrative staff, resources, events and short courses programme. She oversees public outreach and other related Centre activities and ensures the efficient management of human, financial and accommodation resources of the Centre.



Sara Ulfspärre is the MSc Human Rights Administrator and administers all aspects of the MSc Human Rights programme, and also provides support for academic staff in the Centre. She is the main point of contact for all prospective, current, and previous students.



Contact details

Please check Moodle for contact details for teaching staff. Full biographies can be found on the Centre's website, lse.ac.uk/humanrights, along with information about our research staff, Visiting Fellows and PhD students, whose work you may also be interested in. In addition to the Centre's twitter (@LSEHumanRights), you can also follow Centre staff on Twitter to find out more about their academic research and human rights interests.

Your first point of contact is **Sara Ulfsparre**
MSc Human Rights Administrator.
s.ulfsparre@lse.ac.uk tel: 020 7955 6944

MSc Human Rights

The MSc Human Rights programme consists of the equivalent of four whole units, which are made up of compulsory and option courses.

Compulsory Courses

- SO424: Approaches to Human Rights (F)
- SO496: MSc Human Rights Dissertation (F)

Option Courses

Optional full-unit (F) and half-unit (H) courses, **to the value of two full units**, to be chosen from the list below:

Anthropology

- AN436: Anthropology of Development (H)
- AN439: Anthropology and Human Rights (H) *(Not available in 2016-17)*

European Institute

- EU457: Ethnic Diversity and International Society (H)
- EU458: Identity, Community and the 'Problem of Minorities' (H)

Gender Institute

- GI407: Globalisation, Gender and Development (F)
- GI409: Globalisation, Gender and Development: An Introduction (H)
- GI413: Gender and Militarisation (H)
- GI420: Globalisation, Gender and Development: Policy and Practice (H)
- GI421: Sexuality, Gender and Culture (H)
- GI422: Sexuality, Gender and Globalisation (F)
- GI423: Globalisation and Sexuality (H)
- GI425: Women, Peace and Security (H)
- GI426: Gender and Human Rights (H)

Government

- GV408: Contemporary Disputes about Justice (H)
- GV442: Globalisation and Democracy (H) *(Not available in 2016-17)*
- GV465: War, Peace and the Politics of Self-Determinations (H)
- GV4B7: The Liberal Idea of Freedom (H)
- GV4C2: Globalisation, Conflict and Post-Totalitarianism (H)
- GV4D7: Dilemmas of Equality (H)

International Development

- DV418: African Development (H)
- DV428: Managing Humanitarianism (H)

- DV429: Global Civil Society (H) *(Not available in 2016-17)*

Management

- MG476: Corporate Social Responsibility and International Labour Standards *(Not available in 2016-17)*

International Relations

- IR462: Introduction to International Political Theory (H) *(Not available in 2016-17)*
- IR463: The International Political Theory of Humanitarian Intervention (H) *(Not available in 2016-17)*
- IR464: The Politics of International Law (H)
- IR465: The International Politics of Culture and Religion (F) *(Not available in 2016-17)*
- IR466: Genocide (H)

Law

- LL4A6: Climate Change and International Law (H)
- LL4A8: International Law and the Use of Force (H)
- LL4A9: Law in War (H)
- LL4AD: Rethinking International Law: International Law and Contemporary Problems (H)
- LL4AE: Rethinking International Law: International Legal Thought (H)
- LL4AR: International Criminal Law: Core Crimes and Concepts (H)
- LL4AS: International Criminal Law 2: Prosecution and Practice (H)
- LL4AW: Foundations of International Human Rights Law (H)
- LL4AX: Selected Topics in International Human Rights Law (H) *(Not available in 2016-17)*
- LL4BA: International Law and the Movement of Persons Within States (H)
- LL4BB: International Law and the Movement of Persons Between States (H)
- LL4BY: An Introduction to the International Human Rights of Women (H) *(Not available in 2016-17)*
- LL4C2: World Poverty and Human Rights (H) *(Not available in 2016-17)*
- LL4E6: International Dispute Resolution: Courts and Tribunals (H)
- LL4E8: Law in Society: a Joint Course in Law and Anthropology (F)
- LL4H9: Human Rights in the Workplace (H)
- LL4K4: The International Law of Self-Determination (H)

- LL468: European Human Rights Law (H)
- LL469: UK Human Rights Law (H) (*Not available in 2016-17*)
- LL475: Terrorism and the Rule of Law (H) (*Not available in 2016-17*)

Social Policy

- SA4B5: International Planning and Children's Rights (H)
- SA4C8: Globalization and Social Policy (H) (*Not available in 2016-17*)
- SA4D5: Social Rights and Human Welfare (H)
- SA4H9: Non-Governmental Organisations, Social Policy and Development (H)

Sociology

- SO457: Political Reconciliation (H)
- SO468: International Migration and Migrant Integration (H)
- SO479: Human Rights at Postcolonial Theory (H)
- SO482: Topics in Race, Ethnicity and Postcolonial Studies (H)

For more details on these approved option courses please see Appendix A. See lse.ac.uk/resources/calendar/courseGuides/graduate.htm for full details for all courses.

Choosing Option Courses

What do I need to do?

You need to self-register for your chosen courses on LSEforYou between **10am on 23 September and 12 noon on 10 October**. You will register for SO424, SO496 and option courses to the value of 2 units. Detailed information about course choice system and seminar sign up is available at lse.ac.uk/coursechoice

Timetable

When considering which courses you'd like to take, you will need to check the timetable. The MSc Human Rights programme is designed to give you as much choice in what you study as possible. Unfortunately, such extensive choice can sometimes lead to timetabling clashes. Timetables for courses are listed by course code (e.g. 'SO424'): lse.ac.uk/collections/timetables. You should also look at the timing of seminar groups.

Your Academic Adviser can guide you on course selection if you face timetable clashes between courses that appear to be equally relevant and interesting for your degree.

How is the course assessed?

You may want to consider how the courses are assessed. When are the essays due? How many exams will you take? Assessment methods vary in

different courses. Assessment may be based entirely on exam results or you may find different percentages accorded to coursework and exams (see the 'Assessment' section on page 17 for further information).

Can I just sign up to take a course?

Many courses have controlled access (generally to limit the size of the class, or because there are pre-requisites) and you will need to apply to the department teaching the course using the course choice system on LSEforYou.

Places on courses with controlled access (sometimes referred to as 'capped' courses) are often allocated on a first come first served basis, so early applications are more likely to succeed, but you must check the online course guide to find out the specific deadline and procedure.

Some course tutors may request a written explanation of your interest in the course or other form of application. If an application is required it will be linked to the course details on the course choice system on LSEforYou.

Deadlines for applying to take a course with controlled access will vary, as will the means of allocating places. Please check the online information on any course you are interested in to be sure you understand how to apply.

What if I don't get a place?

You will be able to register for the number of courses permissible under your programme regulations, and in addition you may have applications pending for up to two units of controlled access courses. This means you can wait for the outcome of an application to take a controlled access course before giving up registration on another course. If you are interested in taking courses that have controlled access, you may be attending several different classes before your timetable is finalised. These first few weeks of term provide you with an excellent opportunity to sample courses from different departments, perhaps considering subjects and disciplines you haven't studied before.

Do I need to check my choices with my Academic Adviser?

You are welcome to discuss your course choices with your Academic Adviser (check LSEforYou for their office hours), though this is not essential if you are choosing from the approved list.

Other courses offered by departments not in the list *may* be available to you. You *must* discuss any additional options with your Academic Adviser to ensure that the course content can be accommodated within the MSc Human Rights programme.

What happens next?

If you are offered a place on a controlled access course, you will need to log back in to the course choice system and indicate whether you would like to accept or decline the offer. You will be given two working days from the time the email was sent to make a decision. If you do not take any action by this deadline, the offer will expire.

Once your place on a course has been confirmed, you will be able to sign up for the seminar group (where applicable). Seminar registration is co-ordinated by the department teaching the courses, so any queries should be directed to them.

If you wish to try to change your course choice after the online system has been switched off, you can do so using a 'late course change' form (available from the Student Services Centre).

SO424: Approaches to Human Rights

This is the core course on the MSc Human Rights and is convened by Professor Chetan Bhatt.

Content

This is a multi-disciplinary course that provides students with

- a rigorous and focused engagement with central disciplinary perspectives on the subject of human rights: political philosophy, sociology and international law
- contending interpretations of human rights as idea and practice from a variety of different standpoints in law, sociology and political philosophy
- a selection of key current issues and public debates in human rights, which typically includes some of the most current and contested human rights issues of the day

The course applies the insights of law, sociology and political philosophy to the understanding to key human rights issues such as universality, the right to life, free speech, humanitarian intervention, war, genocide, human rights activism, globalization, and states of emergency. All MSc Human Rights students have a guaranteed place on the course.

Assessment

- An assessed essay of up to 3,000 words to be submitted by 4.30pm on Tuesday 27 April 2017 (30%).
- A three-hour written examination in the Summer Term (70%).

Formative essays

Students have the option of writing one or two formative 1,500 word essays, one in MT and one in LT, in preparation for the assessed work. Please see Significant Dates on page 2 for deadlines. The formative essay(s) will not count towards

your final mark, but essays will be marked and returned with full feedback. Students are strongly encouraged to take advantage of this opportunity to receive mid-course feedback on their academic progress.

Please note that it may not be possible to mark formative essays that are submitted after the deadline. More information about the formative essays, including questions, deadlines and submission procedure is on Moodle.

Assessed essay (30%)

Topic

The assessed essay question must be selected from the list of set questions which will be provided by the course convener. You are advised that although the dissertation and assessed essay may be associated and linked, they must *not* cover substantially the same topic. (For example, it would be acceptable to write an assessed essay on 'genocide' and a dissertation on application of the theory to a specific case study, such as 'genocide in Armenia'.) The assessed essay must not in effect be 'chapter one' of the dissertation.

Guidance

Academic Advisers will be offering guidance for the purposes of the assessed essay, but cannot advise on drafts of work that are to be submitted for formal assessment. Please see the assessment guidelines on pages 17 for further details on producing and submitting assessed work to the Centre.

Word limit

The word limit for the assessed essay is 3,000 words. Please note that 5 marks will be deducted from submissions that exceed the maximum word-length.

Submission

Two word-processed copies of the completed essay should be handed by you, in person, to Sara Ulfsparre, MSc Human Rights administrator, in the Centre for the Study of Human Rights, by 4.30pm on Tuesday 27 April 2017.

A coversheet called 'Summative Coursework Submission Form' (supplied in Moodle) must be secured on the front of both copies of the essay; this should include your examination candidate number and NOT your name.

Moodle: You are required to upload an identical copy of your essay electronically on to Moodle so that it may be submitted to plagiarism-detection software.

Late submission: Essays submitted after the deadline will be subject to the penalty of a deduction of 5 marks out of a possible 100 marks available for this piece of work per working day or

part thereof of the late submission. Late submissions may be condoned where there are verifiable extenuating circumstances (e.g. shown by a medical certificate), subject to **final confirmation by the Chair of the Sub-Board of Examiners**. If you are experiencing problems that may prevent you from handing in work on time, please contact the MSc Human Rights Administrator in the first instance for further advice. Please also see page 17 for more information about late submissions, penalties and mitigating circumstances.

Final Examination (70%)

Three-hour examination covering the key aspects of the core course.

The examination paper will have two sections; philosophical/social and legal. Each section will have approximately six questions. You will be required to answer three questions, selecting at least one question from each section. The examination paper *tends to* focus on questions that are *not* part of the assessed essay list of topics. You will be permitted to take an unannotated copy of the core text book *Blackstone's International Human Rights Documents*, and for this reason you are advised not to make notes in your own copy. Highlighting is technically permitted but not advised. It is strongly recommended that students purchase a copy of this book for use throughout the year.

SO496 - The Dissertation

MSc Human Rights students write a 10,000-word dissertation, which is assessed as the equivalent of a whole course.

Purpose of the Dissertation

The dissertation is an integral part of the MSc Human Rights programme. It is an important opportunity to study in depth a topic of special interest to you and for you to apply knowledge and skills gained on other parts of the MSc course.

Whatever your choice of topic, the dissertation should be logically structured, well researched and clearly written and it must have a human rights theme. The dissertation accounts for one quarter of the MSc requirements and you should allocate your time and effort accordingly.

Content and Approach

The dissertation is an extended piece of written work that is your own independent research investigation of a human rights issue or problem, undertaken with the guidance of your dissertation supervisor. In the dissertation, you will critically appraise evidence, arguments and debates to reach a conclusion of your research question. The key requirement is that the dissertation should demonstrate a high level of independent critical ability. You must show your ability to organise your material clearly and logically and to sustain *a reasoned and cogent argument from beginning to end*. Where appropriate you should explain clearly the research method(s) that you have applied and the reasons for your choice of approach. You should show awareness of any shortcomings of your study in relation to methods employed and where relevant, quality or quantity of the data, and disciplinary approach.

Dissertations can take a number of forms:

- a library-based project utilising existing secondary sources
- an empirical investigation using existing datasets or published data
- a research report based on the collection of primary data, for example, or survey or ethnographic evidence

Where the project involves the collection of your own data, appropriate credit will be given. Whatever the nature of your dissertation, it is never appropriate to present merely an accumulation of disparate factual material, without placing this in the context of a body of appropriate literature and, or using it in order to address a particular question, or applying it to assess the correctness or otherwise of a recognised theory or set of theories in the social

sciences, or interpreting it with insights from a particular approach or discipline. In sum, mere empiricism will not be acceptable.

Examples of previous MSc Human Rights dissertations (which were awarded distinctions) can be found on Moodle, and copies of these are also available to view in the Centre.

You will be given help, advice and supervision by your Dissertation Supervisor especially at the crucial early stage of converting your overall topic into a clearly focused *problem, question, thesis, or argument*.

Supervision

During Michaelmas term, your Academic Adviser will be able to advise you on your proposed dissertation topic. In Lent term you will be assigned to a dissertation workshop convened by your Dissertation Supervisor. You can also see your Dissertation Supervisor during Advice and Feedback sessions (office hours). You should plan your work carefully so that you are in a position to receive final advice on your dissertation before the end of the Summer term **as your supervisor will not be able to provide supervision outside of term time or during the summer break.**

You will have ample opportunities to see your supervisor in the Summer term, both during Dissertation Workshops and in their Advice and Feedback sessions.

Please note that advice and feedback sessions may not be used to cover material that you missed by repeatedly not attending scheduled Dissertation Workshops.

Your Dissertation Supervisor must approve your topic in the first instance, and also provide comment on the outline of your dissertation. Your supervisor may also give substantive comments on one draft chapter, which must be handed in in good time if you want comments from your supervisor before the summer break. However, in the interest of equity between students, your Dissertation Supervisor will not read, or offer extensive comments on your final dissertation draft. Should any problems arise concerning supervision, you should in the first instance consult the Programme Director.

Research Methods

As part of your dissertation research you may need to do some reading on research methods, especially if you are using statistics, carrying out interviews or analysing official documentation. We recommend three very good introductory texts on research methods:

- Alan Bryman, *Social Research Methods* (Oxford: Oxford University Press, 2004)
- Clive Seale, *The Quality of Qualitative Research* (London: Sage, 1999)
- Clive Seale (ed), *Researching Society and Culture* (London: Sage, 2012)

The Seale and the Bryman books are an overview of approaches (including qualitative and quantitative research covering statistics, interviewing, ethnography, analysing official texts etc), and the second Seale volume evaluates epistemologies/knowledge claims in qualitative methods. Your dissertation could benefit greatly from these, even if you are writing from a more legal perspective since there is advice on reading documents critically which all students would do well to think about.

In addition, Howard Becker, *Writing for Social Scientists* (Chicago: University of Chicago, 1986) is a very good writing guide. All the books are available in the LSE Library and (for reference) in the LSE Human Rights Library, in the Centre.

Research Ethics

The School attaches great importance to high ethical standards in research undertaken by staff and students. Along with the title and abstract of your dissertation, you and your Academic Adviser are also required to review and complete the LSE Research Ethics Checklist. The ethics guidance and the checklist can be found at lse.ac.uk/intranet/researchAndDevelopment/researchDivision/policyAndEthics/ethicsGuidanceAndForms.aspx

Procedure

The procedure for dissertation research and submission is divided into four stages:

- 1) **Introduction to Dissertation session** to be held in week 6 of MT. Your Academic Adviser is responsible for the initial stage of helping you to identify a suitable topic, and guiding you as to possible expert advisers. You should arrange to speak to your Adviser about these matters following this session.
- 2) You must submit a preliminary bibliography, details of your **provisional topic** and a description – in the form of a summary of no more than one page (one printed copy and one copy via email) – to the MSc Human Rights Administrator by no later than 12 noon on Tuesday 06 December 2016. You will then be allocated a Dissertation Supervisor and assigned to a dissertation tutorial group, based on the topic or area of research.
- 3) Dissertation Supervisors will hold regular **dissertation workshops** throughout Lent and Summer terms. You should attend all of these group supervisions. In addition, other dissertation

related activities may also be made available in Summer Term. You can also see your Dissertation Supervisor during advice and feedback sessions.

4) You must submit, via email, a working title, a **brief abstract** and, if the nature of your research requires it, a completed Research Ethics Review Questionnaire, to the MSc Human Rights Administrator by 4pm on Friday 10 March 2017.

When first thinking about your dissertation abstract, consider the following questions:

What do you want to find out or discover about human rights?

Why is it important to human rights?

How are you going to discover what you want to?

The abstract should be two pages in length and should:

- Identify a subject for your research (or define a problem)
- Identify areas of literature you need to consult
- Describe how you are going to collect evidence (e.g. qualitative or quantitative or both, or primarily library-based research).
- Describe how you are going to organise and analyse the information
- Provide a timetable outlining when key stages of the research will be completed

The abstract provides a snapshot of where you are in the process so it is important to meet the deadline. Abstracts are not perfect outlines so if you still have work that you plan to do then tell us what that is and what schedule you plan to follow.

It is expected that you will continue to develop your abstract over the year so use this to keep your supervisor informed of any developments when you meet.

It is your responsibility to check if the subject or nature of your research requires the completion the Research Ethics Review Questionnaire and, if it is required, to get this approved and signed by your Dissertation Supervisor before the deadline. If you decide to interview after the deadline, you must still fill in the Ethics Review Questionnaire, get it signed and approved by your Dissertation Supervisor, and submit the copy to the MSc Human Rights Administrator.

Any queries about the dissertation procedure (supervision, support, deadlines, marking, etc.), which are not answered in this handbook, should be addressed either to the MSc Human Rights Administrator or your Dissertation Supervisor.

Format and style

Whatever the form of the dissertation, you must demonstrate a thorough knowledge of the

academic and professional literature relevant to the research topic and a critical awareness of the contribution of different writers or schools of thought. This will usually take the form of a literature review presented early in the dissertation.

The dissertation should be no more than 10,000 words (excluding title, sub-title, abstract, contents page, tables, diagrams, bibliography and appendices, but including footnotes/ endnotes). Five marks will be deducted for dissertations that exceed the word limit, and examiners are not required to read any material in excess of the word-limit. Include a declaration of word-length on the title or contents-page of your dissertation. The manuscript should be printed in double spacing using 12-point type, single or double sided, with page numbers. The finished product must be bound.

Please attach great importance to proper notation, grammar, spelling, footnotes and referencing, and adopt a consistent set of conventions. See lse.ac.uk/library/usingTheLibrary/training/citing_referencing.aspx for examples of recommended styles.

Small Grants for Research Costs

The Centre has allocated £4,000 to help support the dissertation research-related costs of MSc Human Rights students. Small grant applications should be sent by email to Sara Ulfspærre by **Friday 10 March 2017, 4pm**.

How to apply

Applications must be no longer than two A4 pages, including:

- The provisional title of the dissertation;
- Details of the activity for which funding is sought and explanation of why this activity is essential to the investigation of the research question at the heart of the dissertation. Explain why you need to go to a particular country/area and why you are planning on doing that particular research. If you are planning on conducting interviews, please include whether these interviews have already been arranged or not;
- A detailed budget setting out the cost of the items for which the grant is sought.

Please note: your application will not be considered unless you have clearly addressed all three points. You must provide a strong and detailed reason for why the funds are essential in investigating your research question.

Students are welcome to discuss a draft application with their Dissertation Supervisor during a normal advice and feedback session (office hour) appointment.

Where the research involves human participants, or involves data relating to identifiable human

subjects, students are required to complete the Research Ethics Review Questionnaire (see page 15 or Moodle).

What kind of application will succeed?

- The primary consideration is how essential the activity is to the investigation of the research problem.
- Simple applications such as those for attending a conference or travel costs to an NGO to consult staff, archives etc. are acceptable.
- Applications for funding to support travel to a student's home country are unlikely to be approved.
- Individual grants will not usually exceed £500.

Reporting back

After the work has been completed, recipients of research grants will be required to provide a short report (no more than one A4 page) detailing the research activity which has been the subject of the award, and including proof of expenditure.

Assessments

Assessment Types

You are usually expected to do two types of assessment. Class or course work is submitted to the class teacher for *formative assessment*.

These are usually essays, book reviews or discussion pieces that do not count towards your final mark. Their purpose is to provide you with feedback and help you develop your analytical and writing skills ahead of formally assessed essays and examinations. This is an opportunity to try out different ideas and approaches without the pressure of being 'examined'. Formative assessments are handed in to your class teachers. You will also be expected to participate in seminar presentations and discussions.

In addition, you are also required to produce assessed essays and take unseen written examinations for *summative assessment*, designed to evaluate your level of academic achievement (for grading). Each course will be summatively assessed as specified in the course guide. In planning for your summative assessment, please be aware that teaching staff are not available during the vacations. Queries and advice on assignments should therefore be obtained during term-time office hours.

Assessment Criteria

Your performance will be assessed across four modules or module equivalents. The general Postgraduate Mark Frame is as follows:

Distinction (70-100 per cent): The essay demonstrates clarity of analysis, engages directly with the question, and shows an independent and critical interpretation of the issues raised by it. The essay shows exemplary skill in presenting a logical and coherent argument and an outstanding breadth and depth of reading. The essay is presented in a polished and professional manner, and all citations, footnotes and bibliography are in the proper academic form. Essays in the upper range of this class (80 per cent and higher) may make an original academic contribution to the subject discussed and will be outstanding in terms of originality, sophistication and breadth of understanding of relevant themes and material.

Merit (60-69 per cent): Awarded when the essay offers a systematic analysis of the issues raised by the question and demonstrates independent thought. The essay shows appropriate skill in presenting a clear argument and draws on a good range of relevant literature. The essay is well-presented and citations, footnotes and bibliography are rendered in the proper academic form.

Pass (50-59 per cent): This is awarded when the

essay shows understanding of the issues raised by the question, and demonstrates an engagement with relevant literature. The discussion may rely more heavily on description than on independent analysis. There may be some inconsistencies, irrelevant points and unsubstantiated claims in the argument. Presentation and referencing is adequate but may contain inaccuracies.

Fail (40-49 per cent): The essay shows limited understanding of the subject and lacks evidence of an independent response to the question. It may be based entirely on lecture material, poorly structured and contain significant errors of fact. The essay may be incomplete, including poor presentation and inadequate referencing, and fail to demonstrate an appropriate level of engagement with relevant literature.

Bad Fail (0-39 per cent): The essay is incomplete or fails to address the question under study. It offers little evidence of reading or understanding. It may be poorly presented and lack referencing.

Dissertations that are generally satisfactory but fall short of the required standard of presentation may be referred for emendation within one month of the examiners' meeting. In order to pass your whole MSc, you must pass the dissertation with a mark of at least 50.

Classification Schemes

Graduate degrees are awarded according to the classification scheme applicable to the year in which you started your programme, and are applied by the Boards of Examiners. See lse.ac.uk/resources/calendar/taughtMasters.htm for details of the School's schemes of award. Staff in the Student Services Centre can provide you with guidance on the School's academic regulations and degree classification schemes.

Word Length

Assessed coursework must not exceed its applicable word length (excluding title and sub-title, abstract and contents page, tables, diagrams, bibliography and appendices, but including footnotes/ endnotes). Five marks will be deducted for coursework that exceeds this limit, and examiners are not required to read any material in excess of the word-limit.

Submission of Assessed Work

All formally assessed work must be submitted to the administrator in the relevant department. Please refer to specific course guides for the precise deadlines. For SO424 and SO496, please submit to the MSc Human Rights Administrator, Sara Ulfsparre, in TW3.8.02.

Copies of assignments should be stapled and in the case of the dissertation, spiral bound. On both dissertation copies, the front cover should be transparent to allow the title and your candidate number (but not your name) to be read without opening. The title page must include the word count. Submitted copies must be identical in every respect. A third electronic copy of your essay or dissertation must be posted to Moodle. Submitted hard copies will not be returned to you.

At the time you submit your two paper copies, you must complete and attach the *Summative Coursework Submission and Plagiarism Declaration* form. The form can be found on Moodle.

Late Submission

Missing an assessed coursework or dissertation deadline is treated identically to missing an exam: Just as an exam date cannot be moved, the deadline for essay submissions is fixed.

If you miss a deadline, the relevant exam board looks at the reasons offered and documented by you (your 'mitigation') and decides whether or not the mitigation offered allows the Board to waive the normal penalties. Normally, these are only waived where there is evidence of either medical issues (mental or physical) or critical situations amongst the very immediate family or friends (e.g. bereavement) that can be directly connected to the failure to meet the deadline.

If you cannot meet your deadline, you must immediately raise the matter with the appropriate administrator and the Chair of the Examinations Sub-Board. Normally this will include at a minimum a mitigation form submitted via the Student Services Centre, a cover letter explaining your circumstances and documentary support (e.g. a medical certificate).

If you fail to submit coursework by the set deadline, five marks out of 100 will be deducted for each 24-hour period (working days only) until the coursework is submitted. After five working days, coursework will only be accepted with the permission of the Chair of the Exam Sub-Board. Bad time management, software or hardware issues do not count as mitigation. School policies and forms on mitigating circumstances are at lse.ac.uk/intranet/students/registrationTimetablesAssessment/examinationsAndResults/exceptionalCircumstances/exceptionalCircumstances.aspx

These procedures are not narrowly bureaucratic but are matters of equity and fairness: no student should get an unfair advantage over their peers by being allowed an extra few days.

There is one exception to these policies: if you have been granted an ISSA by the Disability and Well-being Service this allows, and in fact requires, the Department to make adjustments of

both coursework deadlines and examination conditions in view of chronic health issues. In this case, the Chair of the Examinations Sub-Board is empowered to move the deadline to an extent appropriate to the condition covered by the ISSA.

Interruption / Deferral / Withdrawal

If you experience any difficulties during your time at LSE you should make sure that you keep in regular contact with your Academic Adviser who will be able to help signpost you to appropriate services within the School so that you receive the support to enable you to continue studying successfully. However, if this isn't the case, you may wish to consider the following options:

- Interruption: with approval from your department you can interrupt your programme by taking a break, normally from the end of one term and for one calendar year.
- Deferral: if you complete the teaching year but have difficulties during the exams then in exceptional circumstances you can apply to defer an examination(s) to the following year.
- Withdrawal: withdrawing means that you are leaving the programme permanently. Before withdrawing you may want to consider interruption so that you have some time to consider your options.

Please see lse.ac.uk/registrationchanges for more information.

Both interruptions and deferrals require a formal submission to the Chair of the Exam Sub-Board, who must decide whether deferral or interruption is warranted. The grounds for this decision are the same as in the case of penalties but with the additional criteria that the issues invoked are longer-term or chronic. For more information, see lse.ac.uk/intranet/students/registrationTimetablesAssessment/examinationsAndResults/exceptionalCircumstances/Deferral/Deferral.aspx

Feedback

Feedback is fundamental to learning. It is best seen as a process of dialogue – putting your ideas, arguments, evidence and sources forward and seeing how others see them. Feedback also helps you to understand what standard of work you need to achieve to progress and ultimately pass your programme.

Feedback on formative coursework

You will receive feedback on formative coursework, including ongoing dissertation work as follows:

- Verbal feedback during office hours, tutorials, supervisions, class presentations and dissertation workshops;
- Written feedback in hard copy, or via email, Moodle or LSE for You.

Dissertation feedback is provided during

Dissertation Workshops and in individual supervisions. The Sociology Department's policy is to provide feedback within four weeks of submission of formative coursework or draft written material. Other departments may have different deadlines.

Feedback on summative coursework

You will receive written feedback on all summative assessment in the form of qualitative comments and an indicative mark range. The Sociology Department aims to provide feedback within four weeks of the essay submission deadline. This applies to all courses that are examined by coursework and examination, or, by two pieces of summative coursework. While teachers should adhere to the four week feedback policy deadline, the deadline for all feedback is the last day of Summer Term. For courses that are assessed by one summative essay, the deadline for feedback is the last day of Summer Term. Other departments may have different deadlines.

Please note that the provision of qualitative feedback is a separate process from the formal assessment of coursework, which is completed by two internal examiners and moderated by an external examiner.

Plagiarism

The work you submit for assessment must be your own. If you attempt to pass off the work of others as your own, whether deliberately or not, you are committing plagiarism. If you are found to have committed an assessment offence (such as plagiarism or exam misconduct) you could be expelled from the School.

Any quotation from the published or unpublished works of other persons, including other candidates, must be clearly identified as such. Quotes must be placed inside quotation marks and a full reference to sources must be provided in proper form. A series of short quotations from several different sources, if not clearly identified as such, constitutes plagiarism just as much as a single unacknowledged long quotation from a single source. All paraphrased material must also be clearly and properly acknowledged.

Any written work you produce (for classes, seminars, examination scripts, dissertations, essays, computer programmes and MPhil/PhD theses) 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, the [Teaching and Learning Centre \(TLC\)](#) the [Library](#) as soon as possible. Please see the assessment regulations for assessed coursework below.

The Regulations on Plagiarism can be found at the following web links:

<http://www.lse.ac.uk/resources/calendar/academicRegulations/RegulationsOnAssessmentOffences-Plagiarism.htm>

<http://www.lse.ac.uk/resources/calendar/academicRegulations/statementOnEditorialHelp.htm>

Academic Advisers and Dissertation Supervisors

Your **Academic Adviser** is the key person you see during the year regarding any academic issues, feedback on your academic progress or, in strictest confidence, any personal, health or financial matters that might be affecting your academic progress.

Academic Advisers will be allocated by Thursday 29 September, and the list will be posted on Moodle (see page 22). As soon as you know the name of your Academic Adviser, you are welcome to make an appointment (via LSEforYou) to see them.

It is particularly important to meet with them early in the term if you are uncertain about the options that you wish to take (see pages 10-11).

Your Adviser will have weekly Advice and Feedback sessions (also called 'office hours') during term time, details of which are posted on Moodle. If your Academic Adviser's office hours clash with your timetabled commitments, please contact them to arrange another, mutually convenient, time. You can contact staff via email, telephone or by leaving a note in their red letterbox in the Centre.

You should feel that you can discuss anything, in confidence, with your Academic Adviser that affects your ability to benefit academically from your year at LSE. It is important to keep her or him informed of any medical difficulties or illness that may prevent you from studying or may affect your academic performance.

If you have difficulties of a personal nature that you do not wish to discuss with your Academic Adviser, you may wish to make use of the School Welfare Service or Student Counselling Service.

You are encouraged to come and see the MSc Human Rights Administrator, Sara Ulfsparre, if you are experiencing any personal difficulties or have concerns relating to your studies. You can also see Professor Chetan Bhatt, Centre Director, in confidence, during his Advice and Feedback sessions – make an appointment via LSEforYou.

At the beginning of January you will be allocated a **Dissertation Supervisor** (from the core Centre teaching team), who will then also be your Academic Adviser.

Before you are allocated a Dissertation Supervisor you are encouraged to see your Academic Adviser to discuss your dissertation ideas.

Your Dissertation Supervisor will lead a series of Dissertation Workshops during Lent and Summer Term. It is important to attend and participate in these group supervisions, as they are the key place to bring your dissertation ideas and thoughts.

You can also see your Dissertation Supervisor during Advice and Feedback sessions (office hours).

You should plan your work so that you are in a position to receive final advice on your dissertation before the end of the Summer Term. (Please refer to page 14 for more guidance on dissertation supervision)

Study Guidelines and Support

New Arrivals and Welcome Week

The website lse.ac.uk/yourFirstWeeks provides comprehensive information to help you settle in to life at LSE. These pages will refer you to information regarding what to expect after you arrive, how to open a bank account, what to do if you arrive early or late, crucial health information, how to set up your LSE IT account, School support services and much more.

The Welcome Week page lse.ac.uk/welcomeweek contains information about events taking place at the start of the academic year, including those specific to your department, and the Students' Union Freshers' Fair, as well as central School Orientation events.

Programme Registration

At the start of the academic year you are required to formally register on your programme of study in person. Each programme / department is allocated a time slot in which to register. At registration, you will be asked to provide proof of your eligibility to study in the UK in order to receive your School ID card. This card will, amongst other things, allow you to access your library account. For more information, including registration schedules, please see lse.ac.uk/registration.

Course Choice and Seminar Sign Up

The deadline for course choices is available at lse.ac.uk/intranet/students/registrationTimetablesAssessment/Registration/Course/Graduate/pgcoursechoice.aspx. **If you wish to change your course after this date you can do so using a 'late course change' form available from the Student Services Centre. See lse.ac.uk/intranet/students/registrationTimetablesAssessment/Registration for details.**

Seminar registration is co-ordinated by the department who is the first point of contact for any queries. See lse.ac.uk/coursechoice for information about graduate course choice and seminar sign up.

Some courses are capped to avoid overcrowding and it may not be possible for everyone to get a place. We hope that you will be able to choose the options you are interested in but cannot guarantee that everyone will get their first choice. If you are not sure which options to choose you should talk to your academic advisor.

Some courses have restricted access and require department approval to take. This will be noted in the Course Guides lse.ac.uk/resources/calendar/courseGuides/grad

[uate.htm](#). You may request approval to take restricted access courses through LSEforYou.

Email and Communication

You are expected to check your email regularly using your LSE email address, since both academics and administrators routinely use this medium in order to communicate with you. You can access email off-campus using webmail and remote desktop, or on the move using email clients for laptops and mobile phones. For instructions please visit <http://www.lse.ac.uk/intranet/LSEServices/IMT/remote/home.aspx>

Class Changes

If you have circumstances which prevent you from attending your scheduled class, you should include in your request full details of the dates and times that you are unavailable. Your request will be considered by the department responsible for teaching the affected course. You may be asked to provide evidence in support of your application. Once a decision has been made, you will be notified via your LSE email account. If your request has been approved, it will be reflected in your LSEforYou personal timetable within three working days of the date of approval.

Change of Address

If you change your term-time address you must inform the Registry (via LSEforYou). Your address will not be disclosed to a third party without your permission unless it is for reasons of official School business. Please keep us informed of your private address and telephone number.

Course Readings

All books marked as essential reading on reading lists can be found in the Course Collection in the Library. The books in this section can be borrowed for 3 days and are restricted to LSE staff and students. Please be aware that your account will be blocked if books are overdue and will not be unblocked until books are returned or renewed. Most current journal articles can be accessed online. It is worth checking if articles on your reading lists are available this way, since printing these is cheap and straightforward. In addition to the Library main collection and course collection, many teachers will have created online versions of important chapters or articles. You can find the link to these materials in your reading list.

Reading Weeks

Students have a reading week in week 6 of both Michaelmas and Lent Term in which they can

undertake intensive reading and prepare formative work. No undergraduate classroom teaching will take place during this week. There may be programme-specific activities at post-graduate level, including dissertation workshops.

Timetables Office

The Timetables Office is responsible for scheduling and allocating rooms to all of the School's taught courses. The Timetables web page includes information for students and staff. lse.ac.uk/intranet/diaryAndEvents/timetables/

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 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.

Graduate Staff-Student Liaison Committee

At the start of the year you will be asked if you would like to represent your programme on the Graduate Staff Student Liaison Committee (GSSLC). The Committee 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 a GSSLC representative is therefore central to ensuring that courses and programmes in the School work efficiently; and those elected or chosen as a representative will be given training. The GSSLC also elects one representative to attend the relevant School level Students' Consultative Forum. More information on this can be found at lse.ac.uk/studentrepresentation.

Moodle

Moodle is LSE's Virtual Learning Environment that may contain a range of teaching resources, activities, assignments, information and discussions for your course. The content of Moodle is the responsibility of your teacher and so it will vary from course to course.

You can access Moodle from any computer on and off campus. 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. You will also find links to Moodle from a number of web pages, including the webpage for 'Staff & Students'. If you have any technical problems with Moodle you should contact the helpdesk at it.helpdesk@lse.ac.uk.

You are required to register on the Moodle SO424 course at the earliest opportunity. All materials relating to the MSc programme and the

core course, SO424 Approaches to Human Rights, are posted here, including full reading lists. The online course also offers a virtual discussion forum for MSc Human Rights students.

As well as important course information, every week the MSc Human Rights Administrator will post details of events, job opportunities and internships that may be of interest.

The Library

Your LSE student card is also your Library card. Additional registration with the Library is not required. All the information you need to get started is on the Library website at lse.ac.uk/library. This is also where you access Library Search, your gateway to the Library's print and electronic resources.

Ellen Wilkinson (e.wilkinson@lse.ac.uk) and Andra Fry (a.e.fry@lse.ac.uk) are your department's Academic Support Librarians. They can help you use the Library's resources effectively, as well as offering guidance on referencing and managing information. Get in touch for advice or to arrange a consultation.

The Library also offers training sessions on literature searching, reference management, finding data and much more. You can sign up for a course at apps.lse.ac.uk/training-system

Follow the Library at twitter.com/LSELibrary. You can also contact the Library by emailing library.enquiries@lse.ac.uk or visiting the Enquiries Desk on the ground floor.

Finding Your Way around LSE

The geography of the School can seem complicated at first, but you will find direction signs spread around the buildings, and maps and diagrams in various School publications. Find maps at lse.ac.uk/resources/mapsAndDirections

Paid Employment during Your Studies

Paid employment will not normally be accepted by examiners as a mitigating circumstance in the event of a performance at a lesser level than could otherwise have been expected. If you have no choice but to take some paid employment, under School regulations the total hours cannot exceed 20 per week for a full-time student.

Public Lectures

Throughout the year there are special School lectures, which are open to everyone. Upcoming lectures are advertised on the large computer screens around the School and on the School homepage under 'Events'. You can also keep up to date with the latest information through the LSE Events email information service which

enables you to receive email notification of new events and public lectures at LSE when they are announced. See lse.ac.uk/publicEvents/.

The Robert McKenzie Room

The Robert McKenzie Room (STC S219) can be used by Sociology Masters students for quiet study. If you wish to hold a more formal meeting in this room, please book through one of the administrators in the Sociology admin office.

LSE Pro Bono

The Department of Law and Volunteer Centre run a Pro Bono website, aimed at students interested in taking part in pro bono (free) activities during their studies. It outlines some of the pro bono activities that LSE students have been involved in and have set up themselves in previous years and provides information for non-Law LSE students who may be interested in getting involved, for example as a way of finding out more about a legal career.

lse.ac.uk/collections/law/students/probono/probono.htm

Evaluation

We want you to get the best out of your programme, and evaluation is an important element of this. At key stages during the year we will ask you to complete anonymously course evaluations. The information provided from these is invaluable in terms of developing the course for future years. You do not need to wait for evaluations however to express your feelings about the course (either good or bad!) and we will do our best to respond to your comments.

Requesting Written References

Senior members of staff write many references each term. If you are asking them to write a reference for you, please give them at least three weeks' notice. Provide all the information needed to write the reference preferably in a single email and ensure that you have filled out your part of any form you submit. Don't put down someone's name as a referee without asking them first.

Sometimes an application requires a reference from the programme convenor. If so, the usual practice is for your Academic Adviser to produce a draft which the programme convener will sign.

By putting your CV on the CV builder on LSEforYou, your referee will be able to see your work experience and extra-curricular activities, so enabling them to write a fuller reference for you.

Fieldwork Safety

If you are planning fieldwork or any other off site activity please complete a risk assessment on [lse.ac.uk/intranet/LSEServices/healthAndSafety/](http://lse.ac.uk/intranet/LSEServices/healthAndSafety/policy/FieldworkOffsiteVisits.aspx)

[policy/FieldworkOffsiteVisits.aspx](http://lse.ac.uk/intranet/LSEServices/healthAndSafety/policy/FieldworkOffsiteVisits.aspx)

If you wish to carry out fieldwork in areas of the world that are subject to social or political unrest, high threat of kidnap and ransom or to areas with Foreign and Commonwealth Office Warnings, we can help provide specialist county or area threat assessments to help you make an informed decision about the viability of traveling to your destination of choice. We can also provide specialist training and equipment to help keep you safe. Please note that the Health and Safety Team may not cover the costs of additional specialist control measures and you may have to secure your own funding.

Please read the Fieldwork Health and Safety Guidance document for further information: lse.ac.uk/intranet/LSEServices/healthAndSafety/pdf/Fieldwork-H&S-Guidance-May-2014.pdf. For any further information or advice, please contact the Health and Safety Team on 020 7852 3677 or email Health.And.Safety@lse.ac.uk

School and Academic Regulations

The School has Regulations and Codes of Conduct covering many aspects of student life and it is a good idea to familiarise yourself with the policies which exist. Some of the regulations explain the organisation and conduct of your academic study and you are advised to refer to the General Academic Regulations and Programme Regulations. These include information about the structure of programmes, assessment, graduation and what to do if illness affects your studies.

The General Academic Regulations can be found at lse.ac.uk/resources/calendar/academicRegulations/generalAcademicRegulation.htm. Please also refer to the following regulations:

[Regulations for the consideration of appeals against decisions of boards of examiners](#)

[Regulations for Taught Masters degrees](#)

[Regulations on assessment offences: other than plagiarism](#)

The following link gives you an A-Z list of relevant regulatory documents where you can find further details lse.ac.uk/intranet/LSEServices/policies.

What to do if you are ill during your studies:

Information about the School's procedure can be found here:

<http://www.lse.ac.uk/intranet/students/registrationTimetablesAssessment/examinationsAndResults/exceptionalCircumstances/illnessExceptionalCircumstances.aspx>

Codes of Good Practice

The Codes of Practice explain the basic obligations and responsibilities of staff and students. They set out what you can expect from your Department – and what Departments are expected to provide – in relation to the teaching and learning experience. The Codes cover areas like the roles and responsibilities of Academic Advisers and Departmental Tutors; the structure of teaching; and examinations and assessment. They also set out your responsibilities, i.e. what the School expects of you. See

lse.ac.uk/resources/calendar/academicRegulations/codeOfGoodPracticeForTaughtMastersProgrammesTeachingLearningAndAssessment.htm

We recommend that you also read the School's [Student Charter](#) and [Ethics Code](#). The Student Charter sets out the vision and ethos of the School, while the Ethics Code highlights the core principles of LSE life.

LSE Careers

LSE Careers offers a wide range of seminars, employer presentations, fairs and face-to-face career discussions to help you at every stage of your career planning process - from deciding what you want to do to preparing for interviews and settling into your first job. LSE Careers also works with your department to deliver events and services tailored to you.

LSE attracts top recruiters in many sectors who use our vacancy board to advertise hundreds of internships, voluntary, part-time and graduate positions. You can access the vacancy board and book career discussions and events through LSE CareerHub at careers.lse.ac.uk.

The LSE Careers website lse.ac.uk/careers and blog are also full of tips, advice and information about every stage of the careers process from CV writing to interviews, and information about a wide range of employment sectors.

You can also browse our Graduate Destinations website (lse.ac.uk/GraduateDestinations) to find out what LSE graduates have gone on to do, organised by department or subject.

For up-to-date information about events, booking, resources, news and vacancies follow us on Facebook facebook.com/lsecareers and Twitter [@LSECareers](https://twitter.com/LSECareers).

The [LSE Volunteer Centre](#) is here to help you develop new skills and new friendships while making an impact through volunteering. We advertise volunteering opportunities at different charities across London and internationally, with positions ranging from one-off opportunities to part-time internships. The annual Volunteering Fair at the beginning of Michaelmas term 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, at lse.ac.uk/volunteercentre or [@LSEVolunteering](#)

LSE's Widening Participation Team

Widening Participation aims to raise aspiration and attainment in young people from London state schools. We deliver a number of projects that encourage young people from under-represented backgrounds to aim for a university education. We 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.

International Student Immigration Visa Advice Team (ISVAT)

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.

Fees

The School offers two options for payment of fees. You can either pay them in full prior to Registration or by Payment Plan. For full fee information, including how to pay, see lse.ac.uk/intranet/LSEServices/financeDivision/feesAndStudentFinance/Paying%20fees/How_to_Pay.aspx.

If you do not know the cost of your fees, please see the table of fees at lse.ac.uk/feesoffice

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 the School.

Once you are formally registered with the School you will be able to print out your certificate instantly via LSEforYou under the 'Certificate of Registration' option. If you require this certificate to be signed and stamped, staff at the Student Services Centre will be happy to do this for you.

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

Student Study Advice

The LSE Teaching and Learning Centre offers study advice, with specialist provision for undergraduate and taught Masters students. There is a series of lectures and workshops throughout the academic year covering essay writing, time management, preparing for exams, dealing with stress, etc. A limited number of one-to-one appointments can also be booked with a study adviser to discuss strategies for quantitative/qualitative subjects or with the Royal Literary Fund Fellow to improve writing style. Email studentsupport@lse.ac.uk for further details.

Services for Disabled Students

LSE acknowledges that disabled students have often overcome additional barriers in order to gain a university place, and is committed to eliminating further unnecessary obstacles and to facilitating equal access to study and university life. The Disability and Well-being Service (DWS) runs three specialist services, all of which are free and confidential:

- The Disability Service, for students with physical/sensory impairments and those with long-term or chronic medical conditions
- The Neurodiversity Service, for students with dyslexia, dyspraxia, Asperger syndrome and other neurodiverse conditions
- The Mental Health and Well-being Service, for students with mental health concerns

The DWS can also set up Inclusive Plans (IPs), outlining reasonable adjustments such as extended library loans, negotiated deadlines and rest breaks in exams. It runs several interest and support groups, for example the Neurodiversity Interest Group and the Circles Network. See lse.ac.uk/intranet/LSEServices/disabilityAndWellBeingService for further information or email disability-dyslexia@lse.ac.uk.

The Language Centre

As well as degree options the LSE Language Centre provides a comprehensive programme of support if English is not your first language and a range of extra-curricular courses designed for students of the social sciences. The Language Centre also offers an extra-curricular programme in a range of languages for a fee. Please see lse.ac.uk/languages for information.

Teaching and Learning Centre (TLC)

TLC provides a range of events, resources and services that will complement your study and help you to make the most of your time here.

LSE Study Toolkit: A brand new web resource, lse.ac.uk/studytoolkit is designed to help you

tackle LSE-style study with confidence. Four areas – justifying your arguments, studying independently, communicating your ideas and honing your quantitative skills – are addressed with short films and expert guidance that provide the tools for effective and rewarding study.

Learning development events: There is a year round series of workshops and lectures on topics such as effective reading strategies, exam preparation and participating in classes and seminars. You can just turn up, but booking guarantees you a place. More information at lse.ac.uk/tlc/development.

One to one advice: Study advisers are available to offer free advice on aspects of both quantitative and qualitative subjects. LSE also hosts two Royal Literary Fund Fellows who can advise on writing style and structure. For details on all of these, see lse.ac.uk/tlc/taughtstudents

MSc Dissertation Week: There are five days of events at the end of the Summer Term designed to help you plan, write and make the most of your dissertation. See lse.ac.uk/tlc/dissertation

LSE LIFE

LSE LIFE is the School's centre for academic, professional and personal development. They can 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.

LSE LIFE offers

- 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, come by for help with your homework, or just drop in. For more information you can also visit lse.ac.uk/lselife

Welfare Services

The Student Counselling Service (see below) lse.ac.uk/counselling

The Disability and Well-being (see above) lse.ac.uk/intranet/LSEServices/disabilityAndWellBeingService

The Students' Union has an Advice and Support Centre which provides legal advice on housing, immigration, visa extensions, employment problems, welfare benefits, grants, fee status and disability rights. sesu.com/support

The Faith Centre is available to all students of any faith, or none, to confidentially discuss anything and everything. lse.ac.uk/faithCentre

Nightline is a free and confidential listening service run by students for students from 6pm to 8am. nightline.org.uk

St Philips Medical Centre is an on campus NHS medical practice available to students living locally to the School. lse.ac.uk/medicalCentre

Dean of Graduate Studies

The Dean has a wide range of duties relating to the School's graduate community. The Dean is available to any graduate student who wishes to discuss academic or personal issues. The Dean works closely with members of academic staff, including Supervisors, Programme Directors, Heads of Department, and with other support services across the School, such as the Disability and Wellbeing Service and the Teaching and Learning Centre, to help maximise graduates' learning potential and enhance the student experience. To arrange an appointment with the Dean please contact pg.dean@lse.ac.uk.

LSE Students' Union

www.lsesu.com. We believe that LSE has one of the most active student communities at any university, and is being led by students. The Student's Union is independent from the School. We'll help you out if you get into trouble, tell you how you can meet students with similar interests and views, and provide opportunities to have the sort of student experience you want.

Here are some of the ways in which we do it:

- Student activities – the Union funds and supports over 200 societies, sports clubs, Media Group societies and Raising and Giving charitable fundraising
- Campaigns and democracy – getting students together to take action on and influence the issues they care about within the School and wider society
- Representation: led by a Student Executive, working with representatives across the School, you influence and shape the decisions and direction of the School
- Welfare and student support – our independent, legally-trained advice workers offer free, confidential advice when things go wrong or you need help
- The Union runs a bar, some shops and the only gym on campus.

You will be part of one of the most important chapters in our history, where we go now and what happens next for your union is up to you.

Faith Centre

The Faith Centre in the Saw Swee Hock Building offers multi-faith facilities for prayer, worship and faith society meetings as well as providing a

contemplative space on campus. The Chaplain is also available to provide pastoral support to anyone seeking non-judgemental conversation or advice and to support religious life and cohesion within the wider School community. See lse.ac.uk/faithCentre for details.

Student Counselling Service

This free and confidential service aims to enable you to cope with any personal or study difficulties that may be affecting you while at LSE. As well as one-to-one appointments, there are group sessions and workshops throughout the year on issues such as exam anxiety and stress management. For full details, please see lse.ac.uk/counselling.

LSE Day Nursery

lse.ac.uk/nursery The LSE Day Nursery is registered under the Early Years sector; and our Ofsted registration allows us to provide care and learning for 63 children aged between 3 months and 5 years.

We are located in the basement of an LSE Hall of Residence on Wild Street. We primarily serve students and staff of the LSE. We offer full-time and part-times spaces. We base our curriculum on the Revised Early Years Foundation Stage Framework (EYFS). The nursery was rated Good on the last Ofsted Inspection in January 2012.

The nursery has four main rooms: two baby rooms, which can take up to 23 babies aged 3 months to 2 years. We can accommodate up to 26 toddlers aged between 2 to 3 years, and 16 pre-school children aged between 3 to 5 years.

The nursery is opened from 8:45am-6:15pm. It is open for 50 weeks of the year, except for bank holidays and a week at both Christmas and Easter. There are always places available and we welcome enquiries from interested parents, both students and staff.

The Nursery welcomes viewings any week day at 10.30am or 3.00pm by appointment, please email nursery@lse.ac.uk or call 0207 107 5966.

Student Services Centre

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

- Admissions
- Certificates of Registration
- Course choice and class changes
- Examinations and results
- Fees – process fee payments and distribute cheques (drop-in service)
- Financial Support – Advice on scholarships, awards, prizes, emergency funding and studentships (drop-in service)
- Information for new arrivals

- Programme Registration
- Graduation Ceremonies
- Transcripts and Degree certificates
- Visa and immigration advice (drop-in service)

The SSC provides a general enquiry service for between 11am and 4pm every weekday. You can also contact us by telephone. See lse.ac.uk/ssc for more information.

Financial Support

The Financial Support Office is responsible for the administration and awarding of scholarships, bursaries, studentships and School prizes. It is located in the Student Services Centre with a daily drop in session during term time between 1pm and 2pm (Mondays, Wednesdays and Fridays during vacations). No appointment is necessary.

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 at lse.ac.uk/intranet/students/moneyMatters/financialSupport

LSEforYou

LSEforYou is a personalised web portal which gives you access to a range of services:

- View or change your personal details
- 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 LSEforYou via its login page. Use your LSE network username and password to login at lse.ac.uk/lseforyou

IT Support

Student IT Help Desk (first floor, Library): Contact the IT Help Desk (it.helpdesk@lse.ac.uk) for support for School-owned hardware and software on the LSE network, network and email account issues, and general IT queries.

Laptop Surgery (first floor, Library): Visit the Laptop Surgery for advice and hands-on help with problems connecting to LSE resources from personally-owned laptops and mobile devices.

LSE Mobile: Download the LSE Mobile app to access your course timetable, library information, maps, guides and more. Search 'LSE Mobile' on the App Store or Google Play to download.

IT Support for students with disabilities: PCs and printing facilities for students with disabilities are provided in the Library. We also provide one-to-one support for students with disabilities who wish to become familiar with assistive technologies and software. Please email its.disabilities.support@lse.ac.uk.

Social Media: The School has outlined guidance on the use of social media, which can be found at lse.ac.uk/intranet/LSEServices/policies/pdfs/school/guiSocMedStu.pdf

For contact details and further information see lse.ac.uk/intranet/LSEServices/IMT

Quality Assurance

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. They give you the opportunity to give feedback on lectures, classes and seminars and provide academics with important information about the perceived quality of their teaching, and the School with a measure of general teaching standards. They are conducted via paper questionnaires which are distributed in classes and lectures.

Teaching scores are made available to individual teachers, heads of departments, course convenors, the Director of the Teaching and Learning Centre and Pro-Director (Teaching and Learning). In addition to producing reports for individual teachers, TQARO produces aggregated quantitative data for departments and the School. These can be found at: [lse.ac.uk/intranet/LSEServices/TQARO/Teaching Surveys/Results](https://lse.ac.uk/intranet/LSEServices/TQARO/TeachingSurveys/Results).

Equality, Diversity and Inclusion

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, disability, gender (including 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.

For further advice or information, please visit the School's Equality and Diversity website (lse.ac.uk/equityDiversityInclusion), see our blog, and follow us on Twitter [@EDI_LSE](#).

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

Business Continuity Management

This is concerned with planning for recovery from major incidents (e.g. the loss of a building) or managing less serious events (such as pandemics, power failures, severe weather conditions or disruption to travel) with a view of keeping the School running and keeping you informed about what action is being taken.

The main method of communication during all disruptive incidents is the LSE website and it is therefore important that you check the website regularly. We may also try to contact you by other means, such as LSE mobile, text or e-mail. Departments will be informed of developments and we may advise you to contact staff in your department during these periods.

In any emergency the key messages are to keep calm, follow instructions issued by the School, and to remain in touch with your department. The School seeks to manage all disruptive incidents swiftly so that work can return to normal as quickly as possible.

Graduation and Alumni Association

Results and Transcripts of Results

The School releases confirmed marks once the relevant School Board of Examiners has ratified them (see lse.ac.uk/results for details).

Please note that the School will not release your results if you have any outstanding tuition fees. Please check your balance on LSEforYou and contact the Fees Office on fees@lse.ac.uk if you have any queries.

Transcripts for finalists are issued digitally within ten working days of final results being officially published. Continuing students will be able to request an 'intermediate transcript' of results as soon as they are officially published (see lse.ac.uk/transcripts for details).

Graduation Ceremonies

Graduation ceremonies are held in December and take place in the Peacock Theatre. The Student Services Centre emails invitations, which include details of the ticket booking process, five to six months before the ceremonies. The ceremony itself lasts around one hour and is followed by a drinks reception. For more information, including the dates of future ceremonies and details of the School's overseas ceremonies, please see lse.ac.uk/ceremonies.

Degree Certificates

The degree certificate gives your full name, level of award, programme of study, and class of degree or other award obtained. It will be available for collection at the graduation ceremony. If you don't collect it at the ceremony, it will be posted to your home addresses within four to six weeks. It is therefore essential that you keep your address details up-to-date on LSEforYou. Please see lse.ac.uk/degreeCertificates for details.

Hobhouse Memorial Prizes

This prize has traditionally been given to students who achieve an overall first class classification upon completing their degree. The Department also gives out prizes, based solely on academic merit, to completing students. These prizes are normally in the form of book tokens. Winning the Hobhouse Prize makes a valuable addition to your CV, especially if you plan to compete for places on further postgraduate programmes.

Stan Cohen Prize

Each year, a prize of £250 is awarded for the best dissertation by an MSc Human Rights student.

Candidates for nomination to be recipients of the

prize are selected by the MSc Human Rights Sub-board of Examiners. The Director of the Centre for the Study of Human Rights shall determine the final winner. His or her decision on these matters will normally be made solely on the basis of the respective marks obtained by each nominee, with the nominee obtaining the highest mark in his or her dissertation being (save in exceptional circumstances) the recipient of the prize. The prize is given in the form of a bank transfer.

Professor Stanley Cohen (1942-2013) was a founder of the Centre for the Study of Human Rights and the MSc Human Rights programme. He maintained an active involvement in the Centre and interest in our students long past his retirement. Stan's expertise and research interests included criminological theory; juvenile delinquency; social control; crime control policy and human rights. His publications include *States of Denial*, Polity Press, 2000, and *Visions of Social Control*, Polity Press, 1985.

The Stan Cohen collection, which is comprised of books, journals and reports owned by Professor Stanley Cohen, was donated to the Centre by his family. This remarkable collection pans Professor Cohen's career and interests, and students have access to view the collection on request.

LSE's Alumni Association

LSE's Alumni Association is the official voice of LSE's global alumni community, comprising more than 130,000 people in over 200 countries, nearly 100 regional groups, and 11 special interest groups. Its primary role is to support the alumni programme coordinated by the LSE Alumni Relations team by a) developing and supporting the network of international and special interest alumni groups and contact networks, and, b) representing the voice of the alumni community within the School.

You automatically become a member upon graduation. Membership is free. By registering with the [LSE Alumni Online](https://lse.ac.uk/alumni) community, you will be able to stay connected with former classmates and the School after your graduation. You will also receive the monthly *LSE Alumni Echo* e-newsletter and the annual *LSE Connect* alumni magazine.

LSE alumni also have access to:

- Alumni Professional Mentoring Network
- LSE Careers for up to two years after graduation
- An email forwarding address to continue using an LSE email address
- The Library's printed collections on a

reference basis, and can borrow free of charge

For more information about the benefits and services available to alumni, please contact the Alumni Relations team on alumni@lse.ac.uk.

MSc Human Rights Alumni

We use a range of ways to help MSc Human Rights Alumni to keep in touch with each other and with the Centre. We also regularly invite alumni to meet current students; we have [alumni profiles](#) on the website; and feature alumni on our student-led blog.

- [Follow us on Twitter](#) @LSEHumanRights (and tell us that you are alumni, and we'll follow you)

- [Like our Facebook](#) page ('LSE Human Rights') (and join the members-only MSc Human Rights alumni group)
- Connect with LSE MSc Human Rights students and alumni on LinkedIn
- Contribute to the [LSE Human Rights blog](http://blogs.lse.ac.uk/humanrights) <http://blogs.lse.ac.uk/humanrights>
- [Join our mailing list](#) for regular email updates on all our activities

The Sociology Department also has an alumni network. You can keep in touch with the department on Twitter, @LSEsociology, or on Facebook by joining the 'LSE Sociology Alumni' Facebook group.

Appendix: Option Courses

DEPARTMENT OF ANTHROPOLOGY

AN436 – ANTHROPOLOGY OF DEVELOPMENT (HALF UNIT)

Teacher responsible Professor Katy Gardner OLD 5.07

Availability This course is compulsory on the MSc in Anthropology and Development and MSc in Anthropology and Development Management. This course is available on the MPA in European Public and Economic Policy, MPA in International Development, MPA in Public Policy and Management, MPA in Public and Economic Policy, MPA in Public and Social Policy, MSc in African Development, MSc in China in Comparative Perspective, MSc in Comparative Politics, MSc in Health, Community and Development, MSc in Human Rights, MSc in International Development and Humanitarian Emergencies and MSc in Social Anthropology. This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content This course explores how anthropologists have evaluated, criticised and contributed to development. Focussing on both 'Big D' development (schemes of improvement or projects) and 'little d' development (change which occurs as the result of economic growth or modernisation) the course shows how anthropological insights have been used to change practices from within as well as critique development from the outside. From anthropological work which seeks pragmatic engagement to that which deconstructs development as an oppressive and power laden discourse, the course aims to give students a broad background to the field. Topics covered include the role of the state, participation and farmer first approaches; gender and development; development as discourse and 'aidnography'; neo liberalism and global capital; corporate social responsibility; markets and micro credit; and the relationship between 'tradition' and modernity. Throughout, the course will draw upon a broad range of ethnographic examples.

Teaching 10 hours of lectures and 10 hours of seminars in the MT.

Formative coursework Students are expected to prepare discussion material for presentation in the seminars.

Indicative reading Scott, J. (1998) *Seeing it Like a State: How Certain Schemes to Improve the Human Condition have Failed*; Ferguson, J (1990) *The Anti Politics Machine: depoliticisation and bureaucratic power in Lesotho*; Ferguson, J (1999) *Expectations of Modernity: Myths and Meanings of Life on the Zambian Copperbelt*; Tania Li (2007) *The Will to Improve: Governmentality and the Practice of Politics*; K Gardner, *Discordant Development: Global Capitalism and the Struggle for Connection in Bangladesh* (2012); K Gardner and D Lewis, *Anthropology, Development : Twenty First Century Challenges* (2014); R D Grillo and R L Stirrat, *Discourses of Development: anthropological perspectives*; D Mosse, *Cultivating Development: an ethnography of aid policy and practice* (2004), London, Pluto Press; Cornwall, A., Harrison, E., and Whitehead (2007) *Feminisms in Development: Contestations, Contradictions and Challenges*; Escobar, A. 1995 *Encountering Development*; Mosse, D ed. (2011) *Adventures in Aidland*; Rajak, D. (2011) *In Good Company: An Anatomy of Corporate Social Responsibility*; Karim, L (2011) *Microfinance and its discontents*. Detailed reading lists are provided at the beginning of the course.

Assessment Exam (100%, duration: 2 hours) in the main exam period.

EUROPEAN INSTITUTE

EU457 - ETHNIC DIVERSITY AND INTERNATIONAL SOCIETY (HALF UNIT)

Teacher responsible Dr Jennifer Jackson Preece COW 2.06

Availability This course is available on the MSc in Comparative Politics (Nationalism and Ethnicity), MSc in Conflict Studies, MSc in EU Politics, MSc in EU Politics (LSE and Sciences Po), MSc in European Studies (Research), MSc in European Studies: Ideas, Ideologies and Identities, MSc in European Studies: Ideas, Ideologies and Identities (LSE and Sciences Po), MSc in Global Politics and MSc in Human Rights. This course is available with permission as an outside option to students on other programmes where regulations permit.

This is a capped course (30 students). Students are required to obtain permission from the teaching department to take this course

Course content This course will consider problems and practices of ethnic diversity in a world of nation-states including the rights of minorities and migrants, self-determination, ethnic cleansing and genocide, humanitarian intervention, and the role of the media in (de)constructing narratives of difference. In analysing

these issues, particular attention will be paid to processes of securitization, desecuritization and security management.

Teaching 20 hours of seminars in the MT. 3 hours of seminars in the LT. Students on this course will have a reading week in Week 6 MT but in LT there will be seminars scheduled.

Formative coursework Topic proposal (500 words) and research proposal (2000 words)

Indicative reading Z. Bauman, *Wasted Lives: Modernity and Its Outcasts*, 2003; B. Buzan, O. Weaver and J. de Wilde, *Security: A New Framework For Analysis*, 1998; J. Jackson-Preece, *Minority Rights: Between Diversity and Community*, 2005; W. Kymlicka, *Multicultural Odysseys: Navigating the New International Politics of Diversity*, 2009; J. Mayall, *Nationalism and International Society*, 1990. A more detailed reading list is available from Dr Jackson-Preece.

Assessment Essay (80%, 5000 words) in the ST. Research proposal (20%) in the LT. The research proposal will take the form of a poster presentation session in LT reading week 6.

EU458 – IDENTITY, COMMUNITY AND THE ‘PROBLEM OF MINORITIES’ (HALF UNIT)

Teacher responsible Dr Jennifer Jackson Preece COW 2.06

Availability This course is compulsory on the MSc in European Studies: Ideas, Ideologies and Identities and MSc in European Studies: Ideas, Ideologies and Identities (LSE and Sciences Po). This course is available on the MSc in Conflict Studies, MSc in EU Politics, MSc in EU Politics (LSE and Sciences Po), MSc in Human Rights and MSc in International Migration and Public Policy. This course is not available as an outside option.

This is a capped course (20 students). Students are required to obtain permission from the teaching department to take this course.

Course content This course is concerned with cultural politics in contemporary states. In Europe today there is a growing rejection of multiculturalism and a reaffirmation of cultural cohesion and shared identity. Taking a narrative approach, this course will examine competing policy responses towards minorities and migrants. Europe will be a major focus. Nevertheless, students with interests and expertise outside of Europe should feel free to include this wider perspective in their seminar discussions and assignments.

Teaching 12 hours of lectures and 12 hours of seminars in the LT. Students on this course will have a reading week in Week 6, in line with departmental policy.

Formative coursework 12 hours of lectures and 12 hours of seminars in the LT. Students on this course will have a reading week in Week 6, in line with departmental policy.

Indicative reading P. Aufder, *Documentary Film Making: A Very Short Introduction*, 2008; Z. Bauman, *Wasted Lives: Modernity and Its Outcasts*, 2003; B. Buzan, O. Weaver and J. de Wilde, *Security: A New Framework For Analysis*, 1998; J. Jackson-Preece, *Minority Rights: Between Diversity and Community*, 2005; W. Kymlicka, *Multicultural Citizenship*, 1995; C. K. Riessman, *Narrative Methods for the Human Sciences*, 2008; G. Rose, *Visual Methodologies: An Introduction to Researching With Visual Materials*, 2012. A more detailed reading list is available from Dr Jackson-Preece.

Assessment P. Aufder, *Documentary Film Making: A Very Short Introduction*, 2008; Z. Bauman, *Wasted Lives: Modernity and Its Outcasts*, 2003; B. Buzan, O. Weaver and J. de Wilde, *Security: A New Framework For Analysis*, 1998; J. Jackson-Preece, *Minority Rights: Between Diversity and Community*, 2005; W. Kymlicka, *Multicultural Citizenship*, 1995; C. K. Riessman, *Narrative Methods for the Human Sciences*, 2008; G. Rose, *Visual Methodologies: An Introduction to Researching With Visual Materials*, 2012. A more detailed reading list is available from Dr Jackson-Preece.

GENDER INSTITUTE

GI407 – GLOBALISATION, GENDER AND DEVELOPMENT

Teacher responsible Prof Naila Kabeer COL.5.04C and Prof Diane Perrons COL.5.01B

Availability This course is compulsory on the MSc in Gender, Development and Globalisation. This course is available on the MPhil/PhD Human Geography and Urban Studies, MSc in Development Management, MSc in Development Studies, MSc in Gender, MSc in Gender (Research), MSc in Gender, Policy and Inequalities, MSc in Global Politics, MSc in Global Politics, MSc in Human Rights and MSc in Urban Policy (LSE and Sciences Po). This course is available as an outside option to students on other programmes

where regulations permit. This course cannot be taken alongside GI409 Gender, Globalisation and Development: An Introduction, or GI420 Globalisation, Gender and Development: Theorising Policy and Practice.

Course content This course will provide students with a thorough knowledge of two key interconnected and intersecting literatures: gender and development and gender and globalisation. We begin by defining and theorising gender, development and globalisation and their operation in material spaces, policy and practice.

The first part of the course considers contemporary theories of globalisation and development and the differences that a gender perspective makes. A particular focus is on how globalisation is associated with widening social, spatial, gender and racial inequalities, illustrated by case studies of global integration and uneven development. Specific reference is made to the global division of labour, employment, carework and migration; contrasts and alternatives within neoliberalism are considered by reference to the development strategies of China and Latin America and their implications for social and gender equalities. The final lecture considers the question of security as well as bringing the issues raised in the first part of the course to a conclusion by reviewing change, continuity and risk in the contemporary globalised world.

The second half of the course is concerned with theorising policies and practice in the field of gender and international development. These are explored in greater detail through case studies of feminist struggles over recognition, redistribution, representation and rights as they play out in relation to various policy issues, including gender-based violence, sexuality and reproduction, microfinance, social protection, gender quotas and collective action, including labour standards and corporate social responsibility.

Teaching Lectures will be 90 minutes with time for Q & A and, followed by 60 minute seminars. There will be a reading week in both terms in week 6 in line with departmental policy.

Formative coursework Essay (1500 words) in the MT.

Indicative reading Benería, L. Berik, G and Floro, M. (2015) Gender, Development and Globalization: Economics as if All people Mattered, London: Routledge. (2nd Edition). Chant, S. (ed.) (2010) International Handbook of Gender and Poverty: Concepts, Research, Policy, Cheltenham: Edward Elgar. Cook, S. and Kabeer, N. (2010) Social Protection as Development Strategy, London: Routledge. Cornwall, A., Edstrom, J. and Greig, A. eds. (2011) Men and Development: Politicising Masculinities, London: Zed Books. Cornwall, A., Harrison, E. & Whitehead, A. (eds) (2007) Feminisms in Development: contradictions, contestations, and challenges, London: Zed Books. Devaki, J. and Elson, D. (2011) Harvesting Feminist Knowledge for Public Policy, IDRC, London: Sage. Escobar, A. (2011) Encountering Development: The Making and Unmaking of the Third World, Princeton Princeton University Press. Jaggar, A. (2014) Gender and Global Justice, Bristol: Polity. Kabeer, N. (2001) The Power to Choose. Bangladeshi women and labour market decisions in London and Dhaka, London: Verso. Kabeer, N. (2003) Gender Mainstreaming in Poverty Eradication and the Millennium Development Goals: a handbook for policy-makers and other stakeholders, London: Commonwealth Secretariat. Long, N., Jingzhong, Y., Yihuan, W. (2012) Rural transformations and development- China in context: the everyday lives of policies and people, Cheltenham: Edward Elgar. Marchand, M. and Runyan, A. (2011) Gender and Global Restructuring, second edition London: Routledge. Milanovic, B. (2016) Global Inequality: A New Approach for the Age of Globalization, Harvard: Harvard University Press. Mirchandani, K. (2012) Phone Clones. Authenticity Work in the Transnational Service Economy, Ithaca: ILR Press. Ong, A. (2010) Spirits of Resistance and capitalist Discipline, 2nd Edition New York: Suny Press. Patel, R. (2010) Working the Night Shift. Women in India's Call Centres, Stanford: University Press. Perrons, D. (2004) Globalization and Social Change, London: Routledge. Visvanathan, N. et.al. (2012) The Women, Gender and Development Reader, London: Zed Books. Selwyn, B. (2014) The Global Development Crisis, Cambridge: Polity Press. Stiglitz, J. (2015) The Great Divide. Unequal Societies and What We Can Do About Them, London: Penguin.

Assessment Essay (50%, 4000 words) in the LT. Essay (50%, 4000 words) in the ST.

GI409 – GLOBALISATION, GENDER AND DEVELOPMENT: AN INTRODUCTION (HALF UNIT)

Teacher responsible Prof Diane Perrons COL.5.01B and other GI faculty.

Availability This course is available on the CEMS Exchange, IMEX Exchange, MSc in Development Management, MSc in Development Studies, MSc in Environment and Development, MSc in Gender, MSc in Gender (Research), MSc in Gender, Media and Culture, MSc in Gender, Policy and Inequalities, MSc in Global Politics, MSc in Human Resources and Organisations (International Employment Relations and Human Resource Management), MSc in Human Rights and MSc in Inequalities and Social Science. This course is available as an outside option to students on other programmes where regulations permit. This course cannot be taken alongside GI407 Globalisation, Gender and Development. This course will be capped at 30.

Course content This course will provide students with a knowledge of two key interconnected and intersecting literatures: gender and development and gender and globalisation. We begin by defining and theorising gender, development and globalisation and their operation in material spaces, policy and practice. The course then considers contemporary theories of globalisation and development and the differences that a gender perspective makes. A particular focus is on how globalisation is associated with widening social, spatial, gender and racial inequalities, illustrated by case studies of global integration and uneven development. Specific reference is made to the global division of labour, employment, carework and migration; contrasts and alternatives within neoliberalism are considered by reference to the development strategies of China and Latin America and their implications for social and gender equalities. The final lecture considers the question of security and brings the issues raised in the course to a conclusion by reviewing change, continuity and risk in the contemporary globalised world.

Teaching Lectures in the MT will be 90 minutes, followed by 60 minute seminars.

Formative coursework Essay (1500 words)

Indicative reading Benería, L (2003) *Gender, Development and Globalization: Economics as if All People Mattered*, London: Routledge, Cook, S. and Kabeer, N. (2010) *Social Protection as Development Policy*, New Delhi: Routledge; Cornwall, A., Edstrom, J and Greig, A, (eds) (2011) *Men and Development: Politicising Masculinities*, London: Zed Books. Cornwall, A. and Eade, D, (eds.) (2010) *Deconstructing Development Discourse: Buzzwords and Fuzzwords*, Rugby: Practical Action Publishing. Kabeer, N (2000) *The Power to Choose: Bangladeshi Women and Labour Market Decisions in London and Dhaka*, London: Verso. Ong, A. (1999), *Flexible Citizenship*, London: Duke University Press. Perrons, D. (2004) *Globalization and Social Change*, London: Routledge. Razavi, S. and Utting, P. (2011) *The Global Crisis and Transformative Social Change*, London: Palgrave Macmillan. Sen, A (2000) *Development as Freedom*, Oxford: Oxford Paperbacks. Sen, A (2009) *The Idea of Justice*, London: Allen Lane. Steans, J. (2012) *Gendering Globalization*, Bristol: Policy Press. In addition a range of institutional reports will be referred to including for example: ILO (2010) Moving Towards Decent Work for Domestic Workers: An Overview of ILO's Work. World Bank (2011) Gender Equality and Development, World Development Report 2012.

Assessment Essay (100%, 4000 words) in the LT.

GI413 –GENDER AND MILITARISATION (HALF UNIT)

Teacher responsible Dr Marsha Henry COL.5.01M

Availability This course is available on the MSc in Conflict Studies, MSc in Gender, MSc in Gender (Research), MSc in Gender, Development and Globalisation, MSc in Gender, Media and Culture, MSc in Gender, Policy and Inequalities, MSc in Human Rights, MSc in International Development and Humanitarian Emergencies, MSc in International Relations (Research) and MSc in International Relations Theory. This course is available as an outside option to students on other programmes where regulations permit.

Course content This course will provide students with an overview of militarisation and its gendered basis and effects. Students will be introduced to social critiques of militarisation; the concept of militarised masculinities; different gendered experiences of conflict, violence and war; 'diversity' issues within a variety of national militaries; representations of gender and terror; peacekeeping; and the politics of peace and anti-militarism activities.

Teaching 10 hours of lectures and 10 hours of seminars in the MT. There will be a reading week in week 6 in line with departmental policy.

Formative coursework Essay (1500 words) in the MT and Blog post (250 words) in the MT.

Indicative reading Cockburn, C. (2012) *Anti-militarism: political and gender dynamics of peace movements*, Palgrave. Sjoberg, L., and S. Via, eds. (2010) *Gender, war, and militarism: Feminist perspectives*. New York: Praeger Security International Lorentzen, L.A. and Turpin, J. (eds.) (1998) *The Women and War Reader*, New York University Press. Zillah Eisenstein. (2007). *Sexual Decoys: Gender, Race, and War in Imperial Democracy*. London, UK: Zed Books. Cynthia Enloe. (2000). *Maneuvers: The International Politics of Militarizing Women's Lives*. Berkeley, CA: University of California Press. Robin Riley and Naeem Inayatullah. (2006). *Interrogating Imperialism: Conversations on Gender, Race, and War*. New York, NY: Palgrave Macmillan.

Assessment Project (100%, 4000 words) in the LT. This will be a combined essay-diary.

GI420 –GLOBALISATION, GENDER AND DEVELOPMENT: POLICY AND PRACTICE (HALF UNIT)

Teacher responsible Prof Naila Kabeer COL5.04C

Availability This course is available on the MSc in Development Management, MSc in Development Studies, MSc in Gender, MSc in Gender (Research), MSc in Gender, Media and Culture, MSc in Gender, Policy and Inequalities, MSc in Global Politics, MSc in Human Rights and MSc in Urban Policy (LSE and Sciences Po). This course is available as an outside option to students on other programmes where regulations permit. This course cannot be taken alongside GI407 Globalisation, Gender and Development.

Course content This course deals with theories relating to policy, politics and power in the field of gender and international development. These are explored in greater detail through case studies of feminist struggles over recognition, redistribution, and representation and rights as they play out in relation to various policy issues, including gender-based violence, the care economy, sexuality and reproduction, gender mainstreaming, microfinance, social protection, land rights, gender quotas and collective action. Emphasis is placed on understanding the politics of framing within the policy domain, the tactics and strategies deployed by feminist scholars, advocates and activists in their struggles for interpretive power and the interactions between global institutions and local movements in shaping policy outcomes.

Teaching 15 hours of lectures and 10 hours of classes in the LT. Lectures will be 90 minutes with time for Q and A and followed by 60 minute seminars. There will be a reading week in week 6 in line with departmental policy.

Formative coursework One essay of 1500 words to be handed in midway through the LT.

Indicative reading Benería, L. Berik, G and Floro, M. (2015) Gender, Development and Globalization: Economics as if All people Mattered, London: Routledge. (2nd Edition). Chant, S. (ed.) (2010) International Handbook of Gender and Poverty: Concepts, Research, Policy, Cheltenham: Edward Elgar. Cook, S. and Kabeer, N. (2010) Social Protection as Development Strategy, London: Routledge. Cornwall, A., Edstrom, J. and Greig, A. eds. (2011) Men and Development: Politicising Masculinities, London: Zed Books. Cornwall, A., Harrison, E. & Whitehead, A. (eds) (2007) Feminisms in Development: contradictions, contestations, and challenges, London: Zed Books. Devaki, J. and Elson, D. (2011) Harvesting Feminist Knowledge for Public Policy, IDRC, London: Sage. Escobar, A. (2011) Encountering Development: The Making and Unmaking of the Third World, Princeton Princeton University Press. Jaggar, A. (2014) Gender and Global Justice, Bristol: Polity. Kabeer, N. (2001) The Power to Chose. Bangladeshi women and labour market decisions in London and Dhaka, London: Verso. Kabeer, N. (2003) Gender Mainstreaming in Poverty Eradication and the Millennium Development Goals: a handbook for policy-makers and other stakeholders, London: Commonwealth Secretariat. Long, N., Jingzhong, Y., Yihuan, W. (2012) Rural transformations and development- China in context: the everyday lives of policies and people, Cheltenham: Edward Elgar. Marchand, M. and Runyan, A. (2011) Gender and Global Restructuring, second edition London: Routledge. Milanovic, B. (2016) Global Inequality: A New Approach for the Age of Globalization, Harvard: Harvard University Press. Mirchandani, K. (2012) Phone Clones. Authenticity Work in the Transnational Service Economy, Ithaca: ILR Press. Ong, A. (2010) Spirits of Resistance and capitalist Discipline, 2nd Edition New York: Suny Press. Patel, R. (2010) Working the Night Shift. Women in India's Call Centres, Stanford: University Press. Perrons, D. (2004) Globalization and Social Change, London: Routledge. Visvanathan, N. et.al. (2012) The Women, Gender and Development Reader, London: Zed Books. Selwyn, B. (2014) The Global Development Crisis, Cambridge: Polity Press. Stiglitz, J. (2015) The Great Divide. Unequal Societies and What We Can Do About Them, London: Penguin.

Assessment Essay (100%, 4000 words) in the ST.

GI421 –SEXUALITY, GENDER AND GLOBALISATION (HALF UNIT)

Teacher responsible Prof Clare Hemmings COL5.01C

Availability This course is available on the MSc in Culture and Society, MSc in Gender, MSc in Gender (Research), MSc in Gender, Development and Globalisation, MSc in Gender, Media and Culture, MSc in Gender, Policy and Inequalities, MSc in Global Politics, MSc in Human Rights and MSc in Media and Communications. This course is available as an outside option to students on other programmes where regulations permit.

Course content ‘Sexuality, Gender and Culture’, introduces students to historical and theoretical components of the field, and explores case studies of the development of sexual cultures, identities and social movements from the late 19th century to the present. The course provides theoretical foundations in this area through a case-study based approach. Indicative topics include: colonialism and sexuality, sexualisation of culture; transformation of intimacy; abortion and migration; transgender studies and bisexuality; queer theory and social movements. The course is interdisciplinary and demands a high level of

student participation, but does not require a background in the field. It is also available as a first half of a full unit 'Sexuality, Gender and Globalisation'.

Teaching 20 hours of lectures and 10 hours of classes in the MT. seminars come before lectures

Formative coursework One 1500 word critical analysis to be submitted at the end of week 5 and an essay outline to be submitted at the end of week 9 (for written feedback and discussion in office hours).

Indicative reading M.Jacqui Alexander (1994) 'Not Just (Any) Body Can Be a Citizen: The Politics of Law, Sexuality and Postcoloniality in Trinidad and Tobago and the Bahamas', *Feminist Review*. 48: 5-23. Mark Blasius and Shane Phelan (1997) *We Are Everywhere: a Historical Sourcebook in Gay and Lesbian Politics* (New York: Routledge). Michel Foucault (1978) *History of Sexuality: Vol 1* (New York: Pantheon). Rosemary Hennessy (2000) *Profit and Pleasure: Sexual Identities in Late Capitalism* (New York: Routledge); Audre Lorde (1978 in 1993) 'The uses of the erotic: the erotic as power' in *The Lesbian and Gay Studies Reader* (London: Routledge). Eithne Luibheid (2011) 'Nationalist Heterosexuality, Migrant (Il)legality, and Irish Citizenship Law: Queering the Connections', *South Atlantic Quarterly* 110. 1: 179-204. Gayle Rubin (1984) 'Thinking Sex: Notes for a Radical Theory of the Politics of Sexuality', *The Lesbian and Gay Studies Reader*, eds Abelove and Halperin (Routledge, 1993), pp. 3-44. Laura Ann Stoler (1995) *Race and the Education of Desire* (Durham: Duke University Press);

Assessment Essay (100%, 4000 words) in the LT.

GI422 –SEXUALITY, GENDER AND GLOBALISATION

Teacher responsible Prof Clare Hemmings COL.5.01C

Availability This course is available on the MSc in Gender, MSc in Gender (Research), MSc in Gender, Development and Globalisation, MSc in Gender, Policy and Inequalities, MSc in Global Politics, MSc in Health, Community and Development, MSc in Human Rights and Master of Laws. This course is available as an outside option to students on other programmes where regulations permit.

Course content 'Sexuality, Gender and Globalisation' takes a case-study approach to questions of sexuality, gender and culture (in the first term) and to sexuality in the contexts of globalization (in the second). The full unit considers a variety of ways in which sexuality is central to any understanding of the social world. It is an interdisciplinary course within which feminist and critical race perspectives are used to interpret particular sexual phenomena and contexts – rights, citizenship, fertility, representation, kinship, asylum and technology, for example. . The course will allow a thorough grounding in sexuality and gender studies and includes a high element of student participation. Although it is interdisciplinary, it does not have a pre-requisite.

Teaching 15 hours of lectures and 10 hours of classes in the MT. 20 hours of lectures and 10 hours of classes in the LT.

Formative coursework One 2500 word critical analysis to be submitted at the beginning of week 8 (MT); submission of draft abstract for conference presentation by the beginning of week 6 (LT).

Indicative reading Jacqui Alexander (2006) *Gay Tourism: Culture and Context* (Binghamton, NY:Haworth Press). Sonia Correa et al (2008) *Sexuality, Health & Human Rights* (New York: Routledge). David L Eng (2008) 'Transnational Adoption and Global Woman', *Studies in Gender and Sexuality* 7. 1: 49-59. Kamala Kempadoo (2004) *Sexing the Caribbean: Gender, Race and Sexual Labour* (New York: Routledge). Eithne Luibheid (2006) 'Sexual Regimes and Migration Controls: Reproducing the Irish Nation-State in Transnational Contexts', *Feminist Review*, 83: 60-78. Jasbir Puar (2007) *Terrorist Assemblages: Homonationalism in Queer Times* (Durham: Duke UP); Mitra Rastegar (2013) 'Emotional Attachments and Secular Imaginings: Western LGBTQ Activism on Iran', *GLQ* 19. 1: 1-29. Diane Richardson (2000) 'Constructing Sexual Citizenship, Theorising Sexual Rights', *Critical Social Policy* 20. 1: 105-135. Laura Ann Stoler (1995) *Race and the Education of Desire* (Durham: Duke University Press);

Assessment Essay (70%, 5000 words) in the ST. Presentation (30%) in the LT. The presentation, which will be given at a student conference, includes the submission of a 300-500-word abstract.

GI423 – GLOBALISATION AND SEXUALITY

Teacher responsible Prof Clare Hemmings COL.5.021C

Availability This course is available on the MSc in Gender, MSc in Gender (Research), MSc in Gender, Development and Globalisation, MSc in Gender, Policy and Inequalities, MSc in Global Politics and MSc in Human Rights. This course is available as an outside option to students on other programmes where regulations permit.

Pre-requisites Students wanting to take GI423 but who are not part of a listed degree programme should provide a statement about their reasons for wanting to follow the course. This should include background in sexuality or gender studies, areas of related interest and experience, or other conceptual or theoretical grounding that might be relevant. GI423 is an interdisciplinary course with a high theory content.

Course content 'Globalisation and Sexuality' explores the importance of sexuality for global politics and society. Starting from the assumption that 'sexuality matters' in today's globalised world, the course considers histories, theories and contexts within which the role of sexuality is pivotal. Since sexual identities, rights and health are central to citizenship and to how nations and states relate to one another contemporarily, this course combines theory and case study to think through how as well as why sexuality has become so important. Students will be introduced to theories of sexual citizenship and rights, homonationalism and homophobia, affect and fantasy, sexuality and labour, and use these to explore topics such as sex tourism, lesbian and gay asylum, abortion, sexual violence and sexual cultures globally. The course is interdisciplinary and takes a transnational approach to sexuality and globalisation. Students will join existing students taking the full unit GI422 for lectures, but may have separate seminars.

Teaching 20 hours of lectures and 20 hours of classes in the LT. Seminars precede lectures on the same day.

Formative coursework An abstract of the student essay (up to 300 words) submitted on Friday of week 5, with written feedback; a detailed outline (up to 2000 words) of the essay to be submitted by Monday of week 9, with written and in person feedback in office hours before the end of term.

Indicative Jacqui Alexander (2006) *Gay Tourism: Culture and Context* (Binghamton, NY: Haworth Press). Rutvica Andrijasevic (2014) 'The Figure of the Trafficked Victim: Gender, Rights and Representation', *The Handbook of Feminist Theory* (London: Sage), pp. 359-373. Sonia Corrêa et al (2008) *Sexuality, Health and Human Rights* (New York: Routledge), Paisley Currah, Richard Juang and Shannon Minter (2006) *Transgender Rights* (University of Minnesota Press). Angela Davis (1981) 'Racism, Birth Control and Reproductive Rights', *Women, Race and Class* (New York: Vintage Books), pp. 202-221. Fatima El-Tayeb (2012) "'Gays Who Cannot Properly be Gay": Queer Muslims in the Neoliberal European City', *European Journal of Women's Studies* 19.2: 79-95. Jasbir Puar (2007) *Terrorist Assemblages: Homonationalism in Queer Times* (Durham: Duke UP); Laura Ann Stoler (1995) *Race and the Education of Desire* (Durham: Duke University Press);

Assessment Essay (100%, 4000 words) in the ST. Final essay due Monday week 1 of summer term

GI425 –WOMEN, PEACE AND SECURITY

Teacher responsible Dr Marsha Henry GI and Prof Christine Chinkin WPS

Availability This course is available on the MSc in Conflict Studies, MSc in Gender, Development and Globalisation, MSc in Gender, Policy and Inequalities, MSc in Human Rights, MSc in International Development and Humanitarian Emergencies and MSc in Media, Communication and Development. This course is available with permission as an outside option to students on other programmes where regulations permit

Course content This course provides a critical examination of peace and security issues affecting women in conflict and postconflict contexts. In particular, the course focuses on the UN Women, Peace and Security (WPS) agenda, originating in the UN Security Council Resolution 1325 (2000) through to subsequent resolutions addressing issues of participation, protection, prevention and peacebuilding, especially in regard to women. The course examines a range of these issues through a gender and feminist lens. Topics include: the socio-legal context of Women, Peace and Security; definitions and scope of gender-based and sexual violence in conflict; the history of Women, Peace and Security laws and policies; sexual violence, combating impunity and addressing accountability; peace processes and women's participation; gender, peacekeeping and humanitarian assistance; women, war and security: civil society and WPS; and evaluation of a range of different critiques of the Women, Peace and Security agenda.

Teaching 15 hours of lectures and 10 hours of seminars in the LT. Students will have a reading week in Week 6 in line with departmental policy.

Formative coursework Students will be expected to produce 1 essay in the LT

Indicative reading R Buss, D., Lebert, J., Rutherford, B., Sharkey, D., & Aginam, O. (Eds) (2014) *Sexual Violence in Conflict and Post-Conflict Societies: International Agendas and African Contexts*, Routledge; Cohn, C. (Eds) (2013) *Women and Wars*, Polity Press; Olonisakin, F., Barnes, K., & Ikpe, E. (Eds) (2010) *Women, Peace and Security: Translating Policy into Practice*, Routledge; Otto, D. and Heathcote, G. (Eds) (2014) *Rethinking Peacekeeping, Gender Equality and Collective Security: An Introduction*, Routledge;

Global Study on Preventing Conflict, Transforming Justice, Securing Peace: A Global Study on the Implementation of United Nations Security Council Resolution 1325.

Assessment Essay (100%, 4000 words) in the ST. Summative assessment to be submitted in the first week of ST.

GI426 –GENDER AND HUMAN RIGHTS (HALF UNIT)

Teacher responsible Dr Sumi Madhok

Availability This course is available on the MSc in Gender, MSc in Gender (Research), MSc in Gender, Development and Globalisation, MSc in Gender, Media and Culture, MSc in Gender, Policy and Inequalities, MSc in Human Rights, MSc in International Relations, MSc in International Relations (Research), MSc in International Relations Theory and Master of Laws. This course is available with permission as an outside option to students on other programmes where regulations permit.

Pre-requisites A background in the Humanities and/or the Social Sciences.

Course content This course will provide the students with a transnational gender perspective on contemporary theories and practices of rights/human rights and humanitarianism. It brings together different sets of scholarship: gender theories, queer and postcolonial scholarship, theoretical perspectives on human rights along side with legal and policy perspectives - and will be of interest to students wanting to study the question of human rights in an interdisciplinary manner but also one that is crucially sutured to the question of gender. Consequently, the course will introduce students to several key theorists: Hannah Arendt, Giorgio Agamben, Jacques Ranciere, Gayatri Spivak, Judith Butler, Christine Chinkin, Catherine MacKinnon, Wendy Brown among others while drawing attention to the evolution and working of international legal frameworks for securing women's rights and other marginal groups. The course will pay special attention to the struggles over 'humanity' and 'civilisation' as well as to tensions between citizenship rights (now thought in terms of global citizenship.) and human rights, and the transformation of the former in the light of the latter. It will also focus on feminist demands and struggles over rights such as those to sexuality, sexual rights, bodily rights, culture and citizenship; entitlements to material resources; to gendered protections in conflict, peacekeeping and war; and to vulnerability and precarity under neoliberal economic and political regimes.

Teaching 10 hours of lectures and 10 hours of seminars in the MT.

Students on this course will have a reading week in Week 6, in line with departmental policy.

Formative coursework Review of a key theorist that students have read on the course. Weekly Learning Diary.

Indicative reading Essential readings: Abu Lughod, L. (2013) 'Do Muslim Women Need Saving', Harvard University Press. Agamben, Giorgio. Homo sacer: Sovereign power and bare life. Stanford University Press, 1998. Arendt, Hannah. The Origins of Totalitarianism. Houghton Mifflin Harcourt, 1973. Balibar, Étienne. Equaliberty: Political Essays. Duke University Press, 2014. Butler, Judith, and Athena Athanasiou. Dispossession: The performative in the political. John Wiley & Sons, 2013. Douzinas, C and Connor Gearty. (2014) 'The Meanings of Rights', Cambridge University Press. Fassin, D. (2012) 'Humanitarian Reason', Harvard University Press. Freeman, M, C. Chinkin and B. Rudolf eds. (2012) The UN Convention on the Elimination of All Forms of Discrimination against Women : A Commentary, Oxford University Press. Moyn, Samuel (2010) 'The Last Utopia', Columbia University Press. Sonia Correa, Rosalind Petchesky and Richard Parker (eds.) Sexuality, Health and Human Rights (New York: Routledge, 2008). Richardson Diane, "Constructing Sexual Citizenship, Theorising Sexual Rights", in J. Shaw and I. Stiks, ed. The International Library of Essays on Rights: Citizenship Rights. London, UK: Ashgate, 2013. Recommended readings: Feldman, Ilana, and Miriam Ticktin. (2010) 'In the name of humanity: the government of threat and care'. Duke University Press. Brown Wendy (2015) 'Undoing the Demos'. Chatterjee, P. (2004) 'Politics of the Governed'.

Assessment Essay (50%, 2000 words) in January. Other (50%) in February. One essay - unseen - 2000 words, due week 1, LT. In-depth Research and Review Report - 2000 words, due week 6, LT. (Students are expected to apply the key theories, frameworks and critiques they have encountered in the course to prepare a review of a human rights policy, legal instrument or struggle of their choosing).

DEPARTMENT OF GOVERNMENT

GV408 - CONTEMPORARY DISPUTES ABOUT JUSTICE (HALF UNIT)

Teacher responsible Mr David Axelsen

Availability This course is available on the MSc in Human Rights and MSc in Political Theory. This course is available as an outside option to students on other programmes where regulations permit. This course is capped at two groups. The deadline for receipt of applications will be 12 noon, Monday, 3 October 2016. You will be informed of the outcome by 12 noon, Wednesday, 5 October 2016.

Pre-requisites None, though some previous exposure to normative political theory may be an advantage

Course content The course offers a critical analysis of key debates about distributive justice which have followed the publication of John Rawls' A Theory of Justice in 1971. The first part of the course focuses on Rawlsian and post-Rawlsian methods of normative justifications in relation to (distributive) justice in general and on the problematic extension of Rawls' domestic theory of justice to the global domain. Particular attention will be paid in which issues of global justice introduce new methodological and substantive issues into normative theorizing and how these have been dealt with. The second part of the course delves into more specific issues concerning possible obligations of justice arising from global inequality and poverty. For example, we shall discuss whether and the extent to which there are universal values - and analyse the theoretical arguments for and against having such values institutionalized in the form of human rights. We shall consider the extent to which collective solidarity is limited to (and constrained by) nation-states, and how feelings of solidarity can be said to bear on obligations across borders. And we shall ask whether relations of trade, (colonial) history, cultural and linguistic similarity, and/or geographical proximity influence such obligations.

Teaching 20 hours of seminars in the LT. There will be a reading week in week 6 of the LT for private study and formative/summative assessment preparation.

Formative coursework All students are expected to submit one non-assessed essay of up to 2500 words, which will be marked and commented on but does not count towards formal assessment of this course.

Indicative reading J. Rawls, A Theory of Justice; Charles Beitz, Political Theory and International Relations; Thomas Pogge, World Poverty and Human Rights; Lea Ypi, Global Justice & The Political Avant-Garde; Charles Beitz, The Idea of Human Rights; David Miller, National Responsibility & Global Justice; Martha Nussbaum, Women & Human Development; Kwasi Wiredu, Cultural Universals and Particulars: An African Perspective; Laura Valentini, Justice in a Globalized World; Gilian Brock, Global Justice: A Cosmopolitan Account.

Assessment Essay (100%, 5000 words).

GV465 – WAR, PEACE AND THE POLITICS OF NATIONAL SELF-DETERMINATION (HALF UNIT)

Teacher responsible Prof Sumantra Bose CON-407

Availability This course is available on the CEMS Exchange, IMEX Exchange, MSc in Comparative Politics, MSc in Empires, Colonialism and Globalisation, MSc in Global Politics, MSc in Human Rights and MiM Exchange. This course is available with permission as an outside option to students on other programmes where regulations permit. Priority consideration will be given to students taking the MSc Comparative Politics and the MSc Global Politics. Students on other programmes (including MSc Human Rights, MSc Empires, Colonialism, Globalisation, MSc International Relations and MA/MSc History of International Relations) are welcome to apply and will be admitted subject to availability of space. Students on all programmes are required to obtain permission from the teaching department to take this course. This course is capped at 4 groups, and admission cannot be guaranteed. ALL interested students must apply online via LSEForYou (LFY) as per the stipulated procedure and by the deadline which is Wednesday 28 September 2016. Students should write a brief, one-paragraph rationale for wishing to take the course in the application.

Course content This course examines some of the most intractable and violent disputes over sovereignty and national self-determination in the world today, and inquires into the prospects of moving from war to peace through accommodation and compromise. The conflicts studied are drawn from the Middle East (Israel and Palestine), South Asia (Kashmir, Sri Lanka), the Balkans (former Yugoslavia and within it, Bosnia-Herzegovina and Kosovo) and the EU area (Northern Ireland, Cyprus). Students are exposed to the specific histories and contexts of these cases but are also encouraged to think comparatively across countries and regions. The course materials are online on Moodle, the LSE's electronic teaching and learning system. Are disputes arising from conflicting claims to national self-determination inherently of a zero-sum nature, or can they be resolved? If the latter, how? What factors drive conflict at the local level?

Which sorts of institutional arrangements might be able to anchor peace settlements? Can we draw useful comparative lessons from the experience of peace processes that have sought or seek to craft solutions to this type of conflict in diverse parts of the contemporary world? What roles can international actors— influential and/or interested foreign states, regional alliances of states, multilateral institutions—play in such processes and their outcomes?

Teaching 15 hours of lectures and 9 hours of seminars in the MT. Ten lectures and nine seminars in the MT. The first lecture is a set-up and introductory session and lasts two hours. The other nine lectures are 1.5 hours each. There will be a reading week in week 6 of the MT for private study and assessment preparation.

Formative coursework Students will be required to prepare and make one seminar presentation and write one unassessed essay of 1,500 words.

Indicative reading Sumantra Bose, *Contested Lands: Israel-Palestine, Kashmir, Bosnia, Cyprus and Sri Lanka* (2007); Edward Said, *The Question of Palestine* (1980); Bernard Wasserstein, *Israel and Palestine* (2004); John McGarry (ed.), *Northern Ireland and the Divided World* (2001); Sumantra Bose, *Kashmir: Roots of Conflict, Paths to Peace* (2003); David Hannay, *Cyprus: The Search for a Solution* (2005); Sumantra Bose, *Bosnia after Dayton: Nationalist Partition and International Intervention* (2002); Sumantra Bose, *States, Nations, Sovereignty: Sri Lanka, India and the Tamil Eelam Movement* (1994).

Assessment Research project (100%). A paper of 5,000 words, due in the ST, will determine 100% of the final grade. Students have wide latitude in choosing the topic of their assessed paper, in consultation with the instructor. Students can choose to write on one of the assigned seminar presentation questions, or modify one of those questions, or formulate a research question of their choice.

GV4B7 – THE LIBERAL IDEA OF FREEDOM (HALF UNIT)

Teacher responsible Mr David Axelsen

Availability This course is available on the MSc in Human Rights and MSc in Political Theory. This course is available with permission as an outside option to students on other programmes where regulations permit. This course is capped at two groups. The deadline for enrolments will be 12 noon, Monday, 3 October 2016. You will be informed of the outcome by 12 noon, Wednesday, 5 October 2016

Pre-requisites Basic familiarity with concepts and methods in normative political theory.

Course content The concept of freedom is often invoked in political life. Many policies and broader political agendas are justified in its name. In fact, an entire political ideology, 'liberalism' (arguably the dominant one in the Western world) appears to be built around the idea of freedom. But what, exactly, does freedom mean? Is freedom best understood in terms of absence of interference or in terms of non-domination? Is one made unfree only when one's rights are violated? Does poverty constitute a constraint on freedom? And could citizens of an authoritarian regime be described as free? These are some of the questions addressed in this module. Depending on the particular year in which the module is taught, the approach taken may be either historical or contemporary-analytic or a combination of the two. Consequently, authors discussed may include key historical thinkers such as Hobbes, Locke, Rousseau, and Kant, as well as contemporary scholars such as Isaiah Berlin, Charles Taylor, Philip Pettit, Quentin Skinner, Amartya Sen and others. The overall aim of the course is to enable students to assess the quality and strength of different theorists' conceptions of freedom and to deploy those conceptions in the analysis and justification of some core institutions within the liberal state.

Teaching 20 hours of seminars in the LT. Two-hour weekly sessions in the LT. There will be a reading week in week 6 of the LT for advice and feedback.

Formative coursework All students are expected to submit one formative (non-assessed) essay.

Indicative reading Isaiah Berlin, 'Two Concepts of Liberty' in Berlin, *Liberty* (edited by Henry Hardy); Gerald MacCallum, 'Negative and Positive Freedom', in *Philosophical Review*, 76 (1967); Phillip Pettit, *A Theory of Freedom*; I. Carter, 'The Independent Value of Freedom', *Ethics*, 105 (1995), 819-45; Robert Nozick, *Anarchy, State, and Utopia*; G. A. Cohen, 'Capitalism, Freedom and the Proletariat' in Miller (ed.) *Liberty*; John Stuart Mill, *On Liberty*; Jean-Jacques Rousseau, *The Social Contract*; Thomas Hobbes, *Leviathan*; John Locke, *Second Treatise of Government*; Immanuel Kant, *The Metaphysics of Morals*.

Assessment Essay (100%, 4000 words). The extended essay will be based on a topic examined in the course.

GV4C2 – GLOBALISATION, CONFLICT AND POST-TOTALITARIANISM (HALF UNIT)

Teacher responsible Prof Mary Kaldor 50L2.06 and Denisa Kostovicova

Availability This course is available on the MSc in African Development, MSc in Comparative Politics, MSc in Conflict Studies, MSc in Global Media and Communications (LSE and Fudan), MSc in Global Media and Communications (LSE and USC), MSc in Global Politics, MSc in Human Rights and MSc in International Development and Humanitarian Emergencies. This course is available with permission as an outside option to students on other programmes where regulations permit. The students of MSc in Conflict Studies, MSc in Global Politics, MSc in Global Politics (Global Civil Society), and MSc in Comparative Politics have priority access to the course in the listed order. This course has limited availability (is capped), and requires that students (regardless of Department or MSc programme) obtain permission from the teacher responsible. It is capped at 2 groups. The deadline for receipt of applications will be 12 noon, on Monday, 3 October 2016. You will be informed of the outcome by 12 noon, Wednesday 5 October 2016.

Course content The course offers a theoretically informed account of the challenges faced by post-totalitarian transition countries emerging out of totalitarian regimes in the era of globalisation, and examines them empirically in reference to examples from the Balkans, the Caucasus and the Middle East. The regions chosen are those which have experienced particular difficulties in effecting a peaceful process of transition to democracy, market economy and integration in a multilateral system. The course will start with an introduction to theories of globalisation and the reasons why the legacy of totalitarianism is different from the legacy of classic authoritarian states. The course is structured around three issue areas: political ideologies and state breakdown; transition economy and organised crime; post-totalitarian society. It looks at nationalism linked to global diasporas and fundamentalist networks, new wars in the context of international intervention, and international protectorates. Transition economy includes both an introduction to transition strategies (privatisation, liberalisation and macro-economic stabilisation) as well as the perverse effects of illegal economic networks and organised crime stemming both from the totalitarian past and the impact of globalisation. The last block of questions investigates post-totalitarian societies from the perspective of transition justice, (un)civil societies and new minorities. While analysing these issues accompanied with relevant regional illustrations particular attention is made to grasp unique aspects of post-totalitarianism triggered by the simultaneity of transition and globalisation.

Teaching 10 hours of lectures and 15 hours of seminars in the MT. There will be a reading week in week 6 of the MT in which activities will focus on preparing for the assessed essay

Formative coursework All students are expected to produce one written essay, plus one short presentation on topics assigned to them.

Indicative reading Mary Kaldor, *New and Old Wars: Organised Violence in a Global Era*, Polity, 1999; Denisa Kostovicova and Vesna Bojicic-Dzelilovic (eds) *Persistent State Weakness in the Global Age*, Ashgate, 2009; Miles Kahler and Barbara F. Walter (eds) *Territoriality and Conflict in an Era of Globalization*, Cambridge University Press, 2009; Robin Cohen, *Global Diasporas: an Introduction*, UCL Press, 1997; Mark Juergensmeyer, *Terror in the Mind of God: the Global Rise of Religious Violence*, University of California Press, 2000; Anthony Giddens, *Runaway World: How Globalisation is Reshaping our Lives*, Profile, 2002; Ruti Teitel, *Humanity's Law*, Oxford University Press, 2011; Naomi Roht-Arriaza and Javier Mariezcurrena (eds) *Transitional Justice in the Twenty-first Century: Beyond Truth versus Justice*, Cambridge University Press, 2006; Cohen Stanley, *States of Denial: Knowing About Atrocities and Suffering*, Cambridge, UK, Polity, Malden, MA, Blackwell Publishers, 2001; R Naylor, *Wages of Crime: Black Markets, Illegal Finance and the Underworld Economy*, Cornell University Press, 2002; Richard Caplan, *International Governance of War-Torn Territories: Rule and Reconstruction*, Oxford University Press, 2005; Petr Kopecky & Cas Mudde (eds), *Uncivil Society?: Contentious Politics in Post-Communist Europe*, Routledge, 2002; David Chandler, *International Statebuilding: The Rise of Post-Liberal Governance*, Routledge, 2010; Rory Stewart and Gerald Knaus, *Can Intervention Work?*, W.W. Norton, 2011.

Assessment Essay (100%, 5000 words) in the LT.

GV4D7 – DILEMMAS OF INEQUALITY (HALF UNIT)

Teacher responsible Dr Sarah Goff CON 4.11

Availability This course is available on the MSc in Gender, MSc in Gender, Development and Globalisation, MSc in Gender, Media and Culture, MSc in Gender, Policy and Inequalities, MSc in Human Rights, MSc in Inequalities and Social Science and MSc in Political Theory. This course is available as an outside option to students on other programmes where regulations permit. This course is capped at 3 groups. The deadline for enrolments will be 12 noon, Monday, October 3 2016. You will be informed of the outcome by 12 noon, Wednesday, 5 October 2016

Course content The course starts with the general question of why (or if) equality matters. It then introduces some of the major debates in the contemporary egalitarian literature: equality of what; equality of opportunity versus equality of outcome; luck egalitarianism versus relational equality. Throughout the course, and particularly in the latter half, we consider concrete social problems and dilemmas faced by those who are committed to the ideal of equality. Topics covered this year include global inequalities, discrimination, and policies that aim to reduce gender inequality.

Teaching 10 hours of lectures and 10 hours of seminars in the MT. There will be a reading week in week 6 of the MT for private study and assessment preparation.

Formative coursework Students will submit a short formative essay (up to 1500 words) and will be given feedback on this before submitting their assessed coursework.

Indicative reading Samantha Brennan 'Feminist Ethics and Everyday Inequalities' *Hypatia* 24, 2009; Derek Parfit, 'Equality and Priority' *Ratio* 10, 1997; Ronald Dworkin, *Sovereign Virtue: the Theory and Practice of Equality* (Harvard University Press, 2000); Clare Chambers, 'Every Outcome is Another Opportunity: Problems with the Moment of Equal Opportunity' *Politics, Philosophy, and Economics* 8, 2009; Charles Beitz, 'Does Global Inequality Matter?' *Metaphilosophy* 32, 2001; Elizabeth Anderson, 'What is the Point of Equality?' *Ethics* 109, 1999; Shlomi Segall, 'What's so Bad about Discrimination?' *Utilitas* 24, 2012; Heath Fogg Davis, 'Sex-Classification Policies as Transgender Discrimination: An Intersectional Critique' *Perspectives on Politics* 12, 2014

Assessment Essay (100%, 5000 words).

DEPARTMENT OF INTERNATIONAL DEVELOPMENT

DV418 - AFRICAN DEVELOPMENT (HALF UNIT)

Teacher responsible Prof Thandika Mkandawire CON. H802

Availability This course is compulsory on the MSc in African Development. This course is available on the MPA in International Development, MSc in Anthropology and Development, MSc in Anthropology and Development Management, MSc in Development Management, MSc in Development Studies, MSc in Global Politics, MSc in Human Rights, MSc in International Development and Humanitarian Emergencies, MSc in Political Economy of Late Development, MSc in Population and Development, MSc in Urban Policy (LSE and Sciences Po) and MSc in Urbanisation and Development. This course is not available as an outside option. Please note that in case of over-subscription to this course priority will be given to students from the Department of International Development and its joint degrees (where their regulations permit).

Course content The major concern of the course is with the political economy of African development, to examine processes of economic, political, social and cultural change in Sub-Saharan Africa. It provides critical analysis of key development interventions and processes. It seeks to combine general theoretical overviews with country case studies illustrating the variety of experiences and trajectories. It does not aim to provide a comprehensive coverage of development issues or of regions. Course content will vary from year to year, depending on the specialities of staff. Attention is paid to legacies of the colonial encounter; the constraints and opportunities presented by African countries' positions in the global economy; the political economy of industrialisation and agrarian transformation, resource mobilisation; trade diversification; institutional reforms and state capacity. Attention will also be paid to social policy with special focus on issues such as social protection, cash transfers, Millennium Development Goals, horizontal inequality and conflict.

Teaching 15 hours of lectures and 15 hours of seminars in the LT. 1 hour and 30 minutes of lectures in the ST. There will be a ninety minute revision session in late LT or early ST.

Formative coursework Students will write a 2,000 word essay chosen from class questions and in discussion with the course leader, to be submitted by the beginning of week 6 of Lent Term.

Indicative reading A detailed weekly reading list will be provided at the first course meeting. The following readings provide an introduction to the course:

Paul Nugent, *Africa Since Independence: A Comparative History*, Palgrave Macmillan: 2004; Nick Van de Walle, *African Economies and the Politics of Permanent Crisis*, Cambridge: Cambridge University Press, 2001; Robert Bates, *Markets and States in Tropical Africa*, Berkeley and Los Angeles: University of California Press, 1981; G. Hyden, *No Shortcuts to Progress: African Development Management in Perspective*, London: Heinemann, 1983; Mahmood Mamdani, *Citizen and Subject: Contemporary Africa and the Legacy of Late Colonialism*, London: James Currey, 1996; C Clapham, *Africa and the International System*, Cambridge: CUP, 1996; T Callaghy and J Ravenhill (eds), *Hemmed In: Responses to Africa's Economic Decline*, New York: Columbia University Press, 1993; R Joseph (ed.), *State, Conflict and*

Democracy in Africa, Boulder, Co.: Lynn Rienner, 1999; B Wisner, C Toulmin and R Chitiga (eds) Towards a New Map of Africa, London: Earthscan, 2005. W Harbeson and D Rothchild ed.: Africa in World Politics: Reforming Political Order (4th edition: 2009). Hossein Jalilian, Michael Tribe and John Weiss eds. Cheltenham, Industrial Development and Policy in Africa - Issues of De-Industrialisation and Development Strategy. UK: Edward Elgar, Mkandawire, Thandika and Charles Soludo. 1999. Our Continent, Our Future: African Perspectives on Structural Adjustment. Dakar/Trenton, NJ: CODESRIA/African World Publications, Moss, Todd J. 2007. African development: making sense of the issues and actors. Boulder: Lynne Rienner Publishers; UNCTAD. 2002. Economic Development in Africa: From Adjustment to Poverty Reduction: What is New. Geneva: United Nations.; White, Howard and Tony Killick. 2001. African poverty at the millennium: causes, complexities, and challenges. Washington, DC: World Bank.; World Bank. 2000. Can Africa Claim the 21st Century? Washington, DC: World Bank., Belshaw, Deryke and Ian Livingstone eds. 2003. Renewing development in Sub-Saharan Africa: policy, performance and prospects. London: Vishnu Padayachee (ed), 2010 The Political Economy of Africa Routledge; Radelet. 2010. Emerging Africa: How 17 countries are leading the way. Washington, DC: Centre for Global Development.; Bates, R. H. 2008. When things fell apart: state failure in late-century Africa: Cambridge Univ Pr.; Laremont, Ricardo Rene (ed). 2005. Borders, Nationalism and the African State. Boulder, CO and London: Lynne Rienner

Assessment Exam (80%, duration: 2 hours) in the main exam period. Essay (20%, 2000 words) in the ST.

DV428 - MANAGING HUMANITARIANISM (HALF UNIT)

Teacher responsible Dr Stuart Gordon

Availability This course is compulsory on the MSc in International Development and Humanitarian Emergencies. This course is available on the MPA in European Public and Economic Policy, MPA in International Development, MPA in Public Policy and Management, MPA in Public and Economic Policy, MPA in Public and Social Policy, MSc in African Development, MSc in Anthropology and Development, MSc in Anthropology and Development Management, MSc in Conflict Studies, MSc in Development Management, MSc in Development Studies, MSc in Environment and Development, MSc in Global Politics, MSc in Health, Community and Development, MSc in Human Rights, MSc in International Migration and Public Policy, MSc in Political Economy of Late Development, MSc in Population and Development and MSc in Social Policy and Development: Non-Governmental Organisations. This course is available with permission as an outside option to students on other programmes where regulations permit. Please note that in case of over-subscription to this course priority will be given to students from the Department of International Development's MSc Development Management, MSc Development Studies, MSc Development Studies (Research), MSc African Development and then its joint degrees (where their regulations permit).

Course content The course looks at international, national and local responses to conflict and natural disasters. Building on an analysis of the causes, construction and consequences of humanitarian disasters, this course focuses on humanitarian actors (including aid workers, journalists, physicians, government officials, soldiers, politicians and peace negotiators). It considers the principles and the politics of humanitarian action, exploring the overlaps and tensions between practices of humanitarian assistance and other forms of political and military intervention. It looks at how differing forms of humanitarianism relate to ideas of human rights and justice, the politics of securitisation and of neglect. It looks at the explanation as to why humanitarian organisations and governments respond to some crises and not to others and considers the critique of humanitarian assistance and the ways in which the UN and NGO communities have responded and sought to professionalise their activities. The course also looks at how recipients of humanitarian aid respond to these programmes, and in some cases subvert or transform them into quite different projects. Case studies will be drawn primarily from Africa, Central and South Asia and Latin America. However, there is also likely to be discussion of ongoing humanitarian emergencies, wherever they are located.

Teaching 20 hours of lectures and 15 hours of seminars in the MT. 2 hours of lectures in the LT. The course will be taught in the Michaelmas Term and will consist of 10 lectures of 120 minutes each. Five to six voice of experience lectures of up to two hours (from 1800 on Mondays or Thursdays depending on speaker availability), and ten seminars of one-and-a-half hours (various days and times). There will be a two hour revision session in late LT.

Formative coursework Students will receive feedback on seminar group presentations and have the option to write a practice essay under take-home exam conditions, not exceeding 2,000 words. Essay topics will relate to seminar discussions and lecture material covered to date. Students will receive an indicative grade and written feedback before the end of the term.

Indicative reading Stuart Gordon and Antonio Donini 'Romancing Principles and Human Rights - Are Humanitarian Principles Salvageable?' International Review of the Red Cross international Review of the

Red Cross / Volume 97 / Issue 897-898 / June 2015, pp 77-109. M. Barnett (2011), *Empire of Humanity: A History of Humanitarianism*, Ithaca: Cornell University Press; M. Barnett, M. Barnett & T. G. Weiss (Eds.), 2008. *Humanitarianism in Question Politics Power and Ethics*, Ithaca: Cornell University Press; A. De Waal, 1997. *Famine Crimes: Politics and the Disaster Relief Industry in Africa*. London: James Currey. Loescher (2001) *The UNHCR and World Politics*, Oxford University Press. D. Rieff (2002) *A Bed for the Night: Humanitarianism in Crisis*, Vintage/Random House.

Assessment Take home exam (100%) in the ST. The paper will be released via the course Moodle site. Please note that as this is a three-day take-home examination, extensions for disabilities will apply in exceptional circumstances. Students who cannot commit to be available for the exam period may NOT register for this course.

DEPARTMENT OF INTERNATIONAL RELATIONS

IR464 - THE POLITICS OF INTERNATIONAL LAW (HALF UNIT)

Teacher responsible Dr Viviane Dittrich

Availability This course is available on the MSc in China in Comparative Perspective, MSc in Global Politics, MSc in Human Rights, MSc in International Relations, MSc in International Relations (LSE and Sciences Po), MSc in International Relations (Research), MSc in International Relations Theory, MSc in Political Theory and MSc in Theory and History of International Relations. This course is not available as an outside option.

Course content An introduction to the politics of the creation and implementation of international law, intended for non-lawyers. The course focuses on the areas of international law most relevant to International Political Theory: human rights, the use of force and international crime, and examines the increasing legalization of international politics, the tensions between international politics and international law, alternatives to international law and international law post 9/11.

Watch a short introductory video on this course: <http://www2.lse.ac.uk/internationalRelations/video/IR464-PIL-video.aspx>

Teaching 20 hours of seminars in the LT. 4 hours of seminars in the ST. There are no lectures on the course, but there are a number of voluntary workshops as well as a voluntary class trip to international courts in The Hague. Students on this course will have a reading week in Week 6, in line with departmental policy

Formative coursework A 2000-2500 word essay.

Indicative reading Alter, K. *The New Terrain of International Law* (Princeton, 2014); Armstrong, D. *International Law & International Relations* (Cambridge, 2007); Bass, G *Stay the Hand of Vengeance: The Politics of War Crimes Tribunals* (Princeton UP, 2000); Charlesworth, H. & Chinkin, C. *The Boundaries of International Law* (Manchester UP, 2000); Koskeniemi, M. *The Politics of International Law* (Hart, 2011); Maogoto, J. *War Crimes and Realpolitik: International Justice from World War I to the 21st Century* (Lynn Rienner, 2004); McGoldrick, D. *From 9-11 to the Iraq War 2003: International Law in an Age of Complexity* (Hart Publishing, 2004); Orford, A. *Reading Humanitarian Intervention* (Cambridge, 2003); Reus-Smit, C. ed. *The Politics of International Law* (Cambridge, 2004); Simpson, G. *Law, War & Crime* (Polity, 2007).

Assessment Exam (50%, duration: 2 hours) in the main exam period. Essay (50%, 4000 words) in the LT.

IR466 – GENOCIDE (HALF UNIT)

Teacher responsible Dr Jens Meierhenrich CLM 6.07

Availability This course is available on the MSc in Conflict Studies, MSc in Global Politics, MSc in Human Rights, MSc in International Relations, MSc in International Relations (LSE and Sciences Po), MSc in International Relations (Research), MSc in International Relations Theory and MSc in Theory and History of International Relations. This course is available with permission as an outside option to students on other programmes where regulations permit. The course is available as an outside option. All students are required to obtain permission from the Teacher Responsible by completing the Student Statement box on the online application form linked to course selection on LSE for You. Admission is not guaranteed.

Course content This seminar course provides an introduction to the study of genocide. The course's disciplinary ambit ranges from anthropology to economics, from history to law, and from political science to sociology. Against the background of diverse disciplinary approaches, it explores major theoretical and empirical aspects of the role(s) of genocidal campaigns in international politics, inter alia, their origins, development, and termination; the manner of their perpetration, progression, and diffusion; their impact on

the maintenance of international peace and security; their consequences for the reconstruction and development of states and the building of nations; and their adjudication in domestic and international courts and tribunals. Empirical cases to be discussed include Australia, Cambodia, China, the Democratic Republic of Congo, East Timor, Nazi Germany, Guatemala, Iraq, Northern Ireland, the Ottoman Empire, Rwanda, Uganda, the Soviet Union, Sudan, and the former Yugoslavia, among others. The course is designed to equip students with the analytic tools necessary for making sense of the evolution of the international system from the nineteenth century to the present and for critically assessing the promise and limits of responding to collective violence.

Teaching 20 hours of seminars in the LT.

Formative coursework One x 2,000 word essay.

Indicative reading Christopher R. Browning, *The Origins of the Final Solution: The Evolution of Nazi Jewish Policy, September 1939-March 1942*, with contributions by Jürgen Matthäus (London: Heinemann, 2004). Virginia Page Fortna, *Does Peacekeeping Work? Shaping Belligerents' Choices after Civil War* (Princeton: Princeton University Press, 2008). Robert Gellately and Ben Kiernan, eds., *The Specter of Genocide: Mass Murder in Historical Perspective* (Cambridge: Cambridge University Press, 2003). John Hagan and Wenona Rymond-Richmond, *Darfur and the Crime of Genocide* (Cambridge: Cambridge University Press, 2008). Stathis N. Kalyvas, *The Logic of Violence in Civil War* (Cambridge: Cambridge University Press, 2006). Michael Mann, *The Dark Side of Democracy: Explaining Ethnic Cleansing* (Cambridge: Cambridge University Press, 2005). Jens Meierhenrich, *Genocide: A Reader* (Oxford: Oxford University Press, 2014). Jens Meierhenrich, *Genocide: A Very Short Introduction* (Oxford: Oxford University Press, 2016). Anne Orford, *International Authority and the Responsibility to Protect* (Cambridge: Cambridge University Press, 2011). Filip Reyntjens, *The Great African War: Congo and Regional Politics, 1996-2006* (Cambridge: Cambridge University Press, 2009). William A. Schabas, *Genocide in International Law: The Crimes of Crimes*, Second edition (Cambridge: Cambridge University Press, 2009). Karen E. Smith, *Genocide and the Europeans* (Cambridge: Cambridge University Press, 2010). Wolfgang Sofsky, *The Order of Terror: The Concentration Camp*, translated by William Templer (Princeton: Princeton University Press, [1993] 1997). Charles Tilly, *The Politics of Collective Violence* (Cambridge: Cambridge University Press, 2003). Eric D. Weitz, *A Century of Genocide: Utopias of Race and Nation* (Princeton: Princeton University Press, 2003).

Assessment Exam (100%, duration: 2 hours) in the main exam period.

DEPARTMENT OF LAW

LL4A6 – CLIMATE CHANGE AND INTERNATIONAL LAW (HALF UNIT)

Teacher responsible Dr Stephen Humphreys NAB5.12

Availability This course is available on the MSc in Environment and Development, MSc in Environmental Policy and Regulation, MSc in Human Rights, Master of Laws and Master of Laws (extended part-time study). This course is available with permission as an outside option to students on other programmes where regulations permit. This course is capped at 30 students. Students must apply through Graduate Course Choice on LSEforYou

Course content This course covers the international law dealing with climate change with a view to assessing how the harms and burdens associated with climate change are governed and allocated in different legal regimes. The course adopts the stance that the political and legal questions raised by climate change cannot be addressed by reference to climate change law alone or even international environmental law as a whole. Climate change gives rise to a series of profound problems touching upon a range of bodies of law (trade, human rights, migration, investment, state responsibility) in a complex political and ethical environment. In approaching climate change as a concrete concern relevant to these various bodies of law and practice, the course will address the normative bases for choosing between actions designed to prevent and/or manage climate change and its consequences, given developmental imperatives and the concerns raised by the 'fragmented' nature of international law. Projected seminars include: climate change science; politics; ethics; theory of international law; international environmental law; trade law; human rights law; migration law. The course includes two case studies, from among the following: climate technology transfer; the green economy; carbon markets; food security.

Teaching 20 hours of seminars in the MT. 2 hours of seminars in the ST. There will be a reading week in week 6.

Formative coursework One 2,000 word essay.

Indicative reading Rosemary Rayfuse and Shirley Scott (eds.), *International Law in the Era of Climate Change*, Edward Elgar (2011) Stephen Gardiner, Simon Caney, Dale Jamieson and Henry Shue (Eds.),

Climate Ethics: Essential Readings, Oxford University Press (2010); Nicholas Stern, *The Economics of Climate Change: The Stern Review*, Cambridge: Cambridge University Press (2007); IPCC, *Fourth Assessment Report*, Cambridge University Press (2007); Stephen Humphreys (ed.), *Climate Change and Human Rights*, Cambridge University Press (2009); Larry Lohmann, *Carbon Trading*, Dag Hammerskjöld Foundation (2006); Lavanya Rajamani, *Differential Treatment in International Environmental Law*, Oxford University Press (2006); Margaret Young (ed.), *Regime Interaction in International Law: Facing Fragmentation*, Cambridge University Press (2012).

Assessment Exam (100%, duration: 2 hours, reading time: 15 minutes) in the main exam period.

LL4A8 – INTERNATIONAL LAW AND THE USE OF FORCE (HALF UNIT)

Teacher responsible Mr Christopher Thomas NAB7.18 and Dr Devika Hovell NAB6.32

Availability This course is available on the MSc in Conflict Studies, MSc in Human Rights, Master of Laws and Master of Laws (extended part-time study). This course is available with permission as an outside option to students on other programmes where regulations permit. This course is capped at 30 students. Students must apply through Graduate Course Choice on LSEforYou.

Pre-requisites Some prior knowledge of international law is useful but not essential.

Course content This half-unit course examines the law relating to when it is permissible to use force (*jus ad bellum*). The aim of this course is to develop an understanding of the principles of international law that regulate the use of force in international society. It concentrates on the prohibition of resort to force in Article 2(4) of the United Nations Charter and the exceptions to that prohibition. It looks in detail at the right of self-defence, humanitarian intervention and the responsibility to protect, pro-democratic intervention, the protection of nationals and the criminalization of aggression. The use of force by or with the authorization of the United Nations is also considered.

Teaching 20 hours of seminars in the MT. 2 hours of seminars in the ST. There will be a reading week in Week 6 of Michaelmas Term.

Formative coursework One 2,000 word essay.

Indicative reading detailed reading list will be issued at the first seminar. See, in particular: Dinstein, *War, Aggression and Self-Defence* (5th ed, 2011); Gray, *International Law and the Use of Force* (3rd ed., 2008).

Assessment Exam (100%, duration: 2 hours, reading time: 15 minutes) in the main exam period.

LL4A9 – LAW IN WAR (HALF UNIT)

Teacher responsible Dr Stephen Humphreys NAB5.12

Availability This course is available on the MSc in Human Rights, Master of Laws and Master of Laws (extended part-time study). This course is available with permission as an outside option to students on other programmes where regulations permit. This course is capped at 30 students. Students must apply through Graduate Course Choice on LSEforYou.

Pre-requisites Some prior knowledge of international law is useful but not essential.

Course content This course covers the international law governing the conduct of hostilities (*jus in bello*, also known as the law of armed conflict (LOAC) or international humanitarian law)--as distinct from the law on the resort to force (*jus ad bellum*), which is covered in a separate course (LL4A8). The course will take a critical and historical approach to the international regulation and facilitation of armed conflict. As well as the laws governing the means and methods of war ('Hague' law), the 'protected' groups hors de combat ('Geneva' law), and the distinction between international and non-international armed conflict, the course will cover 'lawfare' more generally: the recourse to law as a means of waging war. It will examine the application of the laws of war, including occupation law, in historical, actual and ongoing conflicts, including recent wars in Iraq, Afghanistan and Syria, the 'war on terror', and the Palestinian Occupied Territories. Students can expect to have a thorough grasp of the principles and regulations governing the conduct of hostilities, the context and efficacy of enforcement mechanisms, and a critical understanding of the normative and political stakes of international law in this area

Teaching 20 hours of seminars in the LT. 2 hours of seminars in the ST. There will be a reading week in week 6.

Formative coursework Students have the option of submitting a 2,000 word essay on a topic to be assigned during Lent Term.

Indicative reading It is worthwhile acquiring the following book: Yoram Dinstein, *The Conduct of Hostilities Under the Law of International Armed Conflict* (Cambridge UP, 2nd ed., 2010 or 3rd ed., 2016). Other useful books include: Roberts and Guelff, *Documents on the Laws of War* (Oxford UP, 2000); Michael Walzer, *Just and Unjust Wars* (Basic books, 4th ed. 2006); David Kennedy, *Of Law and War* (Princeton UP, 2006); Geoffrey Best, *War and Law Since 1945* (Oxford UP, 1997). Detailed readings for each seminar will be made available on Moodle.

Assessment Exam (100%, duration: 2 hours, reading time: 15 minutes) in the main exam period.

LL4AD – RETHINKING INTERNATIONAL LAW: INTERNATIONAL LAW AND CONTEMPORARY PROBLEMS (HALF UNIT)

Teacher responsible Prof Susan Marks NAB 7.14

Availability This course is available on the Master of Laws and Master of Laws (extended part-time study). This course is available with permission as an outside option to students on other programmes where regulations permit. This course is part of the Public International Law specialism. This course is capped at 30 students. Students must apply through Graduate Course Choice on LSE for You.

Pre-requisites There are no formal prerequisites.

Course content This course is designed for students who have already had some exposure to public international law and wish to deepen their understanding of the international legal dimensions of contemporary problems. Each week the relation will be explored between international law and a different global issue or theme, such as war, poverty, terrorism, humanity, and territory. Course readings will encompass both legal scholarship and relevant writing by scholars from other disciplines (geography, anthropology, philosophy, literary studies, etc.).

Teaching 20 hours of seminars in the MT. 2 hours of seminars in the ST. There will be a reading week in week 6.

Formative coursework One 2,000 word essay.

Indicative reading Reading lists will be provided for each seminar on Moodle. Readings likely to be set include: D. Kennedy, *Of War and Law*; S. Pahuja, *Decolonising International Law: Development, Economic Growth and the Politics of Universality*; B. Rajagopal, *International Law from Below: Development, Social Movements and Third World Resistance*; and S. Marks, *The Riddle of All Constitutions: International Law, Democracy and the Critique of Ideology*.

Assessment Exam (100%, duration: 2 hours, reading time: 15 minutes) in the main exam period. Students are expected to have done the set reading and be willing to participate in seminar discussion.

LL4AE – RETHINKING INTERNATIONAL LAW: INTERNATIONAL LEGAL THOUGHT (HALF UNIT)

Teacher responsible Prof Gerry Simpson NAB 6.13.

Availability This course is available on the Master of Laws and Master of Laws (extended part-time study). This course is available with permission as an outside option to students on other programmes where regulations permit. This course is part of the Public International Law specialism. This course is capped at 30 students. Students must apply through Graduate Course Choice on LSE for You.

Course content This course builds on *Rethinking International Law I: International Law and Contemporary Problems*. The idea is to study the life of international law through its intellectual history, its presiding methods, its recurrent projects, its contemporary character and its utopian speculations. We will begin by teasing out a debate about the meaning of juridical humanity before turning to the problem of war through an examination of the Chilcot Inquiry into the Iraq War. There will be at least three seminars on international legal history and historiography where we will read international legal history (Jouannet, Megret, Craven, Anghie, Pahuja, Drew) alongside histories of political thought (Brett, Armitage, Wight, Hunter, Moyn) before going on to consider the different lives of international law (e.g. sentimental (Simpson) and anthropological (Eslava)). The course ends with a sympathetic engagement around utopian texts (Allott, 2016; Jameson, 2005; Vladimiri, 1417, Luxembourg, 1915).

Teaching 20 hours of seminars in the LT. 2 hours of seminars in the ST. Students are expected to have done the set reading and be willing to participate in seminar discussion. There will be a Reading Week in Week 6.

Formative coursework One 2,000 word essay.

Indicative reading Reading lists will be provided for each seminar on Moodle. Readings likely to be set include a selection of international legal texts (including work-in-progress and "new authors") and readings

from the fields of intellectual history, 18th century literature and political theory. The key works are by Koskenniemi, Anghie, Kennedy, Allott and Schmitt.

Assessment Exam (100%, duration: 2 hours, reading time: 15 minutes) in the main exam period.

LL4AR – INTERNATIONAL CRIMINAL LAW: CORE CRIMES AND CONCEPTS (HALF UNIT)

Teacher responsible Prof Gerry Simpson NAB 6.13.

Availability This course is available on the MSc in Criminal Justice Policy, MSc in Human Rights, Master of Laws and Master of Laws (extended part-time study). This course is available with permission as an outside option to students on other programmes where regulations permit. This course will be relevant to the following LLM specialisms: Criminology and Criminal Justice, Public International Law, Human Rights Law. This course is capped at 30 students.

Course content The course looks at the rules, concepts, principles, institutional architecture, and enforcement of what we call international criminal law or international criminal justice, or, sometimes, the law of war crimes. The focus of the course is the area of international criminal law concerned with traditional “war crimes” and, in particular, four of the core crimes set out in the Rome Statute (war crimes, torture as a crime against humanity, genocide and aggression). It adopts a historical, philosophical and practical focus throughout, though the course is mainly directed at the conceptual problems associated with the prosecution of war criminals and, more broadly, legalised retribution. Attention, in this respect, will be directed towards the moral and jurisprudential dilemmas associated with bureaucratic criminality and individual culpability. Topics include Pre-History (Vitoria, Grotius, Gentili, Cicero), Versailles, Nuremberg and Tokyo, the Trial of Adolf Eichmann, Crimes Against Humanity, the Crime of Aggression, Anti-Anti-Impunity, International Criminal Law’s Historical Method.

Teaching 20 hours of seminars in the MT. 2 hours of seminars in the ST. There will be a Reading Week in week 6.

Formative coursework One 2,000 word essay.

Indicative reading Georg Schwarzenberger, *International Law and Totalitarian Lawlessness*, (1943). Judith Shklar, *Legalism*, (1964). Maurice Hankey, *Politics, Trials, Errors* (1950). Christine Schwobel, *Critical Approaches to International Criminal Law: An Introduction* (2015). Sam Moyn, *The Last Utopia*, (2010). Mark Lewis, *The Birth of the New Justice: The Internationalization of Crime and Punishment, 1919-1950* (2014).

Assessment Exam (100%, duration: 2 hours, reading time: 15 minutes) in the main exam period.

LL4AS – INTERNATIONAL CRIMINAL LAW 2: PROSECUTION AND PRACTICE (HALF UNIT)

Teacher responsible Prof Gerry Simpson NAB 6.13.

Availability This course is available on the MSc in Criminal Justice Policy, MSc in Human Rights, Master of Laws and Master of Laws (extended part-time study). This course is available with permission as an outside option to students on other programmes where regulations permit. This course will be relevant to the following LLM specialisms: Criminology and Criminal Justice, Public International Law, Human Rights Law. This course is capped at 30 students. Students must apply through Graduate Course Choice on LSEforYou

Course content This course examines the practice and procedure of international criminal law. Rather than examining the history and core crimes, the course focuses on the fora for prosecution of international crimes and the practice, procedure and politics of international prosecutions.

In terms of the *forum* for prosecution, we examine the ad hoc international criminal tribunals for Rwanda and the former Yugoslavia and hybrid tribunals such as the Special Tribunal for Lebanon, the Extraordinary Chambers in the Courts of Cambodia and the Special Court for Sierra Leone. We then consider the opportunities for prosecution of international crimes in domestic courts, looking in particular at the principle of universal jurisdiction. Finally, we turn to the International Criminal Court. We consider the foundation of authority of international criminal tribunals, the relationship between the various international criminal tribunals and controversial questions about jurisdiction in current cases. In terms of *practice and procedure*, we examine the modes, limits, exclusion and enforcement of individual criminal responsibility. We will look at questions, theory and case law surrounding modes of liability, immunities, defences and state cooperation. Finally, we will consider future challenges for the prosecution of international crimes. The course will respond to current controversial issues in international criminal law, such as Palestine's accession to the Rome Statute, the selectivity of international criminal prosecutions, the relationship between domestic legal systems such as Libya and the ICC and the implications of these issues for the legitimacy of the international criminal law project.

Teaching 20 hours of seminars in the LT. 2 hours of seminars in the ST.

Formative coursework One 2,000 word essay.

Indicative reading Reading lists will be provided for each week's seminar on Moodle. Indicative reading includes Jose Alvarez, 'Crimes of States/Crimes of Hate: Lessons from Rwanda' (1999) 24 Yale Journal of International Law 365; Henry Kissinger, 'The Pitfalls of Universal Jurisdiction', Foreign Affairs (July 2001); Dapo Akande & Sangeeta Shah, 'Immunities of State Officials, International Crimes and Foreign Domestic Courts' (2010) 21(4) European Journal of International Law 815. Students may wish to refer to Robert Cryer et al., An Introduction to International Criminal Law and Procedure (Cambridge, 2010), 2nd edition.

Assessment Exam (100%, duration: 2 hours, reading time: 15 minutes) in the main exam period.

LL4AW – FOUNDATIONS OF INTERNATIONAL HUMAN RIGHTS LAW (HALF UNIT)

Teacher responsible Dr Margot Salomon TW3.8.02D

Availability This course is available on the MSc in Development Studies, MSc in Human Rights, Master of Laws and Master of Laws (extended part-time study). This course is available with permission as an outside option to students on other programmes where regulations permit. This course will be relevant to the following LLM specialisms: Public International Law, Human Rights Law. This course is capped at 60 students.

Pre-requisites None but is a pre-requisite for LL4AX when available.

Course content The course provides an introduction to historical developments and institutional structures that have given shape to the international human rights legal regime. Part 1 of this course considers a range of foundational and enduring debates around the role of international human rights as a force for emancipatory change and popular empowerment. With a particular focus on the post-1945 institutional order, Part 2 maps the terrain that established the human rights regime at the international level and that continues to inform the contributions and limits of human rights protection and promotion. Topics vary from year to year and may include: Ethical Foundations • Universality and Diversity • Legal Sources and Normative Frameworks • Historical Antecedents • Global Regime • Human Rights Enforcement UN Reform • Regional Human Rights Regimes.

Teaching 20 hours of lectures in the MT. 2 hours of lectures in the ST. 10 weekly two-hour lectures in the Michaelmas term, with a reading week in week 6, based on a format of lecture-discussions with the possibility of guest speakers where appropriate and depending on numbers, corresponding fortnightly one-hour classes.

Formative coursework One 2,000 word essay.

Indicative reading Moeckli et al., *International Human Rights Law* (2014); Alston and Goodman, *International Human Rights* (2013); Kozma, Nowak, Scheinin, *A World Court of Human Rights – Consolidated Draft Statute and Commentary* (2010); Kennedy, *The Dark Sides of Virtue* (2004); C. Beitz, *The Idea of Human Rights* (2009).

Assessment Exam (100%, duration: 2 hours) in the main exam period.

LL4BA - INTERNATIONAL LAW AND THE MOVEMENT OF PERSONS WITHIN STATES (HALF UNIT)

Teacher responsible Dr Louise Arimatsu

Availability This course is available on the MSc in Human Rights, MSc in International Migration and Public Policy, Master of Laws and Master of Laws (extended part-time study). This course is available with permission as an outside option to students on other programmes where regulations permit. This course will be relevant to the following LLM specialisms: Public International Law and Human Rights Law. This course is capped at 30 students. Students must apply through Graduate Course Choice on LSEforYou.

Course content The course provides a detailed study of the international legal framework in which the causes, problems, policies, standards, techniques and institutions concerning the movement of persons within States and protection of internally displaced persons are situated. The course explores the overlap between International Human Rights Law, International Humanitarian Law and Humanitarian Assistance with respect to internally displaced persons. It covers: the definition of internally displaced persons; individual criminal responsibility for forcible displacement before ad hoc Tribunals with criminal jurisdiction and the International Criminal Court; standards applicable in international law to the protection of internally displaced persons, the regime of humanitarian assistance to displaced persons; and finally the institutional protection of internally displaced persons by the United Nations Special Rapporteur on the Human Rights of Internally Displaced Persons, the United Nations High Commissioner for Human Rights, and the United

Nations High Commissioner for Human Refugees. Topics include: • Regulation of movement within States in International Law • Territorialism, movement, and displacement • Internally displaced persons and the role of the UN Special Rapporteur on the Human Rights of Internally Displaced Persons • Protection of Internally Displaced Persons in International Human Rights Law • Protection of Internally Displaced Persons in International Humanitarian Law • The Regime of Climate Change induced Displacement • Individual Criminal Responsibility for Forcible Displacement • Institutional Protection and Humanitarian Assistance • Internally Displaced Persons in Post-Conflict Situations • Remedies and 'durable' solutions for Internally Displaced Persons.

Teaching 20 hours of seminars in the LT. 2 hours of seminars in the ST. This will be based on a seminar format with structured discussions, debates, and presentations by students and guest speakers where appropriate.

Formative coursework All students are expected to produce one 2,000 word formative essay during the course.

Indicative reading C.Phuong, *International Protection of Internally Displaced Persons* (Cambridge, S. Leckie, Housing and Property Restitution Rights of Refugees and Displaced Person (CUP, 2014. J. McAdam, *Climate Change, Forced Migration, and International Law* (OUP, 2012)

Assessment Exam (100%, duration: 2 hours, reading time: 15 minutes) in the main exam period.

LL4BB– INTERNATIONAL LAW AND THE MOVEMENT OF PERSONS BETWEEN STATES (HALF UNIT)

Teacher responsible Dr Louise Arimatsu

Availability This course is available on the MSc in Human Rights, MSc in International Migration and Public Policy, Master of Laws and Master of Laws (extended part-time study). This course is available with permission as an outside option to students on other programmes where regulations permit. This course will be relevant to the following LLM specialisms: Public International Law and Human Rights Law. This course is capped at 30 students. Students must apply through Graduate Course Choice on LSEforYou.

Course content The course provides a detailed study of the international legal framework in which the causes, problems, policies, standards, techniques and institutions concerning the protection of asylum seekers, refugees and refugee women, and migrants are situated. The course explores the overlap between International Refugee Law, International Human Rights Law, International Criminal Law, the phenomenon of Migration, including Human Trafficking in the context of refugees, legal and illegal migrants. It covers: the definition of refugees, legal and illegal migrants, including trafficking in human beings; the concepts of 'well-founded fear' of persecution and group eligibility to refugee protection; procedures for determining refugee status on an individual and group basis, in Africa, Asia, Australia, the European Union, North America, and Latin America; temporary protection; the process of exclusion from refugee protection; the role, in refugee law and human rights, of the principle of non-refoulement in refugee protection; the cessation of refugee status, voluntary repatriation, and safe return; standards applicable in international law to the protection of refugees, migrants, and evolving standards against human trafficking; the regulation of migration in regional economic and political unions, namely the European Union, East African Community, the Union of West African States, the Caribbean Community and the Southern African Development Community; and finally the institutional protection of refugees, and migrants by the United Nations High Commissioner for Refugees and the, the International Organisation for Migration. Topics include: • International Law and the Movement of Persons Between States • Definition of Refugees • The Right to Seek and Obtain Asylum and Determination of Refugee Status • Exclusion from Refugee Protection • Protection of asylum seekers and refugees from Refoulement • Standards of Protection and cessation of refugee status • Definition of Migrants • Protection of Migrants in International Human Rights Law • Regional Integration and Migration • Trafficking in Human Beings and Human Smuggling.

Teaching 20 hours of seminars in the MT. 2 hours of seminars in the ST. This is based on a seminar format with structured discussions, debates, and presentations by students and guest speakers where appropriate.

Formative coursework All students are expected to produce one 2,000 word formative essay during the course.

Indicative reading G.S. Goodwin-Gill and Jane MacAdam, *The Refugee in International Law*, 3rd ed., (Oxford, 2007) J. Hathaway, *The Rights of Refugees under International Law* (Cambridge, 2005) E. Feller, V. Turk and F. Nicholson, *Refugee Protection in International Law: UNHCR's Global Consultations on International Protection* (Cambridge University Press 2003) I. Brownlie and G. Goodwin-Gill, *Basic Documents on Human Rights latest edition*, Oxford: Clarendon Press, OR Ghandi, *International Human Rights Documents*, latest edition, Oxford: Clarendon Press.

Assessment Exam (100%, duration: 2 hours, reading time: 15 minutes) in the main exam period.

LL4E6 – INTERNATIONAL DISPUTE RESOLUTION: COURTS AND TRIBUNALS (HALF UNIT)

Teacher responsible Dr Devika Hovell NAB6.32 and Dr Andrew Lang NAB6.19

Availability This course is available on the MSc in Human Rights, Master of Laws and Master of Laws (extended part-time study). This course is available with permission as an outside option to students on other programmes where regulations permit. This course is capped at 30 students. Students must apply through Graduate Course Choice on LSEforYou.

Pre-requisites Some prior knowledge of international law is useful but not essential.

Course content Increasingly, international law is developed, applied and amended through litigation in international, regional and domestic courts. Richard Goldstone, former Prosecutor of the Yugoslav Tribunal, has gone so far as to say, 'it seems to me that if you don't have international tribunals, you might as well not have international law'. In this course, we examine key courts and tribunals operating on the world stage, including the International Court of Justice, the International Criminal Court, the European Court of Human Rights and the WTO Dispute Settlement Body. We look at the theory, politics and practical difficulties of international dispute resolution in these courts.

The course has practical and theoretical aspects. For those interested in a career in international law, we will have the opportunity to hear from a range of interesting and eminent practitioners currently working in the courts and tribunals we study. Interested students can engage in a 'mini-moot' before our guest speakers, providing an opportunity to hone their advocacy skills.

The theoretical dimension of the course involves three main elements:

1. First, the course examines the structure and work of the International Court of Justice, the principal judicial organ of the United Nations, focusing on jurisdiction/admissibility, contentious cases and advisory opinions.
2. Secondly, the course introduces a variety of other international courts and tribunals, such as the International Criminal Court, domestic and regional courts dealing with international law and human rights, including the European Court of Human Rights and the European Court of Justice, the WTO Dispute Settlement Body and investment treaty arbitral tribunals. Using contemporary and controversial case studies, the course will critically analyze and contrast the institutional design and jurisdiction of these courts and tribunals.
3. Thirdly, throughout the course we explore key theoretical controversies surrounding the adjudication of international law, focusing in particular on (a) how these courts and tribunals relate to one another (hierarchy, specialization and fragmentation); (b) what criteria should be used in assessing the legitimacy and effectiveness of these courts and tribunals; and (c) whether and how these courts and tribunals create international law.

Teaching 20 hours of lectures in the MT. 2 hours of lectures in the ST. There will be a reading week in Week 6 of Michaelmas term.

Formative coursework Students are asked to choose from EITHER an oral moot presentation and written submissions OR one 2,000 word formative essay.

Indicative reading Reading lists will be provided for each week's seminar on Moodle. Indicative reading includes Karen Alter, *The New Terrain of International Law: Courts, Politics, Rights* (2014 Princeton); Gleider Hernández, *The International Court of Justice and the Judicial Function* (2014 OUP); Yuval Shany, 'No Longer a Weak Department of Power? Reflections on the Emergence of a New International Judiciary' (2009) 20(1) *European Journal of International Law* 73; Frederic Megret and Marika Giles Samson, 'Holding the Line on Complementarity in Libya: the Case for Tolerating Flawed Domestic Trials' (2013) 11 *Journal of International Criminal Justice* 571.

Assessment Exam (100%, duration: 2 hours, reading time: 15 minutes) in the main exam period.

LL4E8 – LAW IN SOCIETY: A JOINT COURSE IN LAW AND ANTHROPOLOGY

Teacher responsible Prof Robert Pottage NAB 7.21

Availability This course is compulsory on the MSc in Law, Anthropology and Society. This course is available on the MSc in Human Rights, MSc in Regulation and Master of Laws. This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content The course offers a foundation in those elements of anthropological and social theory essential to an understanding of law in society. This course draws on anthropological themes and texts to develop an innovative perspective on contemporary legal norms and institutions. It aims to document legal institutions and practices as concrete ethnographic phenomena, focusing on the techniques of writing and documentation, the legal production of persons and things, and the legal framing of institutions. It combines abstract social theory with concrete ethnographic method in the study of ritual, kinship, property and communicative technologies in formal law. The course may include the following topics: Law, anthropology, and the production of the social: an introduction to the links between legal and anthropological scholarship, exploring juridical concepts of power, agency and social personality and anthropology's models of society; Legal and political ritual: selected theoretical analyses of modern legal ritual examined against the background of anthropological debates concerning the general nature of ritual; The communication of power in writing: the representation and construction of social institutions in administration; Legal time and evidence: ethnographic analysis of narrative, evidence and proof in different legal cultures; Persons and things: legal forms of personification and objectification in systems of ownership and inheritance, with particular attention to the law governing reproductive resources; Legal collectivities, the modern corporation and its others: ethnographies of the social and legal construction of collective agency; The uses of anthropology in law and politics: the role of anthropology in contemporary contests over indigenous title, cultural property, common property resources, and alternative dispute resolution.

Teaching 22 hours of seminars in the MT. 22 hours of seminars in the LT. 2 hours of seminars in the ST. There will be a reading week in week 6 of MT.

Indicative reading Bruno Latour, *The Making of Law*, 2009, Niklas Luhmann, *Observations on Modernity*, 1998 and *Law as a Social System*, 2004 ; Sally Engle Merry, *Getting Justice and Getting Even: Legal Consciousness Among Working-Class Americans*, 1990; Brinkley Messick, *The Calligraphic State: Textual Domination and History in a Muslim Society*, 1993; Martha Mundy (Ed), *Law and Anthropology*, 2002; W T Murphy, *The Oldest Social Science?*, 1997; Leopold Pospisil, *Anthropology of Law: A Comparative Theory*, 1971; Alain Pottage and Martha Mundy (eds.), *Law, Anthropology and the Constitution of the Social: Making persons and things*, 2004; Elizabeth Povinelli, *The Cunning of Recognition*, 2002; Roy Rapaport, *Ritual and Religion in the Making of Humanity*, 1999; Annelise Riles, *The Network Inside Out*, 2000, and *Collateral Knowledge. Legal Reasoning in Global Financial Markets*, 2011; Simon Roberts & John Comaroff, *Rules & Processes*, 1983; Simon Roberts, *Order and Dispute*, 1973; Marilyn Strathern, *Property, Substance & Effect: Anthropological Essays on Persons and Things*, 1999 and *Kinship, Law and the Unexpected*, 2005; Alain Supiot, *Homo Juridicus: On the anthropological function of the law*, 2007; Gunther Teubner (Ed), *Global Law Without a State*, 1997.

Assessment Exam (100%, duration: 3 hours, reading time: 15 minutes) in the main exam period.

LL4H9 – HUMAN RIGHTS IN THE WORKPLACE (HALF UNIT)

Teacher responsible Dr Astrid Sanders

Availability This course is available on the MSc in Human Resources and Organisations (International Employment Relations and Human Resource Management), MSc in Human Rights, MSc in Law and Accounting, Master of Laws and Master of Laws (extended part-time study). This course is available with permission as an outside option to students on other programmes where regulations permit. This course is capped at 30 students. Students must apply through Graduate Course Choice on LSEforYou.

Course content The sources and application of human rights in the workplace, including international and European laws and conventions. Civil liberties of employees. Social and economic rights of workers. Protection from discrimination in the labour market and employment. As well as detailed examination of legal materials, the approach involves discussion of theories of human rights and comparisons between legal systems.

Teaching 20 hours of seminars in the LT. 2 hours of seminars in the ST.

Formative coursework One 2,000 word essay and one presentation.

Indicative reading A detailed syllabus of weekly readings will be available and the materials can all be accessed through Moodle Preliminary reading: Hugh Collins, *Employment Law*, 2nd edn (Oxford University Press, 2010), Chapters 9-10.

Assessment Essay (100%, 8000 words) in the ST.

LL4K4 - THE INTERNATIONAL LAW OF SELF-DETERMINATION (HALF UNIT)

Teacher responsible Dr James Irving

Availability This course is available on the MSc in Human Rights, Master of Laws and Master of Laws (extended part-time study). This course is available with permission as an outside option to students on other programmes where regulations permit. This course is capped at 30 students. Students must apply through Graduate Course Choice on LSEforYou

Pre-requisites Some prior knowledge of international law is useful but not essential.

Course content This course will provide a general introduction to the doctrine of self-determination in international law. Self-determination will be historically contextualised from its intellectual progenitors in the Enlightenment through to its political birth at the 1919 Paris Peace Conference and its formal induction into international law by virtue of the 1945 UN Charter. Both the detail of the doctrine's content and the dynamic governing its development will be explored. The relationship between self-determination and state formation (including decolonisation and secession), minority rights, aboriginal rights, women's rights and the nascent right to democratic governance will be central topics. Reference will also be made to the interplay between self-determination and economic rights, including permanent sovereignty over natural resources, the right to development and the "third generation rights" movement more generally. Self-determination's influence upon the international rules governing the use of force will be discussed, but these rules will not be a primary focus. Upon completion of the course students will be in a position to legally analyse contemporary fact patterns and to identify both strengths and weaknesses in the existing legal framework. Students will have considered new and novel approaches to self-determination and will be able to situate the doctrine in relation to international law and human rights. Those taking the course will gain an appreciation for self-determination's particular contribution to political and economic liberty.

Teaching 20 hours of seminars in the MT. (Please note that week six will be a reading week.)

Formative coursework Students will be asked to submit one 2,000 word essay.

Indicative reading Introductory reading: Crawford, James, *The Right of Self-Determination in International Law: Its Development and Future* in Alston, Philip, ed., *People's Rights* (Oxford: Oxford University Press, 2001) 7. Additional sources: Alston, Philip, ed., *Peoples' Rights* (Oxford: Oxford University Press, 2001); Anaya, S. James, *Indigenous Peoples in International Law*, 2nd ed. (Oxford: Oxford University Press, 2004); Bayefsky, Anne, ed., *Self-Determination in International Law: Quebec and Lessons Learned* (The Hague: Kluwer Law, 2000); Buchanan, Allen, *Justice, Legitimacy, and Self-Determination: Moral Foundations for International Law* (Oxford: Oxford University Press, 2004); Cassese, Antonio, *Self-Determination of Peoples: A Legal Reappraisal* (New York: Cambridge University Press, 1995); Charlesworth, Hillary & Chinkin, Christine, *The Boundaries of International Law* (Manchester: Manchester University Press, 2000); Crawford, James, ed., *The Rights of Peoples* (Oxford: Clarendon Press, 1988); Hannum, Hurst, *Autonomy, Sovereignty, and Self-Determination: the Accommodation of Conflicting Rights*, rev. ed. (Philadelphia: University of Philadelphia Press, 1996); Irving, James, "Self-Determination and Colonial Enclaves: The Success of Singapore and the Failure of Theory" (2008) 12 S.Y.B.I.L. 97-122.

Assessment Essay (100%, 8000 words).

LL4L6 – THEORY OF HUMAN RIGHTS LAW (HALF UNIT)

Teacher responsible Dr Kai Moller NAB7.01.

Availability This course is available on the MSc in Human Rights, Master of Laws and Master of Laws (extended part-time study). This course is available with permission as an outside option to students on other programmes where regulations permit.

Pre-requisites Some knowledge of human rights law of any jurisdiction may be helpful, but is not essential. A knowledge of philosophy is not required.

Course content The course will provide an introduction to the philosophy of human rights and theoretical issues in human rights law. The emphasis is on a combination of law and theory; to this end, each seminar will rely on a mixture of cases from various jurisdictions and theoretical and philosophical materials. The overarching questions to be examined are to what extent current philosophical theories of human rights can illuminate our understanding of the cases and legal doctrines, and to what extent the cases and doctrines can help improving the theoretical and philosophical understanding of human rights. Topics to be discussed will include: James Griffin's Theory of Human Rights; Ronald Dworkin's Theory of Rights as Trumps; Balancing and Proportionality; Human Rights and Judicial Review I (The American Perspective); Human Rights and Judicial Review II (The European Perspective); Absolute Rights.

Teaching 20 hours of seminars in the MT. 2 hours of seminars in the ST. There will be a reading week in week 6.

Formative coursework One 2,000 word essay.

Indicative reading The course will rely on both cases from various jurisdictions and articles and book chapters from authors including Ronald Dworkin, Robert Alexy, James Griffin, Mattias Kumm, Jeremy Waldron and Frances Kamm.

Assessment Exam (100%, duration: 2 hours, reading time: 15 minutes) in the main exam period.

LL468 – EUROPEAN HUMAN RIGHTS LAW (HALF UNIT)

Teacher responsible Prof Conor Gearty SAR.G.04. Teaching Fellow: Dr Michele Finck

Availability This course is available on the MSc in Conflict Studies, MSc in Human Rights, Master of Laws and Master of Laws (extended part-time study). This course is available with permission as an outside option to students on other programmes where regulations permit. This course is capped at 30 students.

Course content This course will provide an overview of the origin, development and current standing of the European Convention on Human Rights and Fundamental Freedoms. Its primary focus will be on the case-law of the European Court of Human Rights, though the cases of other jurisdictions will also be referred to where appropriate. The course will analyse the Convention from the perspective of selected rights within it, but will also engage with the subject thematically, subjecting such concepts as the 'margin of appreciation' and proportionality to close scrutiny. The goal of the course is to give students a good critical understanding of the Convention, the case-law of the Strasbourg court and the Convention's place within the constitutional and political structure of 'Greater Europe'.

Teaching 20 hours of seminars in the MT. 2 hours of seminars in the ST. There will be a Reading Week in week 6 of MT.

Formative coursework One 2,000 word essay.

Indicative reading There are two texts that cover the ground of the course and to which reference will be made: Jacobs, White and Ovey, *The European Convention on Human Rights* 6th edn (OUP, 2014) and Harris, O'Boyle and Warbrick, *Law of the European Convention on Human Rights* 3rd edn (Oxford, 2014). Also useful is Mowbray, *Cases and Materials on the European Convention on Human Rights* 3rd edn (Oxford, 2012). A strong European perspective is to be found in van Dijk, van Hoof, van Rijn and Zwaak (eds), *Theory and Practice of the European Convention on Human Rights* 4th edn (Intersentia, 2006). Very good edited books include Brems and Gerards (eds), *Shaping Rights in the ECHR* (Cambridge, 2013) and Follesdal, Peters and Ulfstein (eds), *Constituting Europe* (Cambridge 2013). The course will involve textbook reading but will primarily entail analysis of case-law read for the lecture and discussed in class.

Assessment Exam (100%, duration: 2 hours, reading time: 15 minutes) in the main exam period. This subject is examined by one two-hour paper, composed of at least five questions of which two must be attempted. There will be a fifteen minute reading time during which the exam paper may be written on.

DEPARTMENT OF SOCIAL POLICY

SA4B5 – INTERNATIONAL PLANNING AND CHILDREN'S RIGHTS (HALF UNIT)

Teacher responsible Prof Eileen Munro OLD2.33 and Dr Armine Ishkanian OLD2.42.

Availability This course is available on the MSc in Health, Community and Development, MSc in Human Rights, MSc in Social Policy (Social Policy and Planning), MSc in Social Policy and Development and MSc in Social Policy and Development: Non-Governmental Organisations. This course is available as an outside option to students on other programmes where regulations permit.

Course content This is an interdisciplinary course that explores the links between child rights and child poverty at all levels of development in rich and poor countries. The social and economic as well as the civil and political rights of children, as defined in recent international laws, charters and Conventions, are examined in relation to the conditions, especially poverty and multiple deprivation, experienced by many children. Human rights theories as a basis for international and social policies will be a focus of attention. There has to be universal planning and not only specific proposals to deal with serious violations of rights. Issues of child labour, the violations of war, cultural discrimination against girl children and the right to a minimally adequate family income will be discussed in relation to the roles played by international agencies, Trans National Corporations, governments and NGOs.

Teaching 10 hours of lectures and 15 hours of seminars in the MT. 1 hour and 30 minutes of lectures in the ST.

Formative coursework Students will be expected to produce 1 essay in the MT.

Indicative reading H J Steiner & P Alston, *International Human Rights in Context*, Oxford University Press, 2000; P Townsend & D Gordon (Eds), *World Poverty: New Policies to Defeat an Old Enemy*, Policy Press,

2002; D Gordon, et al, *Child Poverty in the Developing World*, Policy Press, 2003; K Watkins, *Rigged Rules and Double Standards: Trade, Globalisation and the Fight Against Poverty*, London, World Development Movement, 2002; C Chinkin, 'The United Nation Decade for the Elimination of Poverty: What Role for International Law?', *Current Legal Problems* 2001, Oxford University Press, 2002; M Flekkoy & N Kaufman, *The participation rights of the child*. London, Jessica Kinglsey, 1997; D Fottrell (Ed), *Revisiting Children's Rights: 10 Years of the UN Convention on the Rights of the Child*, The Hague and London, Kluwer Law International, 2000; ILO, *Social Security: A New Consensus*, Geneva, 2001; ILO, P.Townsend, *The Right to Social Security and National Development: Lessons from OECD Experience for Low-income Countries*, Discussion paper 18, ILO, 2007; A. Hall and J. Midgley, *Social Policy for Development*, London, Sage, 2004; J. Madeley, *Big Business, Poor peoples: The Impact of Trans National Corporations on the World's Poor*, London, Zed Books; UNICEF, *A League Table of Child Poverty in Rich Nations*, Innocenti Report, Florence, 2000; H Cunningham & P Viazzo, *Child Labour in Historical Perspective 1800-1995*, UNICEF, 1996; G. Lansdown, *Evolving Capacities of Children: Implications for the Exercise of Rights*, UNICEF Innocenti Centre, Florence, 2005; W.A. Corsaro, *The Sociology of Childhood* (2nd ed), Sage, 2006; R. Smith, *Textbook on International Human Rights*, Oxford University Press, 2005; D. Gordon, R. Parker, F. Loughran and P. Heslop, *Disabled Children in Britain*, London, TSO, 2000. Redmond G, 2008, *Children's Perspectives on Economic Adversity: A Review of the Literature*, Unicef Innocenti Centre, Florence, Discussion Paper.

Assessment Exam (100%, duration: 2 hours) in the main exam period.

SA4D5 - SOCIAL RIGHTS AND HUMAN WELFARE (HALF UNIT)

Teacher responsible Prof Hartley Dean OLD2.30

Availability This course is available on the MSc in Human Rights, MSc in Social Policy (European and Comparative Social Policy), MSc in Social Policy (Research), MSc in Social Policy (Social Policy and Planning), MSc in Social Policy and Development and MSc in Social Policy and Development: Non-Governmental Organisations. This course is available with permission as an outside option to students on other programmes where regulations permit. The course is currently capped at 30 places. Offers of places will be made on the basis of applicants' statements. Initial priority for places is given to students on Social Policy MSc programmes and students on the MSc Human Rights. Other students may be accepted onto a waiting list. Places remaining available three days before the start of the course will not be held back for late applicants from the Department of Social Policy or the Human Rights programmes but offered to students from the waiting list.

Course content The course will examine the basis of social or welfare rights as a component of human rights. It will situate social/welfare rights in an historical and comparative context and explore a range of debates concerning the relevance and effectiveness of a rights based approach to poverty alleviation and social welfare provision, both in the developed and the developing world. It will address the practical limitations of and the constraints upon social/welfare rights. Specifically, it will address: concepts of social rights and welfare citizenship; human needs and human rights; social/welfare rights in global context; critiques of social/welfare rights as human rights; the scope and substance of social/welfare rights; social/welfare rights and mechanisms of redress; rights based approaches to poverty alleviation; social development and social/welfare rights; constitutional instruments and social/welfare rights; human rights and the ethics of welfare.

Teaching 10 hours of lectures and 15 hours of seminars in the MT. 1 hour of lectures and 1 hour and 30 minutes of seminars in the ST.

Formative coursework Students have the option of submitting a formative essay.

Indicative reading H Dean, *Social Rights and Human Welfare*, Routledge, 2015. Other relevant readings include: H Dean, *Understanding Human Need*, The Policy Press, 2010; A Eide, et al (Eds), *Economic, Cultural and Social Rights: A textbook*, Martinus Nijhoff, 2001; B Turner, *Vulnerability and Human Rights*, Pennsylvania State University Press, 2006; T Pogge (Ed), *Freedom from Poverty as a Human Right*, Oxford University Press, 2007 A Neville (Ed.), *Human Rights and Social Policy*, Edward Elgar, 2010; C Gearty & V Mantouvalou, *Debating Social Rights*, Hart Publishing, 2011.

Assessment Exam (75%, duration: 2 hours) in the main exam period. Essay (25%, 1500 words) in the LT.

SA4H9 - NON-GOVERNMENTAL ORGANISATIONS, SOCIAL POLICY AND DEVELOPMENT (HALF UNIT)

Teacher responsible Dr Armine Ishkanian OLD2.42, Dr Timothy Hildebrandt, Prof David Lewis and Dr Muzafferettin Seckinelgin

Availability This course is compulsory on the MSc in Social Policy and Development: Non-Governmental Organisations. This course is available on the MPA in European Public and Economic Policy, MPA in International Development, MPA in Public Policy and Management, MPA in Public and Economic Policy, MPA in Public and Social Policy, MSc in African Development, MSc in China in Comparative Perspective, MSc in Development Management, MSc in Development Studies, MSc in Global Politics, MSc in Human Rights, MSc in Social Policy (Research) and MSc in Social Policy and Development. This course is available as an outside option to students on other programmes where regulations permit.

Pre-requisites Students will preferably have some experience of work within NGOs and/or relevant government departments or donor agencies working with NGOs.

Course content The course focuses on the specialised field of non-governmental organisations (NGOs) within the field of social policy and development, and considers theoretical and policy issues. Main topics include the history and theory of NGOs; the changing policy contexts in which NGOs operate; NGO service delivery and advocacy roles in policy; challenges of NGO accountability; NGO organisational growth and change; conceptual debates around civil society, social capital, social movements and globalisation; and NGO relationships with other institutional actors including government, donors and private sector.

Teaching 15 hours of lectures and 15 hours of seminars in the LT.

Formative coursework Students will sit a mock exam held in LT. Students will receive feedback from their academic adviser on the mock exam. Weekly student led seminars which involve discussion of the assigned readings will also help to develop students' critical thinking, reading, and analytical skills.

Indicative reading Anheier, H.K. (2005) *Nonprofit Organizations: Theory, Management, Policy*. London: Routledge; Bebbington, A., Hickey, S. and Mitlin, D. (2008) *Can NGOs Make a Difference?* London: Zed Books; Edwards, M. and Hulme, D. *NGOs, Performance and Accountability: Beyond the Magic Bullet*. London: Earthscan; Glasius, M, Lewis, D. and Seckinelgin, H. (2004) eds. *Exploring Civil Society: Political and Cultural Contexts*, London: Routledge; Kaldor, M. and Anheier, H.K. *Global Civil Society Yearbooks 2001-2010*. Oxford University Press/Sage; Holmen, H. (2010) *Snakes in Paradise: NGOs and the Aid Industry in Africa*. Sterling VA: Kumarian; Howell, J. and J. Pearce (2001) *Civil Society and Development: A Critical Exploration*. London: Lynne Rienner; Lewis, D. and Kanji, N. (2009) *Non-Governmental Organisations and Development*. London: Routledge

Assessment Exam (100%, duration: 2 hours) in the main exam period.

DEPARTMENT OF SOCIOLOGY

SO457 – POLITICAL RECONCILIATION (HALF UNIT)

Teacher responsible Dr Claire Moon STC S109.

Availability This course is available on the MSc in Human Rights, MSc in Political Sociology, MSc in Sociology and MSc in Sociology (Research). This course is available with permission as an outside option to students on other programmes where regulations permit. This course is capped.

Course content The course introduces students to current issues in the field of transitional justice and historical injustice, and draws upon a range of examples from Africa, Latin America, post-communist Europe, Australia and the US. Topics include transitional justice as a field of practice and a field of knowledge; historical injustice - apologies and reparations; state crimes; retributive and restorative justice; perpetration; theology and therapy in reconciliation; memory and atrocity. The course explores the politics of reconciliation by identifying and examining its key themes, the practices and institutions in which it is embedded and the political subjects of reconciliation discourse. It is an interdisciplinary course that draws upon literature from sociology, law, political theory, anthropology and philosophy amongst others, in order to understand and interpret the wide social and political reach of reconciliation, as well as its limitations.

Teaching 10 hours of lectures and 10 hours of seminars in the MT. Reading week: week 6

Formative coursework One formative essay to be returned in week seven of the MT (does not contribute towards the overall mark for the course).

Indicative reading Hannah Arendt, *Eichmann in Jerusalem: A Report on the Banality of Evil* (Penguin Books, 1977); Penny Green and Tony Ward, *State Crime: Governments, Violence and Corruption* (London: Pluto Press, 2004); Priscilla Hayner, *Unspeakable Truths: Confronting State Terror and Atrocity* (Routledge, 2001); Michael Humphrey, *The Politics of Atrocity and Reconciliation: From Terror to Trauma* (Routledge, 2002); Karl Jaspers, *The Question of German Guilt* (Capricorn Books, 1961); Neil Kritz, *Transitional Justice: How Emerging Democracies Reckon with Former Regimes* (US Institute of Peace, 1995); Claire Moon, *Narrating Political Reconciliation: South Africa's Truth and Reconciliation Commission* (Lexington, 2008); Judith Shklar, *Legalism: Law, Morals, and Political Trials* (Harvard University Press, 1986); Nicholas

Tavuchis & Mea Culpa, *A Sociology of Apology and Reconciliation* (Stanford University Press, 1991); Richard Wilson, *The Politics of Truth and Reconciliation in South Africa: Legitimizing the Post-Apartheid State* (Cambridge University Press, 2001).

Assessment Exam (70%, duration: 2 hours) in the main exam period. Essay (30%, 3000 words) in the LT. Two hard copies of the assessed essay, with submission sheets attached to each, to be handed in to Sara Ulfsparré, Centre for the Study of Human Rights, TW3.8.02, no later than 16:30 on the first Wednesday of Lent Term. An additional copy to be uploaded to Moodle no later than 18:00 on the same day. Attendance at all seminars, completion of set readings and submission of set coursework is required.

SO468 – INTERNATIONAL MIGRATION AND MIGRANT INTEGRATION (HALF UNIT)

Teacher responsible Dr Patrick McGovern STC S119E

Availability This course is compulsory on the MSc in International Migration and Public Policy. This course is available on the MSc in Political Sociology, MSc in Sociology and MSc in Sociology (Research). This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content Coverage of contemporary sociological perspectives on migrant integration including theories of international migration, immigration policy, labour market incorporation; welfare and social rights; 'assimilation' and social integration; multiculturalism; religion and ethnicity; and the second generation.

Teaching 10 hours of lectures and 15 hours of seminars in the MT. 1 hour and 30 minutes of seminars in the ST. Reading week: week 6.

Formative coursework All students are expected to write two non-assessed pieces of work during the term.

Indicative reading There is no recommended textbook. Books of a general nature that cover substantial parts of the syllabus are: S. Castles and M. J. Miller (2013) *The Age of Migration* (5th edn); P. Kvisto and T. Faist (2010) *Beyond A Border* and A. Portes (2014) *Immigrant America* (4th edn). A more comprehensive bibliography will be available to students taking this course.

Assessment Exam (100%, duration: 2 hours) in the main exam period. Exam will be held during the Summer Term exam session.

SO479 – HUMAN RIGHTS AND POSTCOLONIAL THEORY (HALF UNIT)

Teacher responsible Dr Ayca Cubukcu TW3.8.02C

Availability This course is available on the MSc in Culture and Society, MSc in Human Rights, MSc in Political Sociology and MSc in Sociology (Contemporary Social Thought). This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content Drawing on postcolonial theory and critique, this course explores how human rights and international law came to be institutionalized in the context of European colonialism, and what the contemporary implications of this historical fact may be today. Engaging with the fields of socio-legal studies, intellectual history and social theory, the course also asks why, and with what consequences, human rights tend to monopolize the political language through which many social movements throughout the world articulate their desires for social and global justice.

Teaching 25 hours of seminars in the LT.

Formative coursework Students will be expected to produce 1 piece of coursework in the LT.

Indicative reading Antony Anghie, *Imperialism, Sovereignty, and the Making of International Law* (Cambridge: Cambridge University Press, 2005). Hannah Arendt, *Eichmann In Jerusalem: A Report on the Banality of Evil* (New York: Penguin Books Edition). Talal Asad, *On Suicide Bombing* (New York: Columbia University Press, 2007). Brett Bowden, *The Empire of Civilization: The Evolution of an Imperial Idea* (Chicago: University of Chicago Press, 2009). Partha Chatterjee, *The Black Hole Of Empire: History of a Global Practice of Power* (Princeton UP, 2012). David Harvey, *Cosmopolitanism and the Geographies of Freedom* (New York: Columbia University Press, 2009). David Kennedy, *The Dark Sides of Virtue: Reassessing International Humanitarianism* (Princeton: Princeton University Press, 2005). Sven Lindqvist, *"Exterminate All the Brutes": One Man's Odyssey into the Heart of Darkness and the Origins of European Genocide* (New York: The New Press, 1996). Karuna Mantena, *Alibis of Empire: Henry Maine and the Ends of Liberal Imperialism* (Princeton: Princeton University Press, 2010). Joseph Massad, *Desiring Arabs* (Chicago: University of Chicago Press, 2007). Mark Mazower, *No Enchanted Palace: The End of Empire*

and the Ideological Origins of the United Nations (Princeton: Princeton University Press, 2009). Uday Mehta, *Liberalism and Empire: A Study in Nineteenth Century British Liberal Thought* (Chicago: University of Chicago Press, 1999).

Assessment Essay (90%, 5000 words) in the ST. Class participation (10%) in the LT.

Two hard copies of the assessed essay, with submission sheets attached to each, to be handed in to Sara Ulfsparré, Centre for the Study of Human Rights, TW3.8.02, no later than 16:30 on the second Thursday of Summer Term. An additional copy to be uploaded to Moodle no later than 18:00 on the same day.

SO482 – TOPICS IN RACE, ETHNICITY AND POSTCOLONIAL STUDIES (HALF UNIT)

Teacher responsible Dr Suki Ali STC S102

Availability This course is compulsory on the MSc in Sociology (Research). This course is available on the MSc in Culture and Society, MSc in Human Rights, MSc in Inequalities and Social Science, MSc in International Migration and Public Policy, MSc in Political Sociology and MSc in Sociology. This course is available with permission as an outside option to students on other programmes where regulations permit.

Course content The course offers students a broad exposure to issues in the theory of race, racism and ethnicity as well as an opportunity to consider a range of contemporary instances in which the social and political problems arising from these factors of division have been manifested. It will offer a preliminary genealogy of race thinking connecting historical and theoretical work with new scholarly debates over multi-culture, diversity, genomics, postcolonialism, and human rights.

Teaching 20 hours of seminars in the MT. Reading week: week 6. Seminar length may be extended to three hours each depending on student numbers.

Formative coursework Students have the option of writing a 3,000 word paper in preparation for the assessed essay.

Indicative reading Appiah, Anthony (1996) *Color conscious: the political morality of race*, Princeton, N.J, Princeton University press; Ballhatchet, Kenneth (1980) *Sex, Race and Class under the Raj*, Weidenfeld and Nicolson; Barber, Butler, Judith P (2004) *Precarious life: the powers of mourning and violence* London, Verso; Cabral, Amílcar (2000) *Return To The Source*, Monthly Review; London, Hurst & Co; Eze, Emanuel Chukwudi (2001) *Achieving our humanity: the idea of the postracial future*, London, Routledge; Fanon, Frantz (1967) *Toward The African Revolution*, Grove; Fredrickson, George M (2002) *Racism: a short history*, Princeton, N.J, Princeton University Press; Jones, Greta (1980) *Social Darwinism and English Thought*, Harvester; Hannaford, Ivan (1996) *Race: the history of an idea in the West*, Washington, D.C. Woodrow Wilson Center Press; Haraway, Donna (1997) *Modest_Witness@Second_Millennium, FemaleMan_Meets_OncoMouse: feminism and technoscience*, New York, Routledge; London, Routledge; Kuhl, Stefan (1994) *The Nazi connection: eugenics, American racism and German national socialism*, New York, Oxford University Press (N. Y.); Lorimer, Doug (1978) *Colour, Class and The Victorians*, Leicester University Press; Mamdani, Mahmood (2004) *Good Muslim, bad Muslim: America, the Cold War, and the roots of terror*, 1st ed New York, Pantheon Books; Poliakov, Léon (1974) *The Aryan myth: a history of racist and nationalist ideas in Europe*, London, Chatto and Windus; Schiebinger, Londa (1994) *Nature's body: sexual politics and the making of modern science*, London, Pandora; Tapper, Melbourne (1999) *In the blood: sickle cell anemia and the politics of race*, Critical histories. Philadelphia, University of Pennsylvania Press;

Assessment Essay (100%, 5000 words) in the LT. Attendance at all seminars and submission of all set coursework is required. Two hard copies of the assessed essay with submission sheets on each, to be handed in to the Administration Office, S116, no later than 16:30 on the second Thursday of Lent term. An additional copy to be uploaded to Moodle no later than 18:00 on the same day.