



THE LONDON SCHOOL
OF ECONOMICS AND
POLITICAL SCIENCE ■



Department of International History Handbook for Undergraduate Students 2016-2017

<http://www.lse.ac.uk/internationalHistory/home.aspx>

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Term Dates

Academic session 2016-17

Michaelmas	Thursday 22 September – Friday 9 December 2016
Lent	Monday 9 January – Friday 24 March 2017
Summer	Monday 24 April – Friday 9 June 2017

Academic session 2017-18

Michaelmas	Thursday 21 September – Friday 8 December
Lent	Monday 8 January – Friday 23 March
Summer	Monday 23 April – Friday 8 June

LSE has remodelled the structure of its academic year to improve students' teaching and learning experiences. Under the new model the Michaelmas and Lent Terms will each be a week longer, and the Summer Term will be three weeks shorter. This means that the School's teaching terms will be longer, the summer examination session will be shorter and the academic year will finish earlier. The new model will be run for the first time in academic year 2015/16.

The School will also be closed on the following days in the 2016/17 session, which include English public holidays:

Christmas Closure	Thursday 22 December – Monday 2 January 2017
Easter Closure	Thursday 13 April – Wednesday 19 April 2017
May Bank Holiday	Monday 1 May 2017
Spring Bank Holiday	Monday 29 May 2017
Summer Bank Holiday	Monday 28 August 2017

**Some facilities, such as the Library, may open on some of these dates. The School will issue updates throughout the year.*

Welcome by the Head of Department

This is to introduce you to the Department of International History (if you are a new student) or to welcome you back again (if you are continuing).

This year, the department will have about 150 graduate students, about 270 undergraduates, 25 academic staff, 5 tutorial fellows, and 27 Graduate Teaching Assistants.

Each student will be allocated an individual Academic Advisor or Supervisor from among the academic staff. In addition, there is a Departmental Tutor, Dr Joanna Lewis (J.E.Lewis1@lse.ac.uk) who has special responsibility for undergraduates and general course students. To check the name of your academic advisor, please see the list on the Undergraduate notice board which is situated on the second floor of Sardinia House.

As Head of Department, I am responsible for the overall management of the Department. I am also available to all students by appointment with Ms Demetra Frini (d.frini@lse.ac.uk), the Department Manager.

A Departmental Induction Meeting for new undergraduate and general course students will be held on **Thursday 22 September** at **3.00pm in Tower 1, G.01**. This will be followed by a **welcome reception at 5.00 pm**, in the **Senior Common Room, 5th floor, Old Building**, to help you to get to know one another and meet the teaching and academic support staff.

The Department is located on the mezzanine, first, second and third floors of Sardinia House and the department offices are in 1.03B, 1.03C, 1.03D, 1.03E and 1.03F.

For general enquiries your first point of call as an undergraduate student should be the Undergraduate Programme Administrator's office which is 1.03F and queries should be sent to ih.ug.admin@lse.ac.uk

Professor Janet Hartley
Head of Department

Thinking like a historian: 5 week course

The Department delivers a 5 week course entitled 'Thinking like a historian'. This course ran for the first time last session in response to our students telling us that the transition from school to university is not always straightforward and that they would welcome more clarity about what we expect and how best to approach their studies. We are also very conscious that it is important for you to develop a range of skills during your time at university and we want to make sure that a history degree will give you a sound basis for whatever career you choose to follow afterwards. We also think this course will be enjoyable as well as useful for all our students and will also let you get to know each other, and members of the department, better in your first term.

More details can be found on p.27 of this guide and on Moodle under *My Courses* → *International History*.

The course will be taught in weeks 3 to 8 of the Michaelmas term in sessions of 1.5 hours. It is compulsory and you will be allocated to a group later in the term.

Registration & Induction

New Arrivals Information and Welcome Week

The Your First Weeks section of the website 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 to LSE, crucial health information, how to set up your LSE IT account, School support services and much more: lse.ac.uk/yourFirstWeeks

The welcome week pages (lse.ac.uk/orientation) contain 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 events.

Programme Registration

At the start of the academic year all new and continuing students need to formally register on their programme of study. New students need to do this in person, whilst most continuing students will be able to do so online.

To ensure that new students are able to complete this process as quickly as possible, each programme is allocated a time slot (for large programmes these slots are further split by surname). At registration, you will be asked to provide proof of your eligibility to study in the UK in order to receive your LSE ID.

For more information, including schedules, further details about how to provide your eligibility to study in the UK, and information about registration for continuing students, please see lse.ac.uk/registration.

Departmental induction meeting and reception

A departmental induction meeting for new undergraduate and general course students will be held on **Thursday 22 September at 3.00pm in Tower 1, G.01** followed by a welcome reception at **5.00 pm**, in the **Senior Common Room, 5th floor, Old Building** to help you to get to know one another and meet the teaching and academic support staff.

Undergraduate Off Campus Support Scheme

All new undergraduate and General Course students who are not living in LSE halls of residence will be allocated to a student mentoring group prior to their arrival at the School. Mentoring groups typically comprise of around 8 new students, sometimes from within the same department. They are facilitated by a student mentor - a second or third year undergraduate who has experience of life at LSE. Your student mentor will be available for help and advice throughout your entire first year. S/he will email you before welcome week to introduce themselves and answer any questions you may have about preparing for your arrival at LSE. S/he will also set up a time to meet with you and the other students from your mentoring group during welcome Week. This first meeting is your chance to get to know some new students, and to ask your mentor any additional questions. Your mentor will offer another meeting with your group in weeks 2 and week 7, and again at other times during the year. Mentors are also available by email throughout the year to answer any questions that come up. For details visit: lse.ac.uk/Studentmentoring.

Staff Contact Details

Head of Department

Professor Janet Hartley
Room 2.12, Sardinia House
Email: j.m.hartley@lse.ac.uk

Undergraduate Tutor

Dr Joanna Lewis
Room 3.03, Sardinia House
Telephone 0207 955 7924
Email: J.E.Lewis1@lse.ac.uk

Department Manager

Ms Demetra Frini
Room: 1.03B, Sardinia House
Telephone: 0207 955 7548
Email: d.frini@lse.ac.uk
Office hours: 11.00 – 1.00pm

Undergraduate Programme Administrator

Ms Jacquie Minter
Room 1.03F, Sardinia House
Telephone: 0207 955 6174
Email: ih.ug.admin@lse.ac.uk
Office hours: 10.00 – 5.00 pm

Postgraduate & Research Programme Manager

Mrs Nayna Bhatti
Room: 1.03C, Sardinia House
Telephone: 0207 955 7126
Email: n.bhatti@lse.ac.uk
Office hours: 10.00 – 1.00 pm

MSc Programmes Administrator

Ms Milada Fomina
Room 1.03E, Sardinia House
Telephone: 0207 955 7331
Email: m.fomina@lse.ac.uk
Office hours: 10.00 – 5.00 pm

Executive Committee Officer

Mr Mathew Betts
Room: 1.03D, Sardinia House
Telephone: 0207 107 5409
Email: m.betts1@lse.ac.uk

Project Administrative Officer

Dr Edlira Gjonca
Room: 1.03D, Sardinia House
Telephone: 0207 107 7543
Email: e.gjonca@lse.ac.uk
Office hours: 10.00 – 12.30pm

Staff List

<u>Members of Staff</u>	<u>Room No.</u>	<u>Tel. No.</u>
ALVANDI, Dr Roham (<u>sabbatical leave 16-17</u>)	SAR M.12	6897
ASHTON, Professor Nigel	SAR M.07	7104
BAER, Professor Marc	SAR 3.17	4975
BASHA-I-NOVOSEJT, Dr Aurelie	SAR M.13	7789
BEST, Dr Antony	SAR 3.14	7923
BRIER, Dr Richard	SAR M.13	7789
CASEY, Professor Steven	SAR 2.10	7543
HARMER, Dr Tanya	SAR M.11	5401
HARTLEY, Professor Janet	SAR 2.12	7119
HOCHSTRASSER, Dr Timothy (<u>sabbatical leave 16-17</u>)	SAR 2.14	7092
JONES, Dr Heather	SAR 3.12	7724
JONES, Professor Matthew	SAR 3.09	3791
KEENAN, Dr Paul	SAR 2.13	6654
KIBITA, Dr Nataliya	SAR M.13	7789
LEWIS, Dr Joanna	SAR 3.03	7924
LUDLOW, Dr N. Piers	SAR 2.16	7099
MASON, Ms Andrea	SAR M.09	7601
MOTADEL, Dr David	SAR 3.16	7112
MULICH, Dr Jeppe	SAR M.13	7789
PO, Dr Ronald	SAR 2.18	5378
PRAŽMOWSKA, Professor Anita (<u>sabbatical leave 16-17</u>)	SAR M.09	7601
RAJAK, Dr Svetozar	LSE IDEAS TW1 9.01	6178
RODRÍGUEZ-SALGADO, Professor Mia (research only)	m.j.rodriquez-salgado@lse.ac.uk	
SCANLAN, Dr Padraic	SAR 3.05	5075
SCHULZE, Dr Kirsten (<u>sabbatical leave 16-17</u>)	SAR M.14	7105
SHERMAN, Dr Taylor (<u>sabbatical leave 16-17</u>)	SAR M.10	5002
SOOD, Gagan Dr	SAR 2.07	6025
SPOHR, Dr Kristina (<u>sabbatical leave 16-17</u>)	SAR 2.17	7103
STEVENSON, Professor David	SAR 3.11	7115
STOCK, Dr Paul	SAR 2.15	6039
STRIEFF, Dr Daniel	SAR M.15	6861
ZUBOK, Professor Vladislav	SAR 3.13	5370

GRADUATE TEACHING ASSISTANTS & GUEST TEACHERS 2016-2017

<u>Name</u>	<u>E-mail</u>	<u>Room Number</u>	<u>Tel. No</u>
ABRAHAM, Mr Philip	Philip.g.abraham@gmail.com	SAR 2.08	6121
BOOTH, Mr Charles	williambooth@gmail.com	SAR 2.08	6121
BOUWMAN, Mr Sebastiaan	S.A.Bouwman@lse.ac.uk	SAR 2.08	6121
BRODER, Mr David	D.Broder@lse.ac.uk	SAR 2.08	6121
CHOW, Dr Phoebe	P.Chow@lse.ac.uk	SAR 2.08	6121
COFFEY, Ms Rosalind	R.S.Coffey@lse.ac.uk	SAR 2.08	6366
CORREA MARTIN-ARROYO, Mr Pedro	p.correa-martin-arroyo@lse.ac.uk	SAR 2.06	6366
DAB, Mr Alexandre	A.Dab@lse.ac.uk	SAR 2.06	6366
FRIED, Dr Marvin	M.B.Fried@lse.ac.uk	SAR 2.06	6366
GRAGLIA, Dr Giovanni	G.Graglia@lse.ac.uk	SAR 2.05	6716
HARDER, Mr Anton	A.Harder@lse.ac.uk	SAR 2.05	6716
JANEGA, Ms Eleanor	Eleanor.janega.10@ucl.ac.uk	SAR 2.05	6716
KING, Mr William	W.King1@lse.ac.uk	SAR 3.06	7906
LIM, Mr Jin Li	J.L.Lim@lse.ac.uk	SAR 3.06	7906
MARAGKOU, Dr Konstantina	K.Maragkou@lse.ac.uk	SAR 3.07	4974
MILLWOOD, Mr Pete	pete.millwood@history.ox.ac.uk	SAR 3.06	7906
MOESCH, Ms Sophia	Sophia.moesch@kcl.ac.uk	SAR 3.07	4974
MULVEY, Dr Paul	P.M.Mulvey@lse.ac.uk	SAR 3.07	4974
PARKES, Dr Chris	C.Parkes@lse.ac.uk	SAR 3.06	7906
PEPLOW, Dr Emma	E.J.Peplow@lse.ac.uk	SAR 3.07	4974
SKJONSBURG, Mr Max	m.skjonsberg@lse.ac.uk	SAR 3.06	7906
VAN OMMEN, Ms Eline	E.Van-Ommen@lse.ac.uk	SAR 2.06	6366

The Role of the Academic Advisor and staff office hours

Undergraduates should consult the relevant section of the departmental notice-board where a list of students and their tutors will be posted (situated outside SAR 2.06).

The Department of International History highly values the advisor-advisee relationship. When you arrive in the department you will be allocated an academic advisor who will normally remain advisor throughout your time of study at the LSE. It is important that you establish contact in the early days of term and maintain a close working relationship with your academic advisor throughout your course. S/he can advise on academic and non-academic matters. In other words, your academic advisor is your first point of contact if you have any concerns about your studies at the LSE (e.g. choice of courses, progress in studies, finding a dissertation supervisor, references) or other personal concerns which you may wish to discuss in confidence. Your academic advisor will contact you at the beginning of each term and will let you know when s/he is going to be available to see advisees. S/he will also post the times of her/his regular, weekly **office hours** on her or his door. It is your responsibility to make sure that you respond to your advisor's request to see you. You should as a **minimum** see your academic advisor at **least twice** in the Michaelmas term and **at least once** in the Lent and Summer terms. Your advisor's office hours can also be found on the Department's website and on the noticeboard outside SAR 2.06 (second floor, Sardinia House).

Examination feedback

At the first meeting with your academic advisor in the second and third year, s/he will provide you with feedback on the previous year's examinations, indicating what the examiners saw as the strengths and weaknesses of the advisees' exam papers.

Office hours

NOTE: All members of staff can be contacted during their **office hours** when they are willing to see students without prior appointment. Academic staff do not hold office hours out of term. If the teacher responsible for a course is not your class teacher, the office hours are a good opportunity to discuss the subject matter of the course with him or her if you so wish.

You can find all staff office hours listed on the undergraduate noticeboard outside SAR 2.06 (second floor, Sardinia House) as well as on the department's website, and posted outside individual lecturers' offices.

Deans of the School

The Deans have a wide range of duties relating to the School's student community. They are available to any student who wishes to discuss academic or personal issues. The Deans will see students by appointment or during their office hours. Appointments can be booked through their Executive Assistants.

Although the Deans are available to meet any student to discuss personal or academic matters, students should seek the advice and support of their Academic Adviser and Departmental Tutor/Programme Director before coming to the Deans. For 2016/17, enquiries for the Dean of Undergraduate Studies should be directed to ssc.advice@lse.ac.uk and the Student Services Centre will ensure that appropriate support, guidance or onward referral is provided. The Advisers to Male and Female Students can also offer support.

Dr Sunil Kumar	Dean of Graduate Studies	OLD 1.07	7574	pg.dean@lse.ac.uk
Mr Mark Hoffman	Dean of the General Course	OLD 1.09	5197	gc.dean@lse.ac.uk
Dr Giovanni Graglia	Executive Assistant to the Dean of Graduate Studies and the Dean of the General Course	OLD G.14	7445	g.graglia@lse.ac.uk
Dr Bingchun Meng	Adviser to Female Students	TW2.1.01h	5020	b.meng@lse.ac.uk
Dr Jonathan Hopkin	Adviser to Male Students	CON.5.18	6535	j.r.hopkin@lse.ac.uk

Communication, Practicalities / Getting Started: Email, Student and Staff Pigeonholes, Contact Addresses, LSE for You, Notice boards & Other Useful Information

Email

The School will use your LSE email address to communicate with you so you should check it regularly. The email program Microsoft Outlook is available on all student PCs on the LSE network. You can also access e-mail off-campus using webmail and remote desktop, or on the move using email clients for laptops and mobile phones. For instructions on how to access your e-mail off campus, visit

<http://www2.lse.ac.uk/intranet/LSEServices/IMT/remote>.

Moodle

Moodle is LSE's Virtual Learning Environment (VLE). It is a password protected web environment that contains 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; not all teachers choose to use Moodle.

You can access Moodle from any computer connected to the internet, on and off campus. Go to <http://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.

Student Pigeon-holes

There is a 'to be collected' pigeon hole on the second floor of Sardinia House. **Please note students are prohibited from using the Department address as their contact address for receiving external correspondence.**

Staff Pigeon-holes

Academics and administrative staff in the Department have pigeonholes situated on the first floor of Sardinia House.

LSE for You

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

- view or change your personal details
- reset your Library and network passwords
- monitor and pay your tuition fees online
- check your exam results

You can also access online tutorials on how to navigate and personalise LSE for You via its login page. Use your LSE network username and password to login. via lse.ac.uk/lseforyou.

Contact Addresses

If you change your term-time or permanent address you must inform the Student Service Centre by updating your contact details via [LSE for You](#) using your LSE network log in details.

* Please keep your personal details up to date so that we can contact you if necessary.

Fees

The School offers two options for payment of fees. You can either pay them in full prior to Registration or via a payment plan. Full fee information, including how to pay, can be found here:

[http://www.lse.ac.uk/intranet/LSEServices/financeDivision/feesAndStudentFinance/Paying%20fees/How to Pay.aspx](http://www.lse.ac.uk/intranet/LSEServices/financeDivision/feesAndStudentFinance/Paying%20fees/How%20to%20Pay.aspx)

If you do not know the cost of your fees, please see the [Table of Fees](#) at lse.ac.uk/feesoffice.

Students on executive courses should refer to the Fees website for further information on payment plans.

Certificate of Registration

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

Once you are formally registered with the School you will be able to print out your certificate via LSE for You. The 'Certificate of Registration' option can be found in the 'Certification and Documentation' section of LSE for You. Please be aware it can take up to 4 hours for your change in Registration Status to be picked up by LSE for You so you may have to wait a short time if you've just registered. 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.

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.

<http://www2.lse.ac.uk/intranet/diaryAndEvents/timetables/Home.aspx>

Undergraduate Course Choice and Personal Timetables

You will need to choose all of your courses, including any compulsory ones, in LSE for You. All course choices need to be approved by your Academic Adviser so please make sure you've discussed your options with them.

The deadline for course choice for undergraduate students is **10th October 2016**.

To choose your courses first visit lse.ac.uk/coursechoice. Here you will find links to the programme regulations which outline your available course choices and a course guide for each of them. You will also find tutorials on how to select courses, including information on how to select courses that are not listed in your programme regulations.

The schedule for publication of personal timetables in LSE for You is shown below.

- Continuing students: from Tuesday 20th September 2016
- First years: from Friday 23rd September 2016
- General course students: from Friday 23rd September 2016
- Intercollegiate students: from Friday 30th September 2016
- Diploma students (undergraduate course): from Friday 30th September 2016

If you have made your course choices in LSE for You by the specified date but cannot view a personal timetable this may be because you have a timetable clash. If this is the case you should see a message telling you the codes of the courses that are clashing. For further information on timetable clashes please see the timetables web page: <http://www.lse.ac.uk/intranet/diaryAndEvents/timetables/timetableClash.aspx>

If you make a change to your course choices after the publication date please allow three working days for the changes to appear on your timetable.

Undergraduate Class Changes

The Timetables Office uses an automated process to allocate undergraduate students to classes. In order to request a change to a scheduled class, you should apply using the LSE for You (LFY) 'class change request' function. Online change requests are not available for LSE100, due to the small size and group work element of classes. For more information, e-mail lse100@lse.ac.uk

If there are circumstances that prevent you from attending your scheduled class, you should include in your request full details of the dates and times that you are unavailable. The relevant department will then consider your request. You may be asked to provide documentary evidence in support of your application.

Once the department has made its decision you will be notified via your LSE email account. If your request is approved, your LSE for You personal timetable will be updated within three working days of the date of approval.

Seminar registration for postgraduate students is co-ordinated by the department teaching the course; so please contact them directly with any queries.

For more information please see: lse.ac.uk/coursechoice.

Departmental Notice boards

Take a regular look at departmental notice boards for general information, news of special lectures and other events (both inside and outside the School), scholarships, careers etc. These boards are outside SAR 2.06 (second floor, Sardinia House).

Departmental Study Room

International History students are welcome to make use of this room which is strictly for study purposes. It is located in the basement of Sardinia House and the room number is B.15.

Staff-Student Liaison Committees

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

The SSLC also elects one representative to attend the relevant School level Students' Consultative Forum. More information on the Consultative Fora can be found by following at: lse.ac.uk/studentrepresentation.

The student Chair will speak to new students at the induction meeting on 24 September to further explain the role of the committee and how students may put themselves forward to be programme representatives.

If you have a matter you wish to have raised at a meeting or would like to read past minutes, you should get in touch with either the relevant student representative or the Undergraduate Administrator in room 1.03F. Minutes of meetings will be available on the Departmental Virtual Office on Moodle and on the departmental website.

Language Course reimbursement

It has been agreed that International History can assist all students in the department with the cost of language study at the LSE. The department will assist by reimbursing half the cost of one normal fee certificate course on successful completion of study.

To qualify for reimbursement, at the beginning of the year students should inform the Undergraduate Administrator, via e mail: ih.ug.admin@lse.ac.uk that they have signed up to learn a language at the Language Centre and intend to apply for this reimbursement. The following details should be provided in the notification:

SURNAME:

FIRST NAME:

DEGREE OF STUDY:

YEAR OF STUDY:

LANGUAGE COURSE TO BE TAKEN:

COST :

ADDRESS FOR CHEQUE TO BE SENT TO IN AUGUST:

Once you have registered your intention to apply you will receive a confirmation from the Undergraduate Administrator that your intention has been registered with the Department. Please keep this e-mail.

Please note, if you do not register your request for reimbursement; receiving a reply confirmation from the Undergraduate Administrator at the beginning of the year, you will be unable to make a claim at the end of the year. The closing date to register your request will be circulated via e mail at the beginning of the year, along with a reminder of these instructions.

To receive the reimbursement, you must bring the signed certificate to the Undergraduate Administrator's office (SAR 1.03F) as proof of having completed the course. If you are submitting a copy it must be signed by the Language Department. Certificates are normally issued in early June. Reimbursement will not be arranged unless the certificate is produced, and this must be done by the deadline given in order to be processed within the end of the LSE financial year. Students will receive cheques via the post in August.

Please note: LSE is only able to issue closed cheques; there may be a charge to pay these in these at overseas banks.

Please bring a stamped and addressed envelope with the certificate, marked with the address that you would like the cheque to be sent to.

Students may only claim for one course.

Departmental Events

Cumberland Lodge

Annual Department Conference at Cumberland Lodge 4th-6th November 2016

The Department holds an annual weekend conference for staff and students in Cumberland Lodge, Windsor Great Park on an international history theme. The theme of the conference this year will be announced during the Michaelmas term. The full programme and registration instructions will be circulated early in the Michaelmas Term.

Cumberland Lodge weekends are heavily subsidized, and offer excellent value for money in very pleasant surroundings. A limited number of places are available.

Annual Lecture

The department hosts an annual lecture as part of the LSE Events programme. The speaker is a renowned historian invited by the department; speakers in recent years include Professor Avi Shlaim and Professor David Blackbourn.

The speaker, topic and venue details of annual lecture for 2016-17 will be announced during Michaelmas term.

Please check the Department Virtual Office on Moodle for information on other events held throughout the academic year.

Note to Students of the BSc in International Relations & History Programme

BSc International Relations & History students are sometimes puzzled over their relationship with the Department of International Relations. This note is an attempt to explain.

Yours is a joint degree in curricular terms. It is so constructed as to ensure that you study an approximately equal number of courses from International History (IH) and from International Relations (IR).

Your IR courses include the four which are compulsory for BSc IR students: Concepts of International Society (in the first year), International Political Theory (in the second year), Foreign Policy Analysis and International Organisations, one of which you take in the second year and the other in the third year (whereas BSc IR students study them both in their second year). As an IR & IH student, you are able to choose either one or two of our IR optional courses in your third year (but not the IR Dissertation – if you choose to write a dissertation, it has to be in IH).

Courses taught by the Department of International Relations are examined and marked according to criteria set out in its undergraduate marking scheme. The marking scheme can be found on page 95 of this handbook.

Your 'home' department is the International History Department. Tutorial and administrative aspects of your degree are exclusively the responsibility of IH. This has been the case ever since the degree was created, on the initiative of IH. Representation on the Staff-Student Liaison Committee, attendance at the Cumberland Lodge weekend conference and other benefits are offered by the IH department rather than IR.

IR&H students have in recent years received invitations to the parties organised by the School for IR undergraduate students at the beginning and near the end of each academic year, i.e. in October and June. The intention is to give effect socially to the idea of a joint degree.

IR&H students occasionally ask about the possibility of transfer into the BSc IR degree. Unfortunately these requests are usually declined. This is no reflection on the ability or motivation of the student making the request. It simply reflects the current pressure of student numbers. The BSc IR degree is already full and it would not be a responsible action to add further students to those already on this degree programme.

We hope you will enjoy studying for your BSc degree in International Relations and History. We will do our best, in liaison with your Departmental Tutors and student representatives, to contribute (within the limits set out above) to providing a fulfilling university education in International Relations for that half of your degree studies.

International Relations Department

BA in History

For all first, second and third year students in 2016-17

Paper Course number and title

See [LSE100](#) The LSE Course: Understanding the causes of things
note

[HY119](#) Thinking like a Historian

Year 1

1 & 2 Two courses from the following:

[HY113](#) From Empire to Independence: the Extra-European World in the Twentieth Century

[HY116](#) International History since 1890

[HY118](#) Faith, Power and Revolution: Europe and the Wider World, c.1500-c.1800

[EH101](#) The Internationalisation of Economic Growth

3 **Either** a further course not taken under Papers 1 and 2 **or** an approved course taught outside of the Department.

4 An approved course taught outside the Department

Year 2

5 One course from the following:

[EH102](#) Towns, Society and Economy in England and Europe 1450-1750

[EH238](#) The Industrial Revolution

[HY221](#) The History of Russia 1682-1825

[HY233](#) Empire and Nation: Britain and India since 1750 (n/a 16/17)

[HY235](#) Modernity and the State in East Asia: China, Japan and Korea since 1840

[HY243](#) Islamic Empires, 1400 - 1800

[HY315](#) The European Enlightenment, c.1680-1799 (n/a 16/17)

[HY319](#) Napoleon and Europe

[HY323](#) Travel, Pleasure and Politics: The European Grand Tour, 1670-1825

[HY324](#) Muslim-Jewish Relations: History and Memory in the Middle East and Europe, 622-1945

[HY326](#) Slavery, Capital, and Empire in the British World, 1700-1900

6 One course from [Selection List A](#)

7 One course from [Selection List A](#) **or**

One course from [Selection List B](#) **or**

[EH225](#) Latin America and the International Economy (n/a 15/16) **or**

[EH207](#) The Making of an Economic Superpower: China since 1850 (n/a 16/17)

8 An approved course taught outside the Department

Year 3

9 & 10 Two courses from [Selection List A](#) **or** [Selection List B](#), one of which must be from [Selection List B](#) if not already taken as Paper 7.

- 11 ***Either*** a further course from Selection List A ***or*** Selection List B not already taken ***or*** an approved course taught outside of the Department.
- 12 HY300 Dissertation
- Notes** LSE100 is taken by all students in the Lent Term of Year 1 and the Michaelmas Term of Year 2. The course is compulsory but does not affect the final degree classification

History Selection List A

- HY200 The Rights of 'Man': the History of Human Rights Discourse from the Antigone to Amnesty International (n/a 16/17)
- HY203 The Arab-Israeli Conflict: Nationalism, Territory, Religion
- HY206 The International History of the Cold War, 1945-1989
- HY221 The History of Russia, 1682-1825
- HY226 The Great War 1914-1918
- HY232 War, Genocide and Nation Building. The History of South-Eastern Europe 1914-1990
- HY233 Empire and Nation: Britain and India since 1750 (n/a 16/17)
- HY235 Modernity and the State in East Asia: China, Japan and Korea since 1840
- HY238 The Cold War and European Integration, 1947-1992
- HY239 Latin America and the United States since 1898
- HY240 From Empire to Commonwealth: war, race and imperialism in British History, 1780 to the present day
- HY241 What is History? Methods and Debates
- HY242 The Soviet Union: Domestic, International and Intellectual History
- HY243 Islamic Empires, 1400 - 1800

History Selection List B

- HY311 Limited War During the Cold War Era: The US in Korea (1950-53) and Vietnam (1954-75)
- HY315 The European Enlightenment, c.1680-1799 (n/a 16/17)
- HY319 Napoleon and Europe
- HY320 The Cold War Endgame
- HY321 The Struggle for the Persian Gulf, 1945-2003 (n/a 16/17)
- HY322 Nazi Germany and the Second World War: Causes and Course, 1933-1945

- [HY323](#) Travel, Pleasure and Politics: The European Grand Tour, 1670-1825
- [HY324](#) Muslim-Jewish Relations: History and Memory in the Middle East and Europe, 622-1945
- [HY325](#) Retreat from Power: British foreign and defence policy, 1931-68
- [HY326](#) Slavery, Capital, and Empire in the British World, 1700-1900
- [HY327](#) The Anglo-American Special Relationship, 1939-89
- [HY328](#) The Arab-Israeli Conflict: Nationalism, Territory, Religion (n/a 16/17)

BSc in International Relations and History

For all first, second and third year students in 2015-16

Paper Course number and title

See [LSE100](#) The LSE Course: Understanding the causes of things
note

[HY119](#) Thinking like a Historian

Year 1

1 [IR100](#) Concepts of International Society

2 [HY116](#) International History since 1890

3 & 4 Two from:

[HY113](#) From Empire to Independence: The Extra European World in the 20th Century

[HY118](#) Faith, Power and Revolution: Europe and the Wider World, c.1500-c.1800

An approved language (LN) course

An approved paper taught outside the Department

Year 2

5 [IR200](#) International Political Theory

6 *Either* [IR202](#) Foreign Policy Analysis I *or* [IR203](#) International Organisations

7 & 8 Two from:

[HY200](#) The Rights of 'Man': the History of Human Rights Discourse from the Antigone to Amnesty International (n/a 16/17)

[HY203](#) The Arab-Israeli Conflict: Nationalism, Territory, Religion

[HY206](#) The International History of the Cold War, 1945-1989

[HY221](#) The History of Russia 1682-1825

[HY226](#) The Great War 1914-1918

[HY232](#) War, Genocide and Nation Building. The History of South-Eastern Europe 1914-1990

[HY233](#) Empire and Nation: Britain and India since 1750 (n/a 16/17)

[HY235](#) Modernity and the State in East Asia: China, Japan and Korea since 1840

[HY238](#) The Cold War and European Integration, 1947-1992

- [HY239](#) Latin America and the United States since 1898
- [HY240](#) From Empire to Commonwealth: War, Race and Imperialism in British History, 1780 to the present day
- [HY241](#) What is History? Methods and Debates
- [HY242](#) The Soviet Union: Domestic, International and Intellectual History
- [HY243](#) Islamic Empires, 1400 - 1800

Year 3

9 ***Either*** [IR202](#) ***or*** [IR203](#), not taken above

10 One full unit from:

- [GV247](#) Theories and Problems of Nationalism
- [IR204](#) International Political Economy (H)
- [IR305](#) Strategic Aspects of International Relations
- [IR306](#) Sovereignty, Rights and Justice: Issues in International Political Theory (n/a 16/17)
- [IR308](#) Systemic Change in the Twentieth Century: Theories of the Cold War (n/a 16/17)
- [IR311](#) Europe's Institutional Order (n/a 16/17)
- [IR312](#) Genocide
- [IR313](#) Managing China's Rise in East Asia
- [IR314](#) Southeast Asia: Intra-regional Politics and Security
- [IR315](#) The Middle East and International Relations Theory
- [IR317](#) American Grand Strategy (H)
- [IR318](#) Visual International Politics (H)
- [IR319](#) Empire and Conflict in World Politics (H)
- [IR321](#) Revolutions and World Politics (H)
- [IR322](#) Sovereignty, Rights and Justice: Issues in International Political Theory (H)
- [IR347](#) Political Economy of International Labour Migration (H) *
- [IR354](#) Governing International Political Economy: Lessons from the Past for the Future (H)
- [IR355](#) Economic Diplomacy (H) *
- [IR367](#) International Political Economy of the Environment (H) * (n/a 15/16)

[IR368](#) The Political Economy of Trade (H) *

[IR369](#) Politics of Money in the World Economy (H) *

11 One from:

[HY311](#) Limited War During the Cold War Era: The US in Korea (1950-53) and Vietnam (1954-75)

[HY315](#) European Enlightenment, c1680-1799 (n/a 16/17)

[HY319](#) Napoleon and Europe

[HY320](#) The Cold War Endgame

[HY321](#) The Struggle for the Persian Gulf, 1945-2003

[HY322](#) Nazi Germany and the Second World War: Causes and Course, 1933-1945

[HY323](#) Travel, Pleasure and Politics: The European Grand Tour, 1670-1825

[HY324](#) Muslim-Jewish Relations: History and Memory in the Middle East and Europe, 622-1945

[HY325](#) Retreat from Power: British foreign and defence policy, 1931-68

[HY326](#) Slavery, Capital, and Empire in the British World, 1700-1900

[HY327](#) The Anglo-American special Relationship, 1939-89

[HY328](#) The Arab-Israeli Conflict: Nationalism, Territory, Religion (n/a 16/17)

12 One from:

A further paper from 10 or 11 above

[HY300](#) Dissertation

An approved paper taught outside the Department of International Relations and International History

Notes * Prerequisite for this course is [IR204](#) International Political Economy (H)

[LSE100](#) is taken by all students in the Lent Term of Year 1 and the Michaelmas Term of Year 2. The course is compulsory but does not affect the final degree classification.

LSE100 The LSE Course: Understanding the causes of things

All first year undergraduate students are required to take the course ***LSE100 The LSE Course: Understanding the causes of things*** and your lectures and classes for LSE100 begin in January 2017. This is an interdisciplinary and innovative course which is taught over two terms: the Lent term of your first year and the Michaelmas term of your second year. In both of these terms, you will be required to attend a 2-hour lecture and a 1-hour class each week.

LSE100 is assessed through five pieces of summative work: three assessments carried out during classes, an essay due at the end of the Lent Term and a final examination at the end of the course, which is held on the week before Lent term. Marks for LSE100 appear on your transcript but do not affect your degree classification. The LSE100 classification scheme is non-numeric: Credit, Merit, Distinction or Fail.

This is the fifth year that the course is compulsory for undergraduates. The LSE100 course team have gathered extensive feedback from students on the pilot and during the first compulsory year on the content, structure and resources and academic departments have been widely consulted in order to provide a course which is challenging but accessible to all students.

LSE100 introduces you to the fundamental elements of thinking as a social scientist by exploring real problems and real questions, drawing on a range of disciplines across the social sciences. This distinctive course actively challenges you to analyse questions of current public concern and of intellectual debate from a rigorous social science perspective. Focusing on 'big questions' – such as 'How should we manage climate change?', 'Does culture matter?' and 'Who should own ideas?' – as an LSE100 student you will explore the different approaches to evidence, explanation and theory that are used in the different social sciences. In this way, the course not only broadens your intellectual experience, but also deepens your understanding of your own degree discipline. The course also helps you to develop the critical methodological, information and communication skills that underpin your study and application of the social sciences.

More information on the course can be found in the LSE100 mini course guide which you will receive during Welcome week in September 2016, the website lse.ac.uk/LSE100 or by visiting the LSE100 Moodle site.

Thinking like a historian

This is a five-week course for all new first-year historians. It is a compulsory course; there is no requirement for written work and no assessment but you will be asked to read a number of short texts for each class and required to participate in the class.

The course will be taught by permanent members of staff (including the head of the department) and teaching fellows.

The aims of the course are two-fold: first, to enable you to reflect and share ideas with other students about why you have chosen to study history and international history in particular; second, to discuss the skills you need and will develop as a history student.

Apart from being extremely enjoyable and enabling students to learn about the past – that is, to understand the past and, through that process, come to a better understanding of the present – history also offers students the opportunity to acquire and improve on key skills, including communication (verbal and written), analytical skills, and learning to learn (improving one's own performance and working with others).

Each class covers a theme; you will be expected to have read the short readings (articles or chapters) and to discuss the questions in the class.

The course schedule will be released during Michaelmas term.

LEARNING HISTORY, LEARNING SKILLS

WHY STUDY HISTORY?

‘Important abilities and qualities of mind are acquired through the study of History. They are particularly valuable for the graduate as citizen and are readily transferable to many occupations and careers’

‘The particular characteristics of History as a discipline: Its subject matter, distinguishing it from other humanities and social sciences, consists of the attempts of human beings in the past to organise life materially and conceptually, individually and collectively, while the object of studying these things is to widen students’ experience and develop qualities of perception and judgement. History provides a distinctive education by providing a sense of the past, an awareness of the development of differing values, systems and societies and the inculcation of critical yet tolerant personal attitudes.’

‘History’s ability to promote understanding between cultures and between national traditions remains as important as ever.’

[Extracts from: History Benchmarking Draft Report, 1999]

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Apart from being extremely enjoyable and enabling students to learn about the past; to understand the past and through it, come to a far better understanding of the present; history also offers students the opportunity to acquire and improve on many of the key skills which have been identified as a priority for Higher Education after consultation with employers.

Each of the courses we offer has a separate description of its content and the way it is taught and examined. Each is distinctive and seeks to cover different yet complementary areas of history and chronological periods. Some also place particular stress on certain skills.

This document highlights the generic skills that are integral to all our courses.

KEY SKILLS

The ideal graduate has recently been defined as someone who is adaptive, responsible and reflective, as well as having high level analytical and problem solving skills. A number of key skills have been identified which have both intrinsic value and are regarded by employers as vital for the workplace.

- Communication (verbal and written)
- The use of information technology
- Learning to learn/ improving own learning and performance, working with others
- Numeracy/ application of number

The Assessment Criteria for Examination by Essays Written under Timed Conditions – extract from the Draft Benchmark Statement for History 1999

This gives a good indication of what is required to do well in a history course. It will also help you identify the areas where you might need to improve. Essays not written under timed conditions will carry both a mark and a comment from the class teacher/marker. You are also reminded that all class teachers and class hours where you may go to discuss your progress on specific courses.

First class

Structure and focus

- Work which engages closely with the question set, and shows a mature appreciation of its wider implications.
- The structure of the answer will facilitate a clear, coherent, and compelling development of the writer's argument.
- Descriptive material and factual evidence will be deployed in order to support and develop the writer's argument, and will be deployed with a vigorous sense of relevance and an appropriate economy of expression.

Quality of argument and expression

- The writing will be clear, fluent, and accurate. The range of vocabulary and linguistic idioms will be appropriate to the case being developed.
- The answer will go well beyond the effective paraphrasing of other historians' ideas, and demonstrate conceptual command of the historical (and, where appropriate, historiographical) issues at stake.
- The answer may develop ideas which are original, and may be structured in a way which enables the writer to develop independent lines of thought in compelling and coherent ways. Intellectual independence, when grounded in a mature consideration of available evidence, should take the candidate into the highest mark bands.

Range of Knowledge

- Relevant knowledge is both broad and deep. This will include knowledge of contemporary sources, historiography, secondary literature. The range of reading implied by the answer will be extensive.
- The answer will demonstrate a clear sense of the nature and complexity of historical development.
- The writer will show an ability to move between generalisation and detailed discussion, and will be able to synthesize as well as particularize.
- Writers will show an ability to evaluate the nature and status of information at their disposal, and where necessary identify contradiction and attempt a resolution.
- The answer will demonstrate an informed and secure understanding of the historical period or periods under discussion.

Upper Second class

Structure and focus

- Work which displays an understanding of the question, shows an appreciation of some of its wider implications, and makes a serious attempt to engage with the question set.

- The structure of the answer will facilitate a clear development of the writer's argument, towards the lower end of this mark band candidates will not sustain an analytical approach throughout.
- Descriptive material and factual evidence will be deployed relevantly. Towards the lower end of this mark band candidates may not always bring out the full implications of evidence cited.

Quality of argument and expression

Draft Benchmark Statement for History

- The writing will be clear and generally accurate, and will demonstrate an appreciation of the technical and advanced vocabulary used by historians.
- The answer will deploy other historians' ideas and seek to move beyond them. The answer will also show an appreciation of the extent to which historical explanations are contested.
- Although the answer might not demonstrate real originality, the writer will present ideas with a degree of intellectual independence, and will demonstrate the ability to reflect on the past and its interpretation.

Range of Knowledge

- Knowledge is extensive, but might be uneven. Demonstrated knowledge will include reference to relevant contemporary and historiographical sources. The range of reading implied by the answer will be considerable.
- The answer will demonstrate a sense of the nature of historical development.
- The writer will show an ability to move between generalisation and detailed discussion. Although there may be a tendency towards either an over-generalised or an over-particularised response.
- Writers will reflect on nature and status of information at their disposal, and will seek to use it critically.
- The answer will demonstrate a secure understanding of the historical period or periods under discussion.

Lower Second Class

Structure and focus

- Work which displays some understanding of the question set, but may lack a sustained focus and may show only a modest understanding of the question's wider implications.
- The structure of the answer may be heavily influenced by the material at the writer's disposal rather than the requirements of the question set. Ideas may be stated rather than developed.
- Descriptive material and factual evidence will be deployed, but not necessarily with the kind of critical reflections characteristic of answers in higher mark bands.

Quality of argument and expression

- The writing will be sufficiently accurate to convey the writer's meaning clearly, but it may lack fluency and command of the kinds of scholarly idioms used by professional historians. In places expression might be clumsy.

- The answer will show some understanding of historians' ideas, but may not reflect critically upon them. The problematic nature of historical explanations may be imperfectly understood.
- The answer is unlikely to show any originality in approach or argument, and may tend towards assertion of essentially derivative ideas.

Range of Knowledge

- Knowledge will be significant, but may be limited and patchy. There may be some inaccuracy, but basic knowledge will be sound. The range of reading implied by the answer will be limited.
- The answer will show some limited awareness of historical development.
- The writer might be prone to being drawn into excessive narrative or mere description, and may want to display knowledge without reference to the precise requirements of the question.
- Information may be used rather uncritically, without serious attempts to evaluate its status and significance.

Draft Benchmark Statement of History

- The answer will demonstrate some appreciation of the nature of the historical period or periods under discussion.

Third Class

Structure and focus

- Work which displays little understanding of the question, and may tend to write indiscriminately around the question.
- The answer will have structure but this may be underdeveloped, and the argument may be incomplete and unfold in a haphazard or undisciplined manner.
- Some descriptive material and factual evidence will be deployed, but without any critical reflection on its significance and relevance.

Quality or argument and expression

- The writing will generally be grammatical, but may lack the sophistication of vocabulary or construction to sustain a historical argument of any complexity. In places the writing may lack clarity and felicity of expression.
- There will be little appreciation of the problematic or contested nature of historical explanations.
- The answer will show no intentional originality of approach.

Range of Knowledge

- There will be sufficient knowledge to frame a basic answer to the question, but it will be limited and patchy. There will be some inaccuracy, but sufficient basic knowledge will be present to frame a basic answer to the question. The answer will imply relevant reading but this will be slight in range.
- There will be understanding of historical development but it will be underdeveloped, and the ideas of historians and other writers may be muddled or misrepresented.

- There will be an argument, but writer may be prone to excessive narrative, and the argument might be signposted by bald assertion rather than informed generalisation.
- There will be sufficient information to launch an answer, but perhaps not to sustain a complete response. Information will be used uncritically as if always self-explanatory.
- The answer will demonstrate appreciation of the nature of the historical period or periods under discussion, but at a rudimentary level.

DEPARTMENT OF INTERNATIONAL HISTORY

WRITING NOTES

In order to complete any course in Arts and Social Sciences it is vital to produce a set of notes, taken from lectures, tutorials and especially books and articles. These notes must eventually provide you with the necessary arguments, ideas and facts with which to answer essay questions, during the year and in examinations. The purpose of this handout is to give some general hints on how to go about writing notes. As with essay-writing, it is impossible to make any hard-and-fast rules about note making. Everyone will write different notes on the same book or on the same lecture. Nevertheless, it is possible to lay down certain guidelines and to emphasise what you should not be doing.

The first step is, of course, to decide which topics you wish to write notes upon. To an extent this should suit your own interests, but it will also be dictated by the essays you are asked to write during the year and by the questions which appear on examination papers. Past examination questions may help provide you with a focus for the various ideas which appear in books as well as giving hints as to future questions.

Ultimately a set of notes, on each of the topics you have chosen to cover, should be:

- (i) short enough so that you can revise from them quickly, but comprehensive enough to answer a range of questions fully;
- (ii) easy to understand - usually by being divided into several major headings, each of which may have a number of sub-headings, and with a wide range of short, clear analytical points, if necessary, backed up by some selected factual illustrations (dates and events, or statistics, etc.). In any notes you should include a form of shorthand as far as possible, e.g. B for Britain; Gov for government; WWI for First World War; 19thc for nineteenth century; cld for could. The more abbreviations you can make without making the notes difficult to decipher, the better;
- (iii) a clear introduction to the main elements under every topic, or in an article or chapter of a book. Again a balanced sub-division of notes into major headings will enable you to use one set of notes, with some quick restructuring, to answer several questions;
- (iv) a mixture of arguments and facts, but with the emphasis on argument and analysis. This will ensure that the essays you write are also based on analysis first and foremost. Notes must avoid mere chronology and the simple repetition of facts. Dates and events should ILLUSTRATE an argument, NOT become a substitute for it.

By the time of the examinations, you should aim to write a single set of notes on each topic you have selected but these will be taken from four main sources:

- a) **Lectures**: Lecturers will often include the main lines of debate on any topic and provide some clear views on issues. They should also sum up their main arguments at the end. The key piece of advice here is: ALWAYS WRITE DOWN THESE MAIN ARGUMENTS.

Again it is tempting in lectures to write down dates, events and other facts. But this alone serves little purpose: it is the arguments that matter. Arguments might be more difficult to grasp than facts, but you need to develop the ability to note them down. Sometimes it is advisable to stop writing and listen to the arguments for a time. (Some quite successful students prefer to listen to lectures all the way through and write notes later).

But lectures are **never** sufficient on their own to provide the answer to a question: they will generally only provide you with between one and three sides of notes and are a base to be built upon.

- b) **Classes and Seminars:** These can be used to explore additional issues and arguments, but in order to be valuable they require preparation by students. Those who do not prepare adequately for a class will not understand or be able to contribute to the debate. The main purpose of classes and seminars is to talk and think; they are an opportunity to express your own ideas and to consider other ideas put forward in the discussion. They are **not** meant to serve as a source of information, and so the amount of notes you can take from classes may only be half a side or so. It will depend on the quality of discussion and its coherence. It can be difficult to be coherent as a book. As classes are not lectures they should not become a monologue by the tutor, however short the students are on ideas. You may find it easier to write notes up **after** the class finishes.

But again, write down any arguments and illustrations which do seem pertinent. Also write down any questions and the answers suggested to them. And try to sum up the main opposing arguments in any debate which takes place.

- c) **Books and Articles:** These are clearly vital in order to explore the views of historians and political scientists, but can be complex and long. The problem here is scale: there are numerous books and articles on any bibliography and each can lead to long, detailed notes. You need to be selective, but about the number of books and articles you read, and what you note about them. Part of your university education means developing an ability to make judgements about what you should and should not read on the basis of what is important or relevant to your particular task. Regarding the number of books to read: be guided by any advice that tutors and lecturers might give. You should try and concentrate on detailed studies, rather than general texts and read until you feel that you have a sound understanding of the major problems on any subject, and are able to write a fair answer to any essay question you have been asked.

On individual books, don't simply read everything from cover-to-cover: some books are worth reading as a whole but generally you should use books selectively, looking only at sections that are relevant to your needs. You need to distil from books their main arguments, to note down some factual illustrations that back arguments up (dates, events, actions of key characters, statistics, etc.) and sometimes to write out key, telling quotes (but keep these to a minimum, since they are difficult to remember in examinations.)

It can be difficult to understand the main arguments of a large book at first and the problem is always **what** exactly to note down. To some extent this requires practice, but it is possible to distil the main arguments from a book by reading **either** the introduction, **or** the conclusion, **or** the introductions and conclusions to individual chapters. At these points almost every book contains a summary of its main ideas. Once you are aware of the main arguments, then any subsidiary arguments and any illustrations or good quotes should also begin to stand out.

Some students believe in 'skip-reading': they simply read the first sentence of each paragraph. In some books this may not be a bad idea but in general it is a rather crude way of going about things! However, it can be useful to skip-read a book at first in order to get the gist of what it is saying - then go back and read it in greater detail.

Again, practice should enable you to keep notes on books to a minimum (perhaps four to six sides on **major** works; but others should be shorter to you'll simply end up with too much). But initially you may find yourself writing down more than the essential arguments and illustrations. You must work at preventing this because otherwise you will not be making the best use of your time. It may be wise to practice writing notes with an article rather than a book, because articles can be just as valuable as books but are shorter, give a clear idea of why they were written and usually make their main arguments clear in the conclusion.

Primary source materials such as diaries and memoirs by those involved in events can be used to reinforce and illustrate arguments, but may be biased and have a limited perspective. Keep notes on these down to essentials. Collections of documents are more important and should be looked at by graduate students on a selective basis.

After reading several books and articles you may be able to distinguish several approaches to a question. It is then important to note down these differences: it can be useful in essays to show that you understand different schools of thought on an issue, the various arguments used to back them up and any differing interpretations of evidence.

Once you have taken notes from all the above sources, you are well advised to boil them down into a **single**, coherent, comprehensive set of notes, suitable for quick revision. Some students prefer not to do this, but others can become confused in examinations as they try to fuse together ideas drawn from several sets of notes. A single set of notes will iron out any discrepancies, knock out repetitions and expose any remaining gaps in your knowledge. It will also force you to make final decisions on what you think about a historical problem: what elements are most important, where do you stand in any debate, and why do you take this viewpoint? Again, a single, well-structured set of notes will allow you to adapt quickly in examinations to whatever question appears.

There will be an early chance to test your notes, when you are asked to write an essay during the year. This will expose any gaps in the notes. Whoever marks this essay should point out possible ways to strengthen arguments or to bring in further ideas and information. You should then go back to your notes and make any necessary changes.

ESSAY WRITING

History does not lend itself to “right” and “wrong” answers to questions, and there is no single “correct” approach to any important historical problem. It is possible to write essays on the same question using different material and reaching different conclusions which both gain the same good mark. But the following provides advice to those answering historical questions in course work and examinations, points out some pitfalls and suggests possible approaches to major problems.

A. NOTES

After choosing the questions which you wish to answer, you will need to amass a body of information – from lectures, from tutorials and from your own reading – and organise it into a coherent set of notes. As you read, note down not just information but points to emphasise, investigate or question. **DO NOT SIMPLY COPY OUT RELEVANT PASSAGES** (unless they merit direct quotation). Try to summarise or analyse the facts in your own words rather than simply acquiring factual information.

Thinking ahead to examinations (on which more below) it is best always to structure your notes in such a way that they can be used to answer a wide range of questions on any given topic. This can be achieved by subdividing notes thematically. For example, on the Origins of the Cold War, you might have subdivisions covering origins 1944-47, ideological differences, economic aspects, particular points of dispute, then on the 1947-53 period the impact of events in Europe (Czech, Berlin) and events in Asia (Korea, establishment of communist China). This kind of structure will enable you to answer a broad range of questions on the Cold War.

It is a good idea to begin your reading with general material and move to more specialised reading once you have acquired a broader background. **ALL ESSAYS REQUIRE READING FROM SEVERAL SOURCES.** You cannot use only one book or article. It is vital to read widely and to evaluate the different views of writers.

B. ANSWERING THE QUESTIONS

THE GREATEST PROBLEM IN WRITING A HISTORY ESSAY IS DECIDING EXACTLY WHAT IS REQUIRED FROM A GIVEN QUESTION. Frequently students lose most marks by failing to answer the question, so this weakness deserves close attention. Having gathered a comprehensive set of notes you must select the right material and structure an argument to answer the question.

- 1) In its simplest form, failing to answer the question may simply mean getting the subject wrong: asked to write an essay on the Truman Doctrine you write one on the Monroe Doctrine. The only way to avoid this is to read thoroughly and think carefully. But such basic errors are very rare.

- 2) Another problem is when only half of a question is answered. “Why, and with what consequences, did China enter the Korean War?” requires you to answer both parts. Too often this kind of question is simply answered from the viewpoint of “why?” you also need to say something about the RESULTS of Chinese entry.
- 3) Far more common is a failure to direct your answer specifically at the question. It is very easy to slip into writing “all I know about” a particular issue. For example, when faced with the question: “How far was Russia responsible for the outbreak of the First World War?” you either write a general history of Russian foreign Policy before 1914 OR you write a general account of the July-August 1914 crisis. Obviously some points about Russian foreign policy before the 1914 are needed. But you must DIRECT YOURSELF AT THE QUESTION, looking at Russia’s role in the 1914 war crisis in the same detail, and then assessing (by looking at the role of other powers and general factors) the significance of this in leading to conflict.
- 4) Always THINK WHAT IS REQUIRED and plan your argument accordingly. This crucial operation should not be left until the end of your reading but should go on continuously throughout. As your reading progresses decide on which books or articles are most relevant. Then plan the stages of your argument in more detail. What specific points need to be made? In what order and with what relative emphasis? Can they be clarified by well chosen examples or quotations? PLAN YOUR ESSAY.
- 5) Answers can be UNBALANCED if too much time is spent on background and not enough on the essence of the problem; too much can be written on one theme when numerous issues need to be discussed.
- 6) A particular problem with history questions is slipping into a CHRONOLOGICAL NARRATIVE. It is very easy to produce a list of facts and dates without argument or analysis. But factual material should be used as a “skeleton” around which an analysis is based. The opposite problem is a diatribe: all opinion and no evidence. This is not acceptable either. Arguments must be supported. AN ANSWER NEEDS ANALYSIS.

C. STRUCTURE

An essay needs to have a paragraph structure through which the argument is developed. Ideally, this should include an **INTRODUCTION** to “set the scene” or to give a brief outline of the essay; a number of **PARAGRAPHS**, each dedicated to a particular element in an answer; and a **CONCLUSION**, which draws elements together, looks back to the original question and reaches sensible and coherent conclusions about it.

With questions where you are asked to produce a “list” of factors for example “Why did the Nationalists win the Spanish Civil War?” the structure is fairly easy: each paragraph can look at a particular factor. But questions which ask you to “discuss” an issue will need more thought. In such circumstance your answer should show that you understand the question, that you are aware of different schools of thought on a particular problem (the various ideas put by historians), but that you have a case of your own, which you favour, and which you develop in the essay.

D. STYLE

In general be crisp, precise and lucid: use clear, understandable English to make your points. DO NOT waffle. DO NOT be repetitive. DO NOT “OVERWRITE”: this is where, in

order to illustrate your unsurpassed appreciation of the intricacies of the beautiful English tongue, you determine on a course of unrelenting punishment for the unfortunate witness to your dubious talent (the reader) by writing somewhat in the present manner.

There are various other things to avoid: bad spelling; colloquialisms; long or convoluted sentences. The use of the first person ("I think . . ." and "In my view . . .") should also be avoided.

Once you have finished an essay a good idea is to leave it overnight or even longer before reading it over. It is easier to pick up on errors in this way.

E. REFERENCES

Since an essay is an evaluation of evidence, there must be some indication of the sources of the writer's material. An elaborate set of footnotes is not required but you must:

- i) List books and articles consulted at the end of the essay using the following form:

AUTHOR, TITLE OF BOOK, YEAR OF PUBLICATION.

AUTHOR, TITLE OF ARTICLE (in inverted commas), TITLE OF JOURNAL OR BOOK IN WHICH THE ARTICLE APPEARS, VOLUME NO. FOR JOURNALS OR EDITOR FOR BOOKS, YEAR OF PUBLICATION.

ESSAYS WITHOUT BIBLIOGRAPHIES ARE NOT ACCEPTABLE.

- ii) Provide a footnote or an endnote showing the source (including page no.) of any direct quotation you make or in order to acknowledge the source of a particular argument.

Copying word for word from sources (primary or secondary) without due acknowledgement is not acceptable. Essays which contain such acknowledged and 'undigested' borrowing may be rejected as this is a form of plagiarism. AN ESSAY MUST ALWAYS REFLECT YOUR OWN ANALYSIS.

F. EXAMINATIONS

Some additional advice for examinations:

- 1) Read all the questions. Make sure that there are no supplementary pages, or questions printed overleaf. You must give yourself the maximum choice.
- 2) Follow the rubric, at the top of the page, on how many questions to answer: there is no point answering four questions if only three are required. Also avoid answering three questions from Section A when you should have answered one each from Sections A, B and C. In order to maximise your mark it is vital to answer the required number of questions. If you are only left with 20 minutes and are running out of ideas you can at least hope to pick up some marks – whereas writing nothing will get no marks at all. You will be penalized for 'short weight', so make sure you time yourself properly and answer all questions.
- 3) Choose the questions you answer carefully, making sure that you have the necessary material facts and argument) to provide an adequate answer.

- 4) Once again, **ALWAYS ANSWER THE QUESTION.** It is particularly easy to stray from the point in exams.
- 5) In exam conditions you cannot hope to write the same length of essay as you do during the year, but the same structure applies: an introduction, tackling the problem in separate paragraphs, and reaching a conclusion, with a good mix of fact and analysis.
- 6) Even though you will be rushed, write as neatly and legibly as possible. Otherwise you can lose marks. Scripts which are deemed unreadable will have to be typed at your expense.

A Guide to Writing

1. Organisation

History essays and examination answers normally consist of three parts:

1. An **analytical** introduction of at least half a page that familiarises the reader with the issue you will address; makes clear your attitude toward it; and mentions in passing the sub-topics through which you will address it. Try to **break the issue down into its component parts**, and make each part a sub-topic.
2. The body of the paper: a carefully structured series of **logically linked paragraphs** that develops each of your sub-topics using **specific** evidence and examples.
3. An **analytical** conclusion that flows logically from your argument and **sums it up**, with reference to the evidence deployed in the body of your paper.

2. Paragraphs

A paragraph **must** contain the following three elements:

1. A 'topic sentence' that makes clear the paragraph's subject, and provides a **logical transition** from the preceding paragraph.
2. Several sentences of **development** of the **thought** of the topic sentence.
3. A concluding sentence that ends the train of **thought** appropriately, and helps provide a **logical transition** to the following paragraph.

3. Avoiding non-sentences

Sentences **must** have at least a **subject** and a **verb**:

No: 'A secret organization called Mau Mau with no clear leader nor single definition'.

No: 'It is easy to see that due to Germany's aims at any cost to become a world power unleashed the forces causing World War I.'

4. Perfect spelling

Please always use a **spelling checker** or a dictionary! And always **proof-read** carefully.

5. Crack the use of the apostrophe to show plural or something belonging to something

The Queen	The four Queens
The Queen's Crown	The Queens' Palaces

'It's' is a short version of 'It is', and better not used.

6. Avoid the passive voice, non-specifics and generalisations

PASSIVE VOICE: 'There was a view that the Congo might break-up in 1960 and the Prime-Minister was assassinated.'

ACTIVE VOICE: 'Western powers feared the Congo might break-up in 1960, and used proxies to assassinate Lumumba.'

The phrase 'there was' –is best avoided.

7. Ditch present participles

Present participles are verb forms ending in **-ing** that designate continuing action. Use them as sparingly as possible.

Eg: 'Seeing the French Navy approaching, Nelson's tactics shifted.'

Better: 'As the French Navy approached...'

8. Write impersonally

'I' 'Me'. 'We'. Use sparingly.

Make the **historical actors or forces** the **subjects** of your sentences – even introductory ones.

9. Verb tenses

Deal with **past** events using the **past** tenses.

NB:

1. The past tense of '**to lead**' is '**led**'.
2. **would**, when used to designate a past time closer to the present than the past time you are discussing (i.e. '...would occur...') is awkward, **Always use a past tense instead**.
3. **might** is the past tense of '**may**'.

10. Singular or plural?

Never mix **singular** subjects with **plural** verbs or pronouns (or vice versa): 'Even in making the treaty, **Germany** felt it should be made on **their** terms.'

(**Germany** is singular, **their** is plural).

11. Gender and number s

Pronouns that refer to countries should always be neuter ('its') not feminine ('her'). The **United States** – since 1865, is a **unit**; please consider it **singular** for purposes of pronoun agreement. In general, collective **nouns** ('government'; 'Nazi Party'; country names such as 'Germany' or 'France') are **singular** and therefore take **singular verbs and pronouns**.

12. Don't use pronouns without a clear antecedent

Beware of using sentences or paragraphs that begin with 'this'.

For instance: 'This was the basic idea of French policy...' (beginning a paragraph)

The reader may be left confused.

13. Commas

Commas are **pauses**: they halt the flow of the sentence. Do not use a comma unless you really want a pause. Read your sentences out loud to detect excessive use of commas. Shorter sentences are good for clarity. Don't glue separate sentences together with a comma.

14. Abbreviations, colloquialisms, jargon,

Contractions (can't, won't, it's, and so on) are **unacceptable in formal writing**.

Colloquialisms (slang) and jargon are not a good idea either. Do not use eg.

Avoid phrases such as:

- 'at that time' [be specific - use the **date** instead]
- 'time period' [redundant - what is a period if not a period of time?]
- 'So,' (beginning a sentence)

15. Verbosity, redundancy, repetition

Make every word count. **Never say the same thing twice in successive sentences**. Do not even repeat the **same word** in successive sentences unless you wish to emphasise it, cannot find a substitute, or the word is the subject of the sentence. But when in doubt, choose repetition over lack of clarity.

16. Frequently misused or mis-spelled words

Affect (as a noun) : do not confuse it with 'cause and **effect**'. The verb 'to **affect**' means 'to influence'; 'to **effect**' is an archaic way of saying 'to do'. **Do not confuse the two**.

Advancement as a noun, except when meaning career advancement: the noun is '**advance**' (as in 'advances in science')

Aggression: double g

As, in a causal sense, is stuck up and unclear. Use 'because' or 'since'.

Ascendancy when you mean '**ascent**' or '**accession**' (to the throne)

Disinterest, disinterested means not having a stake in; if you mean **lack of interest, uninterested, Expansionary** is not a word; the word is **expansionist**

Like with a verb, as in the slogan 'like a cigarette should'. Use **like** only to compare nouns; with verbs, substitute 'as' for 'like.'

Quote is a **verb** and nothing else; the **noun** is '**quotation**'.

Tenet, a fundamental principle of a religion or ideology, from the Latin *tenere*, to hold (often misspelled as 'tenent' or 'tenant' or simply garbled).

To, too: the difference is great: be especially careful in proofreading

Whilst, while not incorrect, if you can bear to use **while**, please do so.

17. Quotations

Quotations from **secondary** sources - with rare exceptions - clutter the text to no purpose except as padding. Therefore, **do not quote**, except when citing **primary** sources such as the words of historical figures, or when taking issue with a secondary source on a point of interpretation.

If you use a long quotation that runs over two lines, then you must indent it as a mini paragraph and you do not use quotation marks.

All other quotes should conform to either the UK style (single quotes inside the sentence)

The tsar insisted 'Napoleon's use of the word "constitution" is wrong'.

OR the American style (double quotes outside the sentence)

: The tsar insisted "Napoleon's use of the word 'constitution' is wrong."

Be consistent. For further elaboration on footnoting see the Dissertation Guidelines and

18. Capitalisation

Use capitalisation sparingly - a little goes along way. As a general rule, only capitalise proper nouns, including full names of institutions. Do not capitalise titles ('president,' 'king,' 'queen') unless they immediately precede the name of an individual. One exception: always capitalise **German nouns** (Dolchstoss, Blitzkrieg, Geist, etc.)

19. Reference works

The following may be particularly useful in refining style and organisation:

- <http://www.economist.com/research/StyleGuide/>
- Christopher Lasch, *Plain Style: A Guide to Written English* (2002) **PE1408 L34**
- William Strunk, Jr and E. B. White, *The Elements of Style* **PE1408 S92**
- W. H. Fowler, *A Dictionary of Modern English Usage* (1965) **PE1625 F78**
- Wilson Follett, *Modern American Usage: A Guide* (1966) **PE1460 F66**
- Should you seek a historian as a model for your writing, do peruse Ronald Syme, *The Roman Revolution* (1939 – but still in paperback; also **DG254 S98**). It covers matters not taught in this Department, but is the closest thing to Tacitus in English: a brilliant and lasting historical work.

20. Common errors to search for

(search and correct the highlighted word)

- **it's** (USE 'It is...' 'The Amristar Massacre was imperial policy at its worst.')

ELIMINATE 'it's'!

- **lead** (make absolutely sure that you do not mean **led**)
- **like** with a verb (substitute 'as' for 'like': see **Section 15**, above)
- **may** (change to might? - see **Section 7.3**, above)
- **now, then, at that point, at that time** (BE SPECIFIC)
- **them, their** (check pronoun agreement)
- **This, this** (check for clear antecedent)
- **time period, period of time** (REDUNDANT; BE SPECIFIC)
- **quote** (**must** be a verb; the noun is 'quotation')
- **utilise** (or **utilize**) (ick!)
- **would** (when referring to a later past time - see **Section 7.2**, above)
- **Yet, and But** (NO COMMA - ever - after an initial 'Yet' or 'But')

Spelling errors

Your spelling checker should pick up the following errors, but please be aware of them; these are some common errors:

- **Britian** (Britain)
- **Bismark** (Bismarck)
- **Napolean** (Napoleon)
- **guerilla** (guerrilla = little war', from guerra [war, Spanish])
- **emporer** (emperor)

It is a really good idea to leave enough time at the end of your final draft to:

1. run all papers attentively through the **spelling checker**

2. **proof-read carefully** after spell-checking to ensure that your sentences make sense, and to eliminate the innumerable errors that spelling checkers cannot catch (i.e. 'form' for 'from,' 'too' for 'to').

And finally, a couple of the most abused grammatical devices: the semi-colon, colon and dash.

21. Semi-colons

A semi-colon creates more separation between thoughts than a comma but less than a full stop. Two main uses:

1. To help separate items in a list, when some of those items already contain commas.

I bought shiny, ripe apples, small, sweet, juicy grapes, and firm pears.

Better:

I bought shiny, ripe apples; small, sweet, juicy grapes; and firm pears.

2. To join two sentences.

An independent clause is a group of words that can stand on its own (independently)—it is a complete sentence. Semi-colons can be used between two independent clauses. The semi-colon keeps the clauses somewhat separate, as a full-stop (period) would do, so we can easily tell which ideas belong to which clause. But it also suggests that there may be a close relationship between the two clauses—closer than you would expect if there were a full-stop between them.

Examples:

I went to Waitrose today; I bought a ton of fruit. Apples, grapes, and pears were all on sale.

OR

I went to Waitrose today. I bought a ton of fruit; apples, grapes, and pears were all on sale.

BUT NOT:

I went to Waitrose today; I bought a ton of fruit; apples, grapes, and pears were all on sale.

22. Colons

Colons follow independent clauses (clauses that could stand alone as sentences) and can be used to present an explanation, draw attention to something, or join ideas together.

1. To announce, introduce, or direct attention to a list, a noun or noun phrase, a quotation, or an example/explanation. You can use a colon to draw attention to many things in your writing. The categories listed below often overlap, so don't worry too much about whether your intended use of the colon fits one category perfectly.

Lists/series:

We covered many of the fundamentals in our writing class: grammar, punctuation, style, and voice.

Nouns:

My roommate gave me the things I needed most: companionship and quiet.

Quotations:

Shakespeare said it best: 'To thine own self be true.'

2. To join sentences. You can use a colon to connect two sentences when the second sentence summarizes, sharpens, or explains the first. Both sentences should be complete, and their content should be very closely related. But if you use colons this way too often, it can break up the flow of your writing: do not get carried away!

Example:

Life is like a puzzle: half the fun is in trying to work it out.

3. To express time, in titles, and as part of other writing conventions. Colons appear in several standard or conventional places in writing.

With numbers. Colons are used to separate units of time (4:45:00 expresses four hours, forty-five minutes, and zero seconds); ratios (2:1), and Bible verses and chapters (Matthew 2:24). In bibliography entries. Many citation styles use a colon to separate information in bibliography entries.

Example:

Kurlansky, M. (2002). *Salt: A World History* (New York, NY: Walker and Co).

23. To dash or not to dash...

The dash is not one of the basic building blocks of grammar but now and again it can be perfect. Overusing dashes can break up the flow of your writing, making it choppy or even difficult to follow, so don't overdo it.

Dashes are not hyphens, which are shorter lines (-) and are most often used to show connections between words that are working as a unit (for example, 'well-intentioned') .

Dashes do the following and are used by writers

1. To set off material for emphasis. Think of dashes as the opposite of brackets (parentheses). Where parentheses indicate that the reader should put less emphasis on the enclosed material, dashes indicate that the reader should pay more attention to the material between the dashes. Dashes add drama—parentheses whisper.
2. Dashes can be used for emphasis in several ways:

A single dash can emphasize material at the beginning or end of a sentence.

Example:

After eighty years of dreaming, the elderly man realized it was time finally to revisit the land of his youth—Ireland.

Example:

'The Office'—a harmless television programme or a dangerously subversive guide to delinquency in the workplace?

Two dashes can emphasize material in the middle of a sentence.

Example:

Everything I saw in my new neighbourhood—from the graceful elm trees to the stately brick buildings—reminded me of my alma mater.

Two dashes can emphasize a modifier. Words or phrases that describe a noun can be set off with dashes if you wish to emphasize them.

Example:

The fairgrounds—cold and wet in the October rain—were deserted.

3. To indicate sentence introductions or conclusions. You can sometimes use a dash to help readers see that certain words are meant as an introduction or conclusion to your sentence.

Example:

Books, paper, pencils— in nineteenth-century America many students lacked even the simplest tools for learning.

4. To mark 'bonus phrases'. Phrases that add information or clarify but are not necessary to the meaning of a sentence are ordinarily set off with commas. But when the phrase itself already contains one or more commas, dashes can help readers understand the sentence.

Slightly confusing example with commas but with a dash

Example: Even the simplest tasks—washing, dressing, and going to work—were nearly impossible after I broke my leg.

5. To break up dialogue. In written dialogue, if a speaker suddenly or abruptly stops speaking, hesitates in speech, or is cut off by another speaker, a dash can indicate the pause or interruption.

Example:

'I—I don't know what you're talking about', denied the politician.

For your ultimate guide to good writing style consult either

The Oxford University Style Guidelines

<https://www.ox.ac.uk/sites/files/oxford/University%20of%20Oxford%20Style%20Guide%20%28updated%20Hilary%20term%202016%29.pdf>

OR

Turabian's Chicago Manual of Style for writers of theses, dissertations and academic papers

http://www.press.uchicago.edu/books/turabian/turabian_citationguide.html

This document is based on one prepared earlier by Emeritus Prof M. Knox. Please let us know of any useful additions we can make.

Joanna Lewis
Department Tutor. May 2016.

A Guide to Presentations- IH

Introduction

The International History Department is committed to offering students mixed forms of assessment whilst ensuring that you are marked according to clear criteria and achieve high standards of performance, as in written exams. Here is what Dr Hochstrasser has written as a guide to his students:

“The seminar presentations offer a chance to ask questions and clarify issues suggested by reading, or for students to disagree over and debate particular points and interpretations. Every student will be expected to contribute to seminar discussion in some fashion. The stress throughout will be on participation and inquiry. Engagement in such seminar-based discussion is a way for students to develop the critical thinking skills that are important to the learning outcomes, as well as to accumulate a knowledge base in the major historiographical arguments. ...Presentations are crucial for setting the scene in each class and introducing the subject.

Content: Four of the five boxes that the teacher has to fill in when making an assessment relate directly to the content, so it is clearly crucial that you get this right. The criteria we are asked to evaluate you on are: ‘focus and range’, ‘structure and coherence’, ‘use of sources and historiography’ and ‘depth of analysis and quality of arguments’. All four of these criteria should be familiar to you from term time essays. It therefore follows that we are looking for something of comparable quality to an essay, albeit in a different genre.

You hence need to have a strong argument, a clear sense of what the boundaries of the subject and issue are, a grasp of the existing historiography, and a feel for why your topic matters. You also need to ground your presentation in strong sources, although in a presentation rather than an essay, these sources need to come through in the examples you use, the direct quotations you might include, or possibly the visual materials you employ rather than through the footnotes and bibliography of a conventional essay. And just like in an essay you need to provide an answer to the question you pose at the start.

Presentation This is a history course not an IT one, so don’t feel that each presentation has to be a display of tech wizardry full of special effects. But equally you do need to be able to present well, just as a good essay needs to be well written. So you do need to be clear, to avoid cramming too much on each slide, to judge the length wisely, and to have visuals that add rather than distract from what you are saying. We also would ask that each of you provide the class (and teacher) with a hand-out. This is both pedagogically useful (i.e. good teaching technique) but also means that there is a record of your presentation that an external examiner can look at, long after your last slide has disappeared from the projector screen.

Timing Presentations must not be longer than 10-15 minutes, as otherwise they risk dominating the whole class and squeezing out all time for debate. The teachers will therefore cut you off if you exceed this time limit unduly – meaning of course that your argument risks being truncated. So time yourself beforehand so as to ensure that you can get through the slides and the content without gabbling or speaking impossibly fast. It would also be sensible for each presenter to make certain that they turned up in class early, so as to be able to load their presentations onto the computer, start up power-point, and the projector before five minutes past the hour when the class is meant to start. Similarly if you plan to use your own laptop, you’ll need to allow time to connect this to the system.”

Here are some additional pointers

1. Planning an effective presentation

This takes some advance thought since you are aiming to make the best use of the relationship between presenter and audience. So consider the audience and how to capture their interest, develop their understanding and win over their confidence. So think about the following

Background Preparation

(a) Objectives

What do you want to achieve; get across; have your audience take away?

(b) Audience:

How much will your audience know or need to know about your topic?

How can you link your material to what they already know?

How far do you want to win them over to a particular point of view?

Do you need to explain any particular theory, abstraction or jargon with a practical, clear example?

(c) Remit:

Stick to the guidelines you have been given on format, style but especially the time you have been allocated. **DO NOT GO OVER THE TIME LIMIT**

Choose your main points

You can't say everything. Try to present no more than 3 main points in a ten minute presentation. Allow time for an intro and conc. Deliver your points in logical, structured design, building on the previous points without large leaps in sequence.

Choose your supporting information

What will add clarity to your argument (explaining complex terms; brining in supporting theories?)

What will add authority to your argument (bringing in other people's work, quoting a little from experts?)

What will animate your argument? (photograph, video clip, example or vibrant analogy?)

A good introduction

This is crucial. It is the first point of contact with your audience. Use the introduction to confidently and clearly lay the foundation for the presentation to follow

Introduce what you will be talking about; how you will be talking about it (eg. reviewing the literature; making a comparative argument); what you will be arguing; what you want your audience to do (eg. ask questions as you are going along or at the end)

Always give your audience a moment to take in this information before you launch into your first main point.

Use linking statements

To develop a linear flow, use simple statements to send signals to your audience you are moving onto a new point/concluding point.

'The next stage in the argument is...'

'Another key issue...'

'By following this line of argument it becomes clear that...'

A great conclusion

Again this is vital to remind your audience of your main points, to pull the points together and to leave your audience with an over-riding sense of a confident, well-argued presentation (even if they don't agree with them). Think about:

Reviewing your remit; summarising main points/stages of argument; offer an overall concluding position; and offer a parting statement to provoke discussion (could be a question, provocative comment)

2. Power point

Here's some good advice on Powerpoint presentations from Dr Clare Gordon at LSE Teaching Learning Centre:

Slide Design

- Each slide should address a single concept
- Slides should follow a logical progression, each building on the other
- Use no more than six lines of text on any one slide
- Use upper and lower case text, NOT all capitals
- Choose a colour appropriate to the mood you want to convey
- Avoid using too many colours (maximum of 5)
- Use photographs to help the audience relate slide information to real world situations (keep in mind that if you use an outside source it is under copyright and permission to use it must be granted)

3. Delivering an effective presentation

Alas, it is not enough just to write an effective presentation, you have to be able to deliver - or perform it - to an audience with conviction, enthusiasm and clarity. This can be daunting but remember it is the material the audience are interested in hearing about and you are an expert on that topic. Here are some ways to develop your presentation-performance skills

(a) Practice, practice

If you are not used to presenting or don't like being at the front of the class, you will have to learn how to or how to fake it. Read out your presentation before hand, watch someone you admire presenting and learn from them, get used to the material, the sound of your voice.

Familiarise yourself with your arguments and evidence, so you can read from bullet points, or index cards in short-hand. Remember, random events like a sudden noise outside, or

bulb blowing can and will happen. Learn not be thrown but to pause, acknowledge any issue, and move on.

(b) Be assertive

To sound confident, speak slowly and avoid saying sorry. Keep breathing is always a good plan with some deep breaths before you start. Your posture can send subliminal messages so try to stand up straight, shoulders down and looking up. Smile. So think posture and positive presence

(c) Have contact with the audience

This is hard but by making contact with audience you encourage their interest, concentration and enthusiasm. So go for as much as possible some eye contact. Shift your focus around the room to involve the whole audience. If you don't want to make direct eye contact or look at someone for some reason (you might have just finished with them or vice versa, look just above them or at the back of the room.

You can also use gestures – not rude ones – but use your hands in a constructive way to invite interest and direct focus. Too much movement will be a distraction.

Another good device is to ask questions – either practical ones – can you hear me? Did you follow that – or rhetorical devices such as “What does this tell us?”; “What exactly was he thinking when he made that decision?” or “How can we test this?”

Obviously use language that the audience can understand and involve your audience in the exploratory process of developing the narrative or argument: “So, how did we arrive at this end point”; “Surely we can take away from this image, a picture of total failure. I know I do.”

(d) The Voice

Again, speak loud enough to be heard at the back of the room and as far as possible use your natural, day to day voice and as in normal conversation vary your volume – loud and soft.

Speak slowly to emphasise your confidence and control. If you are running out of time, don't rush to say everything, cut something out instead.

(e) Liquid refreshment

It's a good idea to have a drink to hand when you speak such as a hot cup of tea to relax your throat and ease your voice. Do not drink alcohol either before or during the presentation. It will cloud your judgement and make you want to pee. Follow these instructions and you will be able to reward yourself at the end of the day!

Overall, be yourself- not too formal not too jokey. Avoid any behaviour that could be off-putting to an audience. And remember, you are here to learn and that everyone comes to LSE with a different experience of public speaking. Even the most shy of people, which is an admirable quality can overcome their nerves, even temporarily, in order to communicate ideas and arguments. So learn to express yourself without judging yourself harshly.

Dr Joanna Lewis
Departmental Tutor, IH, 2016
Assisted by TLC, LSE.

PS For a set of slides on presentations from a workshop that is run by the Teaching and Learning Centre here at LSE but soon to be run by LIFE — <https://moodle.lse.ac.uk/course/view.php?id=698#section-5> at the TLC's Learning Development Moodle page.

A guide to doing well in exams

This department uses a range of assessments to examine students including the traditional method of answering two or three essays in a single examination. Like our main competitors, Cambridge and Oxford, we use this method as it is a reliable way of assessing how you have understood your courses, how you argue and analyse issues on your own, and how much you have actually worked all year. Employers value and respect our degrees because of this variety of assessment and this component in particular.

You are preparing for your exams indirectly of course from the start of the academic year which is why it is important to attend classes, hand in essays and most of all do a mock exam. You are all very good at passing exams otherwise you would not be here, so try to relax and not get too nervous. The School offers special classes in exam writing and managing stress. If you are not used to writing, start practising and maybe keep a diary that you write by hand. If your hand writing is bad in the exam, write on every other line. Find the perfect pen for your type of writing; sometimes a chunky bit to hold can help if your hand writing is bad. If you get cramps or feel your wrists and arms are under strain (RSI) then seek medical advice. Try not to grip the pen too tightly or write like you are trying to inscribe the words into the desk – relax your shoulders.

In this department, at the start of the academic year and again just before exams, second years and third years can get a summary of the examiners' comments on their previous scripts. So you need to attend your termly meetings with your Academic Adviser who will read them out to you and discuss areas where you can improve.

Some of you may have an Inclusion Plan arranged through Student Services and Disability and Well-Being which will include having special arrangements for your exams such as a computer if you have dyslexia, more time or a special room.

Even if you don't have an Inclusion Plan you can apply for Special Exam conditions and you need to fill in an Individual Exam Adjustment Form and submit to the Registry backed up with Medical Evidence:

<http://www.lse.ac.uk/intranet/students/registrationTimetablesAssessment/examinationsAndResults/individualExamAdjustments/IEA.aspx>

Here is some very good advice written by one of our most respected teachers, Dr Antony Best

Timing! Most exams require students to write three essays in three hours. Quick question – how long should you therefore spend on each essay? Now don't think too long about this because it is not a trick question – the answer is one hour. So why then, every year, are examiners faced by 'runt answers' of a paragraph or so? Be disciplined. When you get up to the hour mark, wrap up your answer and move on to the next one.

Rubric! If an exam paper has specific rubric you must follow the instructions. So if an exam paper is divided into two sections and you are asked to answer at least one question

from each section, that is what you have to do, or else you risk losing marks. Sometimes there is no rubric barring you from doing something but do consider the consequences of being too narrow in your focus. For example, on the course HY235 you can answer all three questions on China, but keep in mind that being able to make allusions to similar or contrasting events in Japan and/or Korea could improve your answer.

ANSWER the question! Do not answer the topic. In other words, don't make the examiner feel that whatever question is asked you will provide exactly the same answer. The art of exam technique is being able to draw selectively from your reservoir of information to tailor a specific answer to a specific question. Thus you need to be flexible rather than rigid in your thinking. Also remember to re-read the question carefully to make sure that you have not misread any words in haste.

Think about the question! What assumptions are implicit in its wording? Is it designed to be provocative? Is it clearly referring to a past or ongoing historiographical debate? Think about whether identifying the question's implicit assumptions might help you to write the introduction of your essay and frame the overall structure. If there are dates in the question, ask yourself why they are there. If you don't know what they are referring to, you might well be better off trying another question instead.

Structure! It may be surprising to hear that an unstructured stream of consciousness does not necessarily make a good answer, but, hey, life can be cruel. You do need to think about how to structure your answer and, yes, it does need an introduction and a conclusion. Remember you are constructing an argument so use paragraphs sensibly.

Prose! It is not easy to write at speed under exam conditions and naturally markers are more forgiving of errors when marking scripts. However, you do need remember that good communication of your ideas is important. Try to avoid writing in pretentious language. You are intelligent or otherwise you would not be here in the first place, so don't write in a self-consciously intellectual style in an effort to impress. Avoid jargon wherever possible. If English is not your first language, it is important to write in simple, direct prose. Do not make the sentence structure over-complex.

Legibility! Do be kind to us and try to ensure that your handwriting is legible. Sometimes it helps if you write on alternate lines. Remember that in the worst case, when we are not able to make head or tails of your scribble, you can be required to come back to the School and type out your script.

Listing! It is important to weigh up the relative significance of the factors that explain a particular historical phenomenon. If you do not, the danger is that your essay can become a mere list rather than an explanation with a clear argument. Lists are akin to learning by rote and should be avoided.

Detail! Everything that you put into an essay is there to serve answering the question; if it does not help to answer the question it is extraneous. Therefore you need to be sparing in your use of historical detail. Do not swamp the essay with names, dates and events but simply use enough to make your point and to infer that you know much more. Do not get bogged down in the chronology of events or become too descriptive.

Historiography! Historiography can be used well and it can be used badly. There is, for example, no point bringing in an historian's name when referring to a well-known historical event – 'Best says Japan attacked Pearl Harbor in December 1941'. There is little point in referring to textbooks – 'Best etc says that Israel started the Six-Day War in 1967'.

Historians should be referred to either when you know that one particularly important historical fact or interpretation is associated with a specific scholar, or when you are aware that there is an important historiographical debate about the topic you are discussing. Remember that, as with historical detail, historiography is a tool for helping you answer the question. You should be able to recognise that some topics lend themselves to a historiographical approach better than others. Japan's post-war economic development is a case in point, because a variety of different interpretations have been postulated and you can use this as the basis for the structure of an essay and thus avoid listing.

Inevitability! It is important to be able to understand the difference between the long- and short-term origins of an historical event and the danger of seeing events as inevitable. Long-term factors create an environment in which a particular event becomes a possibility. For example, a range of reasons can lead two states to become hostile to each other, but this does not mean that a conflagration is inevitable. In explaining why a war breaks out, it is therefore necessary to account both for the antagonism itself and why this mutual distrust eventually explodes into outright conflict. Normally the analysis of long-term factors should be more concise than that for the short-term or else you risk not answering the question.

Accuracy! It is important that whatever information you put into your answer is accurate. That applies to names (both of historical actors and historians), dates and places. Making errors suggests that you don't know what you are talking about. If you are unsure, then only put down what you know to be accurate. Thus, if you don't know that the Mukden incident took place on 18 September 1931 then just put down September 1931 etc.

Woe! Students are sometimes tempted to write notes to the examiners, explaining such things as why they have run out of time, such as 'my alarm-clock betrayed me and I was late for the exam' etc. You are better advised to continue writing your answer. If there are serious mitigating circumstances affecting your performance these need to be communicated to Student Services.

Revision! Essays written in an hour and quick essay plans are the best way to get ready. Don't learn long quotations – waste of time!

AMB 2016

Good luck!

Dr Joanna Lewis, Departmental Tutor. 2016

DEPARTMENT OF INTERNATIONAL HISTORY

'Gobbet' Exercises and How to Tackle Them (Context/Content/Comment)

A 'gobbet' is a brief extract from an historical source on which you are asked to comment.

In examinations you will only have 15 or 20 minutes in which to comment, and any gobbet exercises which you write over the year should be restricted to one or two (A4) sides. This may not seem a great deal but succinctness is a key part of the exercise. The real message is : **PACK ALL YOU CAN CONCISELY INTO EVERY SENTENCE.** There is no room for irrelevance.

In a gobbet exercise you are essentially answering the question: what is the significance of the extract as a piece of historical evidence? And in order to demonstrate its significance your answer should really involve three elements, even if they are fused into a whole:

(a) Context. Who said/wrote what is in the extract, and what was their position? To whom did they say/write it? What is the historical context (i.e. major events at the time, relevant to the extract). Is the extract important to a particular historical debate? What specific situation/issue was the speaker/writer concerned with? Why was this important? What were the results? These are some of the questions you may wish to ask. You must provide a reasonable amount of background material to put the extract in context.

(b) Content. This is essential. It is not enough to provide lots of background/general points on a particular issue. You must discuss the particular significance of the extract before you.

Neither should you simply repeat what is in the gobbet in different language. You must interpret, amplify and criticise it to highlight its significance. Repetition is useless; analysis is everything.

Note that it can sometimes be significant to highlight what is not being said: the speaker/writer may be 'dodging' a particular issue.

It is important to be balanced in your approach. That is (i) give the speaker/writer a fair hearing: amplify and explain what they say, but (ii) also criticise what they say, so as to show their perception/dishonesty/vanity/simplification of issues/ vagueness / ambiguity /inhumanity/ etc., etc.

(c) Comment. Always try to show how the gobbet is important to historians: which historical arguments does it undermine or reinforce? (or perhaps it could be used by both sides in an historical debate for different purposes?)

To do this you need to show an appreciation of the uses of particular types of historical evidence.

There are many types of historical evidence, and all are likely to reveal different types of information and be of varying value in historical debate.

For example:

INTERNAL GOVERNMENT MEMORANDA (Cabinet papers; minutes of a Foreign Office meeting; CIA intelligence estimates on the feasibility of making the two Castros and Ché Guevara 'disappear simultaneously') - will sometimes be dreadfully dull but are high quality evidence, top secret when they were written, revealing of the way governments operate.

DIARIES - may be written by an egomaniac, exaggerating his/her own importance, but again can be very revealing, contemporary evidence and can contain the sort of information (e.g. personal hatred) which you won't find in government documents.

MEMOIRS - will almost invariably involve a lot of personal bias (from Caesar to Kissinger) but can include unique information and may be based on PRIVATE PAPERS collected over the years; then again they could be based on mere memory - which can be very reliable.

PUBLIC SPEECHES - won't reveal any secrets, and can be quite propagandistic, but could be used to get an important new message across.

There are all sorts of other forms of evidence (newspaper reports, photographs, coins, international treaties, parliamentary debates, films, buildings, etc. etc.). They are all worth thinking about. But always ask such questions as: when was this evidence recorded? In what form? Does this suggest it could be biased? Is it likely to give away any secrets?

Again, this may sound like a lot to think about and potentially a lot to write. But gobblet extracts are usually short (only a couple of sentences or so); if you have studied a course properly you should be familiar with the material; you will probably only been asked to study certain types of evidence (a few memoirs, some speeches, a number of government memoranda perhaps); and particular extracts will usually only be designed to highlight a few important points.

The two main factors to be balanced are: (a) the need to ASK LOTS OF QUESTIONS on what is before you but (2) the need to FOCUS ON THE ACTUAL EXTRACT, providing relevant points without vagueness.

Student Study Support

Thinking like a historian

The Department has put together this 5 week course to support students with the transition from school to university. The course schedule will be released during Michaelmas term. Please see p.27 for more details.

Teaching and Learning Centre

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.

DEPARTMENT OF INTERNATIONAL HISTORY UNDERGRADUATE GRADING SCHEME

N.B. APPLICABLE TO STUDENTS WHO BEGAN THEIR COURSE OF STUDY IN OR AFTER THE ACADEMIC YEAR 2007/08

Class	Marks %	Attributes
1	80-100	As below (70-80) plus answers that show strong evidence of independent judgement and originality, which are often combined with evidence that the student has read well beyond the course's reading list.
	70-80	Exceptional answers, well-presented and argued with sophistication, which demonstrate a wide familiarity with the subject matter and the historiographical debate.
2.1	60-69	Competent work showing a good grasp of the subject matter. Evidence of familiarity with the most important reading and historiographical debates. In general, factually correct and comprehensive in coverage, although there may be minor slips and omissions. Clear presentation and organization of answers which address the question directly and relevantly. Answers show an understanding of and familiarity with terms and concepts relevant to the question.
2.2	50-59	Answers demonstrate some understanding of the subject matter but are marred by poor presentation or by lack of sophisticated argument or knowledge. Answers are frequently narrative in style and only indirectly, or inadequately, address the question. They often include unsupported generalizations, occasional inaccuracies, irrelevance, omissions, contradictions and are weak in definition and application of concepts. Although the main issues are understood, they are often presented in a superficial manner and there is little attempt to go beyond the standard reading.
3	40-49	Weak answers which nevertheless show evidence that there is some familiarity with the subject. Answers are often weak narrative/descriptive accounts, which move towards the relevant area required by the question but display only a partial grasp of the topic, the requirements of the question, and the manner in which to construct an answer. Argument fleeting and frequently simplistic. Evidence of basic familiarity with the facts but inaccuracies and omissions occur.
Fail	30-39	Incoherent and poorly structured answers containing many errors and showing little knowledge of the subject matter. Also coherent and adequately structured answers which wholly fail to address the question.
	0-29	Minimal evidence of any familiarity with the subject matter. Failure to address the question combined with incoherent structure and argument.

Department of International Relations
UNDERGRADUATE MARKING SCHEME

BSc IR Undergraduate Marking Scheme

Should be read in conjunction with *Regulations for First Degrees*

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

IRD BSc Marking Criteria

Writing essays and examination answers is a creative process. In a subject like International Relations there are no straightforwardly correct answers, and there is no single recipe for getting a good mark. The marking scheme below is intended to give you guidance as to typical strengths and weaknesses of work graded at different levels. However, most essays and answers reflect a mix of strengths and weaknesses, for example combining a very good grasp of evidence and concepts with weak analysis, or scoring well on originality but being not very well focused on the question. The overall grade for your essay or answer reflects the mix of elements in your work. This is the reason why the specific feedback from your class teacher on your essay work during the year is crucial in order for you to work out what areas of your work could be improved. Essays and examination answers are assessed in relation to the following criteria:

Relevance to Question: This means the degree to which you answer the question fully.

Organisation and Structure: This means the degree to which your essay or answer is clearly structured and organised, and each section follows logically from the previous one, building up to a clear conclusion.

Clarity of Exposition: This means the degree to which your essay or answer is well written, using good, grammatical English. And the degree to which you explain successfully the evidence, concepts and arguments you are using in your essay or answer.

Analytical Depth: This means the degree to which the essay or answer does not just reproduce evidence and argument from the literature, but also critically evaluates (assesses the strengths and weaknesses of) evidence and arguments, and builds an independent argument in response to the question.

Use of Evidence/ Literature: This means the degree to which the essay or answer demonstrates a good and extensive knowledge and understanding of relevant evidence and debates within the literature.

Referencing/ Bibliography: This means the degree to which you reference the sources of the evidence and arguments you use in your work properly. All coursework essays should have full references and bibliography (see 'Guidelines for Writing Essays and Notes', appendix (j) of IRD Student Handbook). Examination answers should reference key authors and texts, but full bibliographical details are not expected in an examination answer.

MARK	DESCRIPTIVE EQUIVALENT FOR EXAMS, ASSESSED COURSEWORK and CLASS ESSAYS
Outstanding (First Class) 80+	<p>Wholly relevant to question</p> <p>Very good structure and organisation, all building to support the persuasiveness of the conclusion</p> <p>Excellent exposition of evidence, concepts and arguments, well written</p> <p>Excellent, original analysis and argument</p> <p>Excellent knowledge and understanding of evidence, concepts and debates in the literature, demonstrates wide reading</p> <p>Good referencing/ bibliography</p>
Excellent (First Class) 70-79	<p>Wholly relevant to question</p> <p>Very good structure and organisation, all building to support the persuasiveness of the conclusion</p> <p>Excellent exposition of evidence, concepts and arguments, well written</p> <p>Strong analysis and independently formulated argument</p> <p>Excellent knowledge and understanding of evidence, concepts and debates in the literature, demonstrates wide reading</p> <p>Good referencing/ bibliography</p>
Very Good (Upper Second) 60-69	<p>Wholly relevant to question</p> <p>Good structure and organisation supporting clear conclusion</p> <p>Strong exposition of evidence, concepts and arguments, well written</p> <p>Good analysis and independent argument</p> <p>Very good knowledge and understanding of evidence, concepts and debates in the literature, demonstrates essential and wider reading</p> <p>Good referencing/ bibliography</p>
Good (Lower Second) 50-59	<p>Predominantly relevant to the question</p> <p>Satisfactory structure and organisation, clear conclusion</p> <p>Clear exposition of evidence, concepts and arguments, reasonably clearly written</p> <p>Some good analysis and argument, some weak analysis and argument</p> <p>Good but partial knowledge and understanding of evidence, concepts and debates in the literature, evidence of essential and some wider reading</p> <p>Good referencing/ bibliography</p>

Adequate (Third Class Honours) 40-49	Partial relevance to question Satisfactory structure and organisation, but not all clearly building to conclusion Some clear exposition of basic evidence, concepts and arguments, reasonably clearly written Underdeveloped analysis and argument Limited knowledge and/ or understanding of evidence, concepts and debates in the literature, evidence of essential reading Adequate referencing/ bibliography
Unsatisfactory (Fail) 20-39	Poorly focused on question Poor structure and organisation, not supporting conclusion Poor clarity of exposition of evidence, concepts and arguments, badly written Lack of analysis, poor argument Basic knowledge and/ or understanding of evidence, concepts and debates in the literature, limited evidence of essential reading Poor referencing/ bibliography
Very Unsatisfactory (Bad Fail) 0-19	Irrelevant to question Absence of structure/ organisation, no or unsupported conclusion Unclear exposition of evidence, concepts and arguments, badly written No analysis or argument No knowledge and/ or understanding of evidence, concepts or debates in the literature No or very poor referencing/ bibliography

ASSESSMENT and FEEDBACK

The Department of International History believes that teaching and research are interlinked in humanities. The philosophy behind our programmes is to introduce students to the diversity of historical and cultural human experience, to make them aware of the development of differing values, systems and societies, and to inculcate critical yet tolerant personal attitudes. History programmes place particular stress on the development of independent thought and analytical skills, and require excellent communication skills, namely high levels of literacy and of oral presentation. Candidates are required to master a variety of intellectual approaches, in different formats, and have to learn to deal with a wide range of intellectual and cultural challenges. Courses vary from general overviews at one extreme, to in-depth primary-source studies at the other. The former encourages understanding of the historical process, with its mix of continuity and change; the latter sharpens the analysis of documentary and other material, developing research methods. This philosophy informs the Department's constant search for better modes of assessment and feedback.

The prevailing method of assessment in the Department is three-hour examinations in the summer term. This method tests above all the ability of students to accumulate an expert knowledge about specific historical areas and issues during the entire year. It allows students to articulate in a structured way a historical discussion, to organize their thoughts, focusing on the construction of an argument that relies on the flexible deployment of factual knowledge and historiographical interpretations. The Department considers that at Undergraduate level the upper second grade (60-69%) should be given for "competent work showing a good grasp of the subject matter...familiarity with the most important reading and historiographical debates." The first-class grade (70% and higher) requires "exceptional answers, well-presented and argued with sophistication, which demonstrate a wide familiarity with the subject matter and the historiographical debate." For graduates/masters students the Distinction grade (70% and higher) requires "historiographical awareness, where relevant, along with an ability to demonstrate independent conceptual command, as opposed to merely paraphrasing the views of others. There may be originality in the form of persuasive and well-evidenced new ideas or unexpected connections."

The summative examinations at the end of the year provides sufficient time for students who come to the School from very different academic backgrounds and even different educational systems (particularly for Masters degrees), to 'align' with common educational norms and standards, and develop their thoughts in particular areas of expertise that they chose. The candidates practise for the summative exam over the Michaelmas and Lent terms through oral presentations, formative essays, and a 'mock exam' while receiving continuous feedback from their teachers.

The summative exam is also a fair mode of assessment: it allows the Department to assess all candidates in the same way, with the same set of questions and time limit (candidates with disabilities may get more time as appropriate). This facilitates the task of grading and avoids any risk of plagiarism. Because the exam is intended as a test of the course as a whole, three questions are the required minimum. Three hours has long been considered as a reasonable time to undertake such tests.

The Department has substantial experience with this mode of assessment. The majority of courses at the undergraduate and Master level are 100% assessed by a summative exam. The criteria used for each grade is described in detail in the student handbooks. At the same time, the Department has always employed complementary alternative modes to assess learning outcome. This reflects the diversity of pedagogical methods preferred by

individual teachers and different levels of learning outcomes required from the 2nd and 3rd year students in undergraduate programmes. It is also a reflection of the very different types of history which are taught in the Department which lend themselves to different forms of assessment. The Department allows teachers a measure of freedom in the way they teach courses, adopting the methods they judge most effective as a means of imparting and assessing knowledge and skills. This freedom also contributes to the atmosphere of 'living assessment': every year teachers reflect on their courses and some decide to experiment with different forms of assessment. We have also in place 5-year annual course reviews.

We pride ourselves on our innovation in teaching and this year for the first time have included group work and group assessment in one of our first-year courses. Several of our offerings now include a mixture of assessed essays and assessed presentations. In certain cases this has led to a shortening of the final examination to 2 hours; a small number of courses have dispensed with the final examination altogether and have assessed work only.

We offer Masters students a variety of different assessment methods to choose from, and from the beginning students are clearly told how the course is going to be assessed. The assessment methods are outlined in the course descriptions. Several Masters' courses have assessed essays or other pieces of work as part of the final grade. Students are made aware that assessed essays can bring down as well as enhance results from unseen exams. Recently, teachers have awarded marks for class participation, regular postings on Moodle, and in some courses there is no exam at all, and the grade is based on one or two longer assessed essays. Class attendance is compulsory for all courses. Some courses include a grade for participation, on the grounds that active and outstanding engagement in class work helps motivate students to prepare for class discussions and to engage more actively in these discussions.

The Department's experimentation with assessment reflects an increasing priority placed on presentation skills and the articulation of reasoned arguments in verbal contributions to class discussion. Longer, more intensively researched and revised pieces of writing are deemed particularly appropriate at postgraduate level than shorter writing assignments. This priority reflects the advanced learning aims and objectives of our postgraduate courses as well as the educational aim of developing the transferable skills needed after graduation.

The dates of submission of assessed works are usually in weeks 5-7 of the Lent term. The length of these essays and projects varies according to the level and structure of the assessment. Benchmarks for undergraduate courses and Masters essays are: 2000 words for non-assessed essay, 3000 words for essays counting towards 25% of the final grade; two 3000 words essays counting for 25% of the final grade each; two 3500 words essays counting for 70% of the final grade. At Masters level, the assessed essays are usually 5,000-6,000 words to reflect the level of research required.

When participation is assessed it is usually is 15% of the grade and reflects attendance, student-led discussion assignment, weekly contributions to discussion which is recorded on a spreadsheet week by week. Some teachers also assess oral presentations; these count for 15% of the final grade.

Formative essays are considered to be very important to achieve learning outcomes: they allow students to test their skills against the criteria of their teachers, understand better most important threads of historiographical discussions, receive feedback and advice on additional readings, and prepare themselves thoroughly for a summative examination. The

department standard is two or three formative essays over the Michaelmas and Lent terms. It is a department policy that teachers set aside a time to return formative essays individually to candidates within two weeks after their submission with a detailed written feedback and further discussion on improvement on structure, concept, language, originality, and the use of sources, among other points. The Department has standard feedback sheets available for formative essays. Please see p.58 – 59 for an example feedback sheet.

In recognition of the importance of examination in the classification systems this Department pioneered a policy of giving feedback to 2nd and 3rd year students on their examination performance during the previous year. This is done through their academic advisers. We believe it has been a valuable contribution to the candidates' educational experience and provided them with specific clues and strategies to improve their learning outcomes. There are other modes of communicating feedback to students via Moodle and LSE for You for each individual course. All teachers meet with students to provide feedback on their performance in class, class presentations, and essays. All candidates also have academic advisers and can receive their feedback from them on their assessed work. The contact between students and their teachers, as well as academic advisers goes well beyond the class and office hours – and includes exchange of e-mails, consultations on lists of literature and sources, and readings of preliminary drafts.

There is also a compulsory dissertation for the 3rd year students in BA history (optional for BSc International Relations and History) and for Masters students which demonstrates the learning outcomes of all three years for undergraduates and one year for Masters students. As a culmination of study, the dissertation is an opportunity for students to 'do the work of historians' rather than just critically engage with historiography, to examine primary sources in archives, and to come up with their own interpretations of historical events. The dissertation arrangements are designed to allow students as much freedom and independence as possible over the choice of subject. It is an exercise in setting a task and solving a problem; in formulating questions and providing convincing answers based on sound evidence. While guided by supervisors, candidates are expected to work alone for the most part; to show initiative and follow references and lines of enquiry, as well as to produce a substantial, coherent and well-argued piece. The dissertation is 10,000 words for BA and Masters programmes. For the research-intensive LSE-Columbia Double Degree in International and World History, the dissertation is researched and written over 2 years and is 15,000 words long. The value of this dissertation is equivalent to one paper in the degree programme.

New members of staff are given appropriate guidance and development on the Department's assessment and feedback procedures. Teachers are responsible for guiding GTAs by providing detailed marking breakdowns, exemplary essays, and ongoing consultations during the year.

The methods of assessment and feedback are communicated to students at the beginning of Michaelmas term in classes and during office hours. Also these methods are regularly discussed with Staff Student Liaison Committee (SSLC). Every new course is presented to student representatives at SSLC for consultation.

A few words should be said about the process of setting and marking of exams and assessed coursework. Where assessed essays have been introduced, questions are submitted at the start of the year to the relevant Chair of Exams and to External Examiners – a distinguished historian from outside the LSE who is the additional and final check for fairness and clarity - for approval and feedback. Only once approved are these circulated to students. When it comes to exams, the Teacher Responsible for the Course (TRC) will

normally set the exam and develop exam questions. This is then scrutinized collectively within the Department and passed on to an external examiner. Marking of all materials that contribute to the final grade is done 'blind' – i.e. students are not identifiable by the examiners since they are given a number which has no key until the exams have been graded.

Each exam paper or essay is read and marked by one examiner (the so-called “moderated marking scheme”, which is regularly reviewed by the department). A proportion of all essays and exam scripts, including all fails, borderline marks (39/49/59/69) and firsts are also scrutinized by a moderator who approves the distribution of marks. A sample of essays or exam scripts is reviewed by an external examiner. Agreed marks are then collectively discussed and reviewed by Sub-Boards established for each degree or joint degrees. These are attended by internal and external examiners. There is no identification of candidates by name until marks are agreed and/or a degree is awarded. The assurance of anonymity reduces to the absolute minimum the risk of bias in assessment on the grounds of race, gender or other personal characteristics.

Essay feedback sheet:

STUDENT _____ COURSE _____

TEACHER _____ CLASS GROUP _____

TOPIC _____

Focus & Range		
Unsatisfactory		Comments:
Satisfactory		
Good		
Excellent		

Structure & Coherence		
Unsatisfactory		Comments:
Satisfactory		
Good		
Excellent		

Depth of Analysis & Quality of Arguments		
Unsatisfactory		Comments:
Satisfactory		
Good		
Excellent		

Use of Sources & Historiography		
Unsatisfactory		Comments:
Satisfactory		
Good		
Excellent		

Expression & Presentation		
Unsatisfactory		Comments:
Satisfactory		
Good		
Excellent		

Suggestions for Improvement & Other Points

Essay Submission

Ordinary (formatively assessed) essays

1. All formative essays will be handed straight to class teachers on the day of the deadline as directed in the relevant course syllabus.
2. You should also send a copy of the essay electronically to: ih.essays@lse.ac.uk. **Please include the course code, e.g. HY206, in the subject line of the email.** Each essay for your various courses should be sent in a separate e mail.
3. Please do not submit your essays in any other form e.g. by leaving under the door of your tutor or the office.

If you do not follow the set procedure for essay submission we regret that your essay may be returned unmarked and discounted.

PLEASE NOTE THAT CLASS TEACHERS ARE AT LIBERTY TO IMPOSE PENALTIES AT THEIR DISCRETION FOR ESSAYS WHICH ARE SUBMITTED LATE.

Submission of Assessed Work

One hard copy of your assessed essay should be submitted to the undergraduate administrator in 1.03F by the published deadline. You should also submit your assessed essay electronically to ih.assessed.essays@lse.ac.uk. The front page should only have the **student candidate number**, the **course code**, **essay title** and **word count** (incl. footnotes, excl. bibliography).

Students are also strongly advised to save all of their formatively and summatively assessed work on their H space for the duration of their degree.

* Note: Candidates with disabilities may get longer as appropriate.

Important Notes on Plagiarism:

From 2016/17, some courses will require students to submit their summatively assessed essays to Turnitin (plagiarism detection software) via Moodle. This requirement and the instructions will be indicated on the Moodle site, and by the teacher, for the relevant courses/s.

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>

Programme of Study for Undergraduates

LSE Card

All registered students will be issued with an LSE Card. This card serves as your student identity card and your library card and should be kept in a safe place. A fee is charged to replace a lost or stolen card.

Conditions of Study

Your signature on the form by which you accept a place at the School binds you to abide by all applicable School regulations, procedures, codes and policies. Please read carefully the various regulations and, in particular the Codes of Good Practice: Teaching, Learning and Assessment.

Quality Assurance

The School's approach to quality assurance is set out in the document "Strategy for Managing Academic Standards and Quality":

<http://www.lse.ac.uk/intranet/LSEServices/TQARO/InternalQualityAssurance/StrategyForManagingAcademicStandards.aspx>

It sets out broad principles and processes for assuring academic standards and for enhancing the quality of educational provision.

Student Teaching Surveys

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

Teaching scores are made available to individual teachers, Heads of Departments, the Director of the Teaching and Learning Centre and Language Centre, and the Pro-Director (Education). In addition to producing reports for individual teachers, TQARO produces aggregated quantitative data for departments and the School, which provide important performance indicators. These can be found on the TQARO website:

<http://www.lse.ac.uk/intranet/LSEServices/TQARO/TeachingSurveys/Results/Home.aspx>

Results of the 'course' section of the surveys are made available to students through the online course guides.

Equity, Diversity and Inclusion at LSE

To uphold the School's commitment to equality of respect and opportunity, as set out in the [Ethics Code](#), we will treat all people with dignity and respect, and ensure that no-one will be treated less favourably because of their role at the School, age, 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.

The School is committed to embedding and mainstreaming equity, diversity and inclusion. For further advice or information, please visit the School's Equality and Diversity website (<http://www.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

Codes of Good Practice

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

Undergraduate students:

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

Postgraduate students:

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

The Student Charter sets out the vision and ethos of the School –

<http://www2.lse.ac.uk/intranet/LSEServices/policies/pdfs/school/stuCha.pdf>

If you conduct research you should refer to the School's Research Ethics Policy and procedures –

<http://www.lse.ac.uk/intranet/researchAndDevelopment/researchDivision/policyAndEthics/ethicsGuidanceAndForms.aspx>

and also the Code of Research Conduct –

<http://www.lse.ac.uk/intranet/LSEServices/policies/pdfs/school/codResCon.pdf>

General School and Programme Regulations:

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

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

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

- [Regulations for Diplomas](#)
- [Regulations for First degrees](#)
- [Regulations for the consideration of appeals against decisions of boards of examiners for taught courses](#)
- [Regulations for research degrees](#)
- [Regulations for Taught Masters degrees \(before 2009/10\)](#)
- [Regulations for Taught Masters degrees \(entering in or after 2009/10\)](#)
- [Regulations for research degrees](#)
- [Regulations on assessment offences: other than plagiarism \(i.e. Exam Misconduct\)](#)

And the following web link gives you an A-Z list of relevant regulatory documents where you can find further details of all School Regulations.

<http://www2.lse.ac.uk/intranet/LSEServices/policies/home.aspx>

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>

Classification Schemes

Undergraduate and graduate degrees are awarded according to the classification scheme applicable to the year in which you started your programme of study. These schemes are applied by the Boards of Examiners at their meetings in July and November each year.

The following web links gives details of the School's schemes of award:

Undergraduate

BA/BSc Degrees:

<http://www.lse.ac.uk/resources/calendar/academicRegulations/BA-BScDegrees.htm>

LLB Degrees:

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

Postgraduate

All schemes for graduate programmes:

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

Interruption / Deferral / Withdrawal / Programme Transfers / Change of Mode of Study

Interruption: with approval from your department you can take a break in your studies. Interruptions are one calendar year long. You are usually required to return at the start of the nearest applicable term – be that Michaelmas or Lent term. Summer term interruptions are not possible. For more information, please see lse.ac.uk/interruptions

Deferral: if you complete the teaching year but have difficulties in the lead up to or during the exam period, then in exceptional circumstances you can seek to defer assessment(s) to the following academic year. For more information, please see lse.ac.uk/deferrals

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. For more information, please see lse.ac.uk/withdrawals

Programme Transfers: you can request to transfer from your current programme to another programme at the same level according to the School's regulations. There are usually restrictions on transferring programmes, and sometimes transfers are not possible. All transfer requests are considered by and require approval from both academic departments and the School before being authorised. For more information, please see lse.ac.uk/programmetransfers

Change of Mode of Study (for postgraduate students): if a change in your circumstances occurs that means that you need to change your study mode from full-time to part-time, you will need to seek authorisation from your academic department. Changing from full-time to part-time study mode is generally acceptable, and your course choice will be amended according to programme regulations. Your fees will also be amended in line with the part-time fees published in the Table of Fees for the same academic year. Changing from part-time to full-time may not always be possible. Requests to change from part-time to full-time study mode will be considered on a case-by-case basis. For more information please see: www.lse.ac.uk/PTchange

Student Services Centre (SSC)

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

- Certificates of registration
- 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)
- Graduate Admissions (drop-in service)
- Graduation ceremonies
- Information for new arrivals
- Programme registration
- Transcripts and degree certificates
- Visa and immigration advice (drop-in service)

The SSC provides a general enquiry service for students between 11am and 4pm every weekday.

You can also contact us by telephone. Details of who to contact and more information can be found on our website: lse.ac.uk/ssc

Advice, Communications & Operations

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

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

Contact the Advice, Communications & Operations team with a general enquiry

- In person: at the SSC counter during opening hours
- By email: ssc.advice@lse.ac.uk
- Over the telephone: 020 7955 6167

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 e-mail (if you complete an online query form on the [ISVAT web pages](#)) or at the drop-in service at the Student Services Centre. ISVAT run workshops to advise students applying to extend their stay in the UK; and in complex cases, they will make individual appointments.

For more information including drop in times and dates of workshops go to: lse.ac.uk/isvat.

ISVAT also manages staff and student exchanges through the Erasmus + programme at LSE. For more information on our exchanges, go to lse.ac.uk/Erasmus

Financial Support

The Financial Support Office (FSO) is responsible for the administration and awarding of scholarships, bursaries, studentships and School prizes. It is located within LSE's 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 from

<http://www2.lse.ac.uk/intranet/students/moneyMatters/financialSupport/Home.aspx>

Results and transcripts of results

The School releases confirmed marks once the relevant School Board of Examiners has ratified them. For further information, please see lse.ac.uk/results.

To ensure that your results are released as scheduled, please check your balance on LSE for You to see if you have any outstanding fees. You should contact the Fees Office on

fees@lse.ac.uk if you have any queries, as the School will not release your results if you have an outstanding debt.

Transcripts for finalists are issued digitally within ten working days of publication of final results. Continuing students will be able to request an 'intermediate transcript' of results as soon as they are officially published.

For more information, please see lse.ac.uk/transcripts.

Graduation Ceremonies

Graduation ceremonies are held twice a year: in July for students who have followed undergraduate or nine or ten month taught postgraduate degree programmes and in December for students who have followed twelve month taught postgraduate degree programmes. MPhil/PhD research students are presented at both the July and December ceremonies - July for those awarded by 30 April and December for those awarded by 30 September.

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 on the graduation ceremony days for the relevant graduation period in July or December. If you don't collect it at the ceremony, it will be posted to your home address within four to six weeks. It is therefore essential that you keep your details up-to-date on LSE for You.

For more information, please see lse.ac.uk/degreeCertificates.

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 co-ordinated by the LSE Alumni Relations team by developing and supporting the network of international and special interest alumni groups and contact networks, and representing the voice of the alumni community within the School.

You automatically become a member upon graduation and 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 five 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 visit [LSE Alumni Online](#) or contact the Alumni Relations team on alumni@lse.ac.uk.

Fieldwork Safety

If you are planning fieldwork or any other off site activity please complete the relevant risk assessment on our website:

<http://www.lse.ac.uk/intranet/LSEServices/healthAndSafety/policy/FieldworkOffsiteVisits.aspx>

We recognise that you may want 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. If you do, we are there to help you achieve your aims. 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:

<http://www.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

Telephone: 020 7852 3677

Email: Health.And.Safety@lse.ac.uk

School Services

Learning development

LSE's Teaching and Learning Centre provides a range of events, resources and services that will complement your academic study and help you to make the most of your time here.

LSE Study Toolkit

A brand new web resource, LSE Study Toolkit – <http://www.lse.ac.uk/studytoolkit> - is designed to help you tackle LSE-style study with confidence. Four areas identified by current students as vital to success at LSE – 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 necessary 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 <http://www.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 <http://www.lse.ac.uk/tlc/taughtstudents>

Maximise Your Potential

For undergraduates, LSE offers several two week intensive programmes at the end of Summer Term that enable you to broaden skills in research, languages, job searching and peer support. See <http://www.lse.ac.uk/apd/maximise>

Language support

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.

MSc Dissertation Week

For MSc students, 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 <http://www.lse.ac.uk/tlc/dissertation>

To find out how, if you're an undergraduate, you can keep a useful record of attendance at any of these events, see LSE Personal Development Aide Memoire at the end of the following section.

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

Personal development

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

Personal development events

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

Student Wellbeing Service: One to One Support

LSE's Student Counselling Service (<http://www.lse.ac.uk/counselling>) offers bookable one to one appointments and daily drop in sessions; its Peer Support scheme <http://www.lse.ac.uk/peersupport> enables students to talk with fellow students if they have any personal worries. The Disability and Wellbeing Service <http://www.lse.ac.uk/disability> provides advice to disabled students, makes LSE Inclusion Plans and helps with Individual Examination Adjustments.

LSE Personal Development Aide Memoire (PDAM)

This is a record that you can access and build in LSE for You and which enables you to keep track of the skills and experience you gain through any extra-curricular activity you undertake while you are at LSE, both within and beyond the School. The PDAM is automatically populated from a number of different LSE systems and can also be updated manually. Once completed, it will enable you to provide information and evidence about what you have done beyond your studies, making it useful for volunteering, internship and job applications. To find out more, see <http://www.lse.ac.uk/apd/PDAM>

LSE Volunteer Centre

The LSE Volunteer Centre is based within LSE Careers and is here to help you develop new skills and new friendships while making an impact through volunteering. We advertise volunteering opportunities at different charities across London and internationally, with positions ranging from one-off opportunities to part-time internships with charities. The annual Volunteering Fair takes place at the beginning of Michaelmas term and is a great opportunity to meet a wide range of charities and get a feel for the work they do. You can find out more, as well as tips and advice about volunteering, on the LSE Volunteer Centre website lse.ac.uk/volunteercentre or @LSEVolunteering

Volunteering with LSE's Widening Participation (WP) team

WP aims to raise aspiration and attainment in young people from London state schools. 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.