



THE LONDON SCHOOL
OF ECONOMICS AND
POLITICAL SCIENCE ■



Department of International History

Handbook For LSE-CU Double Degree students

2016-2017

Web: <http://www.lse.ac.uk/collections/internationalHistory/>
<http://worldhistory.columbia.edu/>

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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 returning to us as a graduate student).

This year, the Department will have about 150 graduate students, about 140 undergraduates, twenty five academic staff, four tutorial fellows, and twenty six Graduate Teaching Assistants. The Department is located in Sardinia House.

The Academic Director of the LSE-CU Double Degree, Dr Paul Stock, and Masters Programmes Tutor, Dr Heather Jones, represent LSE for the programme and take responsibility for all formal and informal

with the CU History Department's representatives (Prof Matt Connelly and Dr Line Lillevik). They are responsible for allocating students to dissertation supervisors at LSE and for granting or refusing permissions to take outside options that are not on the published list of courses. You will also have separate academic advisers. Students should consult their advisers during their regular published office hours or by email.

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

Your first point of contact in the Department on all administrative matters relating to your degree is Mrs. Nayna Bhatti (N.Bhatti@lse.ac.uk), who is the Postgraduate and Research Programme Manager, and her office is in Room SAR 1.03c.

The International History Department will be holding its **general induction** meeting for all Masters students on Wednesday, 21st September 2016, at 2pm in NAB.LG.08.

Your programme-specific induction meeting for the LSE-Columbia Double MA Degree in International and World History will be held the next day, Thursday, 22nd September 2016 at 12.00 noon in room 32L.G20 (32 Lincoln's Inn Field, Ground Floor). This will be followed by our welcome reception for all Master Students on Thursday, 22nd September 2016 at 13.00 in the Shaw Library (in the Old Building on Houghton Street, sixth floor.).

I look forward to meeting you at the induction meeting if not before.

Professor Janet Hartley
Head of Department

Term Dates and School Closures

Michaelmas Term (MT)

Thursday 22 September – Friday 9 December (*teaching begins on Monday 26th September 2016*)

Lent Term (LT)

Monday 9 January – Friday 24 March (*for departments with courses that will be examined in January, examinations will be held in week 0 – Tuesday 3 January – Friday 6 January, more information can be found here:*

<http://www.lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/LentTermWeek0Exams.htm>) *

Summer Term (ST)

Monday 24 April – Friday 9 June

For those departments that operate them, School Reading Weeks are the weeks beginning Monday 31 October 2016 and Monday 13 February 2017

The School will also be closed on English public holidays*. In 2016/17 these will be:

Christmas Closure	Thursday 22 December 2016 – 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 Week

Welcome Week is your opportunity to make friends, learn more about studying at LSE and living in London. You will be invited to attend a number of events throughout Welcome Week from Monday 19 - Friday 23 September 2016. – some of which are optional and others compulsory. Compulsory events include registration, your LSE Welcome Presentation and many departmental events:

<http://www.lse.ac.uk/intranet/students/yourFirstWeeks/welcomeWeek/welcomeWeekEvents.aspx>

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 may be asked to provide proof of your eligibility to study in the UK. You should already have received your LSE ID card.

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

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.

Postgraduate Course Choice, Seminar Sign Up and Personal Timetables

You will need to choose all of your courses, including any compulsory ones and your dissertation, in LSE for You.

Course choice opens for browsing during Welcome Week so that you can get used to the system however you will not be able to make any choices during this period. The system opens fully from **23rd September 2016** but you will only be able to access the 'Graduate Course Choice' option in LSE for You when your admissions paperwork is completed. The deadline for course choices for postgraduate students is **10th October 2016**. The system will re-open at the beginning of Lent Term so you can make any changes that are needed for Lent Term.

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 use the Graduate Course Choice system.

Many courses have 'controlled access' and you will need to apply to the department teaching the course for permission to take it before you can select it. If such an application is required, it will be indicated in the system. You can make applications to take these courses within the system. Your overall diet of courses is also subject to the approval of your home department.

Some departments allocate places to seminars centrally whilst others permit you to choose using the seminar signup facility in LSE for You.

Personal timetables can then be viewed in LSE for You.

Activating your IT account

You must know your LSE student number before you can activate your IT account. This number is printed on your ID card and on all of your LSE correspondence.

For more information please see

<http://www.lse.ac.uk/intranet/LSEServices/IMT/guides/accounts/activateAccount.aspx>

LSE for You (also written as LSE4U or LFY)

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.

Timetables Office

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

Student Study Support

The LSE Teaching and Learning Centre offer study support, with specialist provision for 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. (lse.ac.uk/tlc/training). 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 (studentsupport@lse.ac.uk or 020 7852 3627). You are also encouraged to register on the Teaching and Learning Centre Moodle course Learning World from the beginning of the Michaelmas Term and to regularly check LSE Training (<http://training.lse.ac.uk/>) for full details of resources and courses to support your learning.

Fees

The School offers two options for payment of fees. You can either pay them in full prior to Registration or by Payment Plan one third of your fees on the 28th October 2015, 28th January and 28th April 2016. If you do not know the cost of your fees, please see the Table of Fees at lse.ac.uk/feesoffice

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

How to pay your fees

You can pay by cheque either by posting your cheque to the Fees Office or by using the drop-box in the Student Service Centre.

You can pay by credit/debit card either by using the fees page on LSE for You or via the Payment Portal

http://reports.lse.ac.uk/internetbuilder/UIB.asp?goto=WEB_PAY_01

You can pay by Bank Transfer; the full details of the bank transfer options are at

http://www2.lse.ac.uk/intranet/LSEServices/financeDivision/feesAndStudentFinance/Paying%20fees/How_to_Pay.aspx

Penalties for late payment

There are penalties for late payment. These may include loss of library rights, de-registration, referral to Credit Control or fines. You will be warned by email if your payments are late and/or if sanctions are going to be imposed on you. At this time you are able to contact the Fees Office directly.

Please visit the Fees Office website for more information at:

<http://www2.lse.ac.uk/feesOffice>

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>

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

Staff Contact Details

Head of Department

Professor Janet Hartley
Room: SAR 2.12
Telephone: 0207 955 7104
Email: J.Hartley@lse.ac.uk

Masters Tutor

Dr Heather Jones
Room: SAR 3.12
Telephone: 0207 955 7724
Email: h.s.hones@lse.ac.uk

Academic Director, LSE-CU Double Degree Programme

Dr Paul Stock
Room: SAR 2.15
Telephone: 0207 955 6039
Email: P.Stock@lse.ac.uk

Department Manager

Ms Demetra Frini
Room: SAR 1.03b,
Telephone: 0207 955 7548
Email: D.Frini@lse.ac.uk
Office hours: 11:00 – 1:00pm

Postgraduate and Research Programme Manager

Mrs Nayna Bhatti
Room: SAR 1.03c
Telephone: 0207 955 7126
Email: N.Bhatti@lse.ac.uk
Office hours: 10:00 – 12:00pm

MSc Programmes Administrator

Ms Milada Fomina
Room: SAR 1.03e,
Telephone: 0207 955 7331
Email: M.Fomina@lse.ac.uk

Chair of Masters' Examinations

Professor Marc Baer
Room: SAR 3.17
Telephone: 0207 955 4975
M.D.Baer@lse.ac.uk

Staff List

<u>Members of Staff</u>	<u>Room No.</u>	<u>Tel. No.</u>
ALVANDI, Mr Roham (on sabbatical 2016-17) R.Alvandi@lse.ac.uk	SAR M.12	6897
ASHTON, Professor Nigel N.Ashton@lse.ac.uk	SAR.M.07	7104
BAER, Professor Marc MD.Baer@lse.ac.uk	SAR 3.17	4975
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SHERMAN, Dr Taylor (leave 2016-17) T.C.Sherman@lse.ac.uk	SAR M.10	5002
SOOD, Dr Gagan G.sood@lse.ac.uk	SAR 2.07	6025
SPOHR, Dr Kristina (on sabbatical 2016-17) K.Spohr@lse.ac.uk	SAR 2.17	7103
STEVENSON, Professor David D.Stevenson@lse.ac.uk	SAR 3.11	7115

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STOCK, Dr Paul
P.Stock@lse.ac.uk
Zubok, Professor Vladimir
V.M.Zubok@lse.ac.uk

SAR 2.15	6039
SAR 3.13	5370

The Academic Director

The Academic Director oversees the Double Degree programme. Although students should see their Academic Adviser as the first point of contact for matters relating to courses and dissertations, the Academic Director is also happy to meet with students and discuss these matters by appointment or during office hours. The Academic Director should also be notified in the case of problems relating to supervision arrangements or serious problems resulting in deferral, interruption of studies and dissertation extensions. Once final results have been announced, the Academic Director will also supply feedback on dissertations upon request.

The Academic Adviser*

The **Academic Adviser** will remain your tutor and dissertation supervisor 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 adviser throughout the programme. S/he can advise on academic and non-academic matters. In other words, your *academic adviser* is your first point of contact if you have any concerns about your studies at the LSE (e.g. choice of courses, MSc regulations, progress in studies, references) or other personal concerns that you may wish to discuss in confidence. Your *academic adviser* will normally contact you at the beginning of each term and will let you know when s/he is going to be available to see tutees. S/he will also post the times of her/his regular, weekly **office hours** on her or his door when they are willing to see students without prior appointment. It is your responsibility to make sure that you respond to your tutor's request to see you and/or seek him/her out in office hours. You should as a **minimum** see your *academic adviser* at **least twice** in the Michaelmas and Lent terms and **at least once** in the Summer term to discuss your overall progress at the LSE and your dissertation. Should you have any concerns regarding your Academic Adviser, please contact the Academic Director of the programme.

NOTE: Academic staff do not hold office hours out of term. You can find all staff office hours on the department's website as well as on their office doors.

***N.B. The School (other departments) sometimes refers to *academic advisers* as 'supervisors'. In the IH Dept, we only speak of 'dissertation supervisors' as distinct from advisers but in the case of the LSE-CU Double Degree your adviser and supervisor are the same person.**

Communication, Practicalities and Other Useful Information

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

E-mail

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>

Student Pigeonholes

Internal mail for students is placed in the student pigeonholes located on the second floor in Sardinia House, **However, please note that the Department cannot manage mail on behalf of students and cannot guarantee that items that are addressed to students will be routed to the student pigeonholes.**

Computer Room

Students on the LSE-CU Double Degree are welcome to make use of a specially designated computer room which is strictly for study purposes. It is located in the basement of Sardinia House; you can access this using your LSE ID card. Please also note that you may want to organise a schedule among yourselves so that you share the space and the computers available equally. It is your collective responsibility to make sure everyone on the LSE-CU Double Degree programme has fair access to the room and that it is kept clean. However, please alert Ms Grewal, Office Manager, if there are any problems associated with the room.

Department's Staff Pigeonholes

Staff pigeonholes are located on the 1st Floor in Sardinia House. Should you wish to leave mail for your Academic Adviser or any other staff member of the Department, please give this to one of the professional staff on the 1st Floor in Sardinia House and they will leave it for the appropriate member of staff to collect.

Student Notice Boards

Departmental notice boards for general information, news of special lectures and other events can be found on the 2nd floor of the Sardinia House. You will also be able to find this kind of information on Moodle site for your dissertation workshop (HY458) or the Department of International History's website.

Contact Addresses

If you change your term-time or permanent address you **must** notify the School. You can do this by LSE for You, located on the front page of the LSE website. Your address is protected information and will not be disclosed to a third party without your permission unless it is for reasons of official School business.

Moodle

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

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>

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.

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>

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LSE LIFE

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

We offer

- guidance and hands-on practice of the key skills you'll need to do well at LSE: effective reading, academic writing and critical thinking
- workshops related to how to adapt to new or difficult situations, including development of skills for leadership, study/work/life balance, and preparing for the working world
- a place to meet and work together with your peers on interdisciplinary group projects and research
- support in making the transition to (or *back to*) university life;

- advice and practice on working in study groups and on cross-cultural communication and teamwork
- ideas and inspiration about academic pursuits and pathways into professional life and much more ...

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

lse.ac.uk/lseife

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

Staff/Student Liaison Committee

The department's postgraduate Staff-Student Liaison Committee provides a communication link between students and staff. Both the Academic Director of the LSE-CU Double Degree programme and the Masters Programmes Senior Tutor attend, and it is very important that you also select one student to represent the LSE-Columbia Double Degree programme on this Committee at the beginning of the Michaelmas Term. Students are then encouraged to send their comments to this student representative (**there is one student representative for each programme**) and these are then discussed at the meetings. The Committee meets on a termly basis, minutes of meetings are placed in the Departmental Public folders and on the website for future reference.

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 please register on London School of Economics Online Store <http://eshop.lse.ac.uk/>

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.

Senate House Library Tour

Each year, the Department arranges for new students to take a tour of the Senate House Library which is highly recommended.

The Senate House Library is an invaluable back-up to the LSE Library, and its history section is particularly strong. It is important to make as much use of it as possible, as it's funding is currently under threat. It is very well worth while taking this opportunity to get to know what it can offer.

This year the tour will take place on **Friday 21st October at 10:00am and Friday 11th November 2016 at 1:00pm.**

Please find further information about the library below:

Senate House Library, University of London (SHL) is one of the largest humanities and social sciences libraries in the UK. Its holdings amount to c.2 million volumes and it receives c. 5500 current periodical titles. A wide range of electronic resources is also available through SHL's subscriptions.

The History Collection is (in terms of books borrowed and renewed) the major subject collection in SHL.

The aims of the visit to SHL are to provide students with introductory guides to SHL, to some of its collections, and also to other important libraries, and also to give a sense of the physical layout of SHL, concentrating on History and other relevant collections, including Politics and International Relations.

Membership of SHL is available free of charge on production of current LSE ID. Undergraduates can borrow up to eight books. Students can join SHL in advance of the visit, or on the day itself. The entrance to SHL is in the North Block of the Senate House building, on the west side of Russell Square – a 15 minute walk or a short bus ride from LSE (routes 59, 68, 91, 168 or 188).

LSE-Columbia University Double MA Degree in International and World History

Programme code: TMINWOHY

For all first and second year students in 2016-17.

Twenty-two month programme. Students take the first year at Columbia University, and the second year at the LSE as follows:

Optional courses to the value of three full units, a dissertation and a language course as shown:

[Guidelines for interpreting programme regulations](#)

Paper Course number and title

1 [HY458](#) LSE-Columbia University Double Degree Dissertation

2, 3, & 4 Courses to the value of three full units from the following:

International History:

[HY400](#) Crisis Decision-Making in War and Peace, 1914-2003

[HY411](#) European Integration in the Twentieth Century

[HY422](#) Presidents, Public Opinion, and Foreign Policy: From Roosevelt to Reagan, 1933-1989

[HY423](#) Empire, Colonialism and Globalisation

[HY424](#) The Napoleonic Empire: The Making of Modern Europe?

[HY429](#) Anglo-American Relations from World War to Cold War, 1939-91

[HY432](#) From Cold Warriors to Peacemakers: The End of the Cold War Era, 1979-1999

[HY434](#) The Rise and Fall of Communism in Europe, 1917-1990

[HY435](#) Political Islam: From Ibn Taymiyya to ISIS (n/a 16/17)

[HY436](#) Race, Violence and Colonial Rule in Africa

[HY439](#) War Cultures, 1890-1945

[HY440](#) The Emergence of Modern Iran: State, Society and Diplomacy (n/a 16/17)

[HY441](#) Islam, State and Rebellion in the Indonesian Archipelago (n/a 16/17)

[HY444](#) The Cold War in Latin America

[HY448](#) Living with the Bomb: An International History of Nuclear Weapons and the Arms Race from the Second World War to the end of the Cold War

[HY459](#) The Ottoman Empire and its Legacy, 1299-1950

HY460 Ideologies and Political Thought in Germany in the Era of Extremes (1914-1990) (withdrawn 16/17)

[HY461](#) East Asia in the Age of Imperialism, 1839-1945

[HY463](#) The Origins of the Cold War, 1917-1962

[HY465](#) The International History of the Balkans since 1939: State Projects, Wars, and Social Conflict

[HY469](#) Maps, History and Power: The Spaces and Cultures of the Past

[HY471](#) European Empires and Global Conflict, 1935-1948

[HY472](#) China and the External World, 1711-1839

Economic History:

[EH404](#) India and the World Economy (H)

[EH408](#) International Migration, 1500-2000: from Slavery to Asylum (H) (n/a 16/17)

EH413	African Economic Development in Historical Perspective (H)
EH428	History of Economics: Making Political Economy into a Social Science (H) (n/a 16/17)
EH429	History of Economics: Ideas, Policy and Performativity (H)
EH451	Latin American Development: Political Economy of Growth (H) (n/a 16/17)
EH452	Latin American Development and Economic History (H)
EH467	Epidemics: epidemic disease in history, 1348-2000 (H) (withdrawn 16/17)
EH486	Shipping and Sea Power in Asian Waters, c1600-1860 (H) (n/a 16/17)

Regarding Economic History (EH) courses only: it may be possible to take further options among EH courses with the agreement of the course teacher responsible and the Academic Coordinator of the Double Degree.

One of the above may be replaced by a further course from other LSE departments (subject to agreement with tutor and teacher responsible for the course).

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Compulsory Language Requirement

Students can fulfil the language requirement of the dual Master's degree in three different ways:

- 1) By taking two years of language training while at Columbia and the London School of Economics.
- 2) By taking, and passing, two translation exams. (Both translation exams must be taken at Columbia. See sample translation exams on the CU History Department website).
- 3) By taking, and passing, one translation exam and studying a language for one year, either at Columbia or at the LSE Language Centre.

Language Requirement

The ability to comprehend multiple languages is important to the study of International and World History. There is no language requirement for entry into the program. However, in order to graduate from the program, students must fulfil a language requirement in one of four different ways:

- 1) By taking two years of language training while at Columbia and LSE.
- 2) By taking and passing two translation exams in different languages.
(Both translation exams must be taken at Columbia.)
- 3) By taking and passing one translation exam and studying a language for one year, either at Columbia or at LSE.
- 4) By taking and passing an intensive summer language course (that equals the same number of credits as a year-long language course) combined with either a passed language exam or an additional year of language classes.

Students have the choice between focusing on a single language or splitting the requirement between two different languages. It is possible to continue further study of a language after a student has passed the translation exam in that language.

Language Examinations (only offered at Columbia)

Language exams are offered four times per academic year: September, December, January, and April. They are graded pass/fail and do not go on students' transcripts. Students who have completed their secondary schooling or undergraduate work in a language other than English, or whose native language is not English, receive an automatic pass for that language.

Sample translation exams can be found on Columbia's History Department website. Please notify the MA Program Office if you wish to take an exam in a language that is not on the list on the departmental website. Language exams for East Asian languages are administered by the Department of East Asian Languages and Culture (EALAC). At the moment, there are no sample exams for Asian languages, but further information can be found on EALAC's website.

Language at LSE:

Language classes at LSE are taken through the LSE Language Centre:

<http://www.lse.ac.uk/language/Home.aspx>

The Language Centre offers Certificate Courses during the academic year, which are extra-curricular in nature and can be taken by anyone including individuals not currently at LSE. Courses taken at the LSE Language Centre cannot be counted towards the second year's required elective units; they are in addition to them. Should LSE-CU students wish to take a course in the Language Centre in order to complete the requirements of the programme there is no charge to them as individuals although they will have to pay first and then be reimbursed when they've completed the course. Should students who have already met the programme's language requirements wish to take a further course at the LSE Language Centre then the department will also try to support them. The Department will also offer support to students who need to fulfil a

language requirement in a language not covered at the LSE so that they can take classes in this language at another institution. Where extra specialist language training is needed for academic purposes there are opportunities to apply for further assistance as well. Details of the language course reimbursement application and how to apply for specialist language tuition assistance will be circulated to students at the start of term.

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 Short Courses and Summer School](#)
-
- [Regulations for the consideration of appeals against decisions of boards of examiners for taught courses](#)
-
- [Regulations for research degrees](#)
-
- [Regulations on assessment offences: other than plagiarism](#)
-

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>

HY458

LSE-Columbia University Double Degree Dissertation Workshop Syllabus –Professor Zubok

HY458, run by the provides a forum for discussion on history writing and research. It is designed to help LSE-CU Double Degree students write successful dissertations.

The workshop will be divided between student presentations of their research and writing on the one hand, and discussions. In weeks 1, 2, 3 and 4 of the Michaelmas Term, students will be split into four groups to report on research progress over the summer before coming together for larger workshop sessions. In the Lent Term, students will then return to four smaller groups to read, discuss and critique each other's 3,000 word dissertation extracts. The groups will meet on allocated weeks on Tuesdays between 2pm and 4pm.

Michaelmas Term

Week 1 (September 29): GROUP 1: discussion of dissertation progress reports

Week 2 (October 6): GROUP 2: discussion of dissertation progress reports

Week 3 (October 13): GROUP 3: discussion of dissertation progress reports

Week 4 (October 20): GROUP 4: discussion of dissertation progress reports

Week 5: (October 27) no meeting

Week 6: (November 3) reading week

Week 7: (November 10) no meeting

Week 8: (November 17) dissertation outlines due to your dissertation adviser

Week 9: Schedule a meeting this week with your dissertation adviser to discuss the outline (November 24)

Research and Writing

Reading:

- GROUP 1: Ann Lamott, *Bird by Bird: Some Instructions on Writing and On Life* (New York: Anchor Books, 1995)
- GROUP 2: Amitav Ghosh, *In An Antique Land: History in the Guise of a Traveller's Tale* (London: Granta, 1992)
- GROUP 3: Jeremy Black, *Studying History* (Basingstoke: Macmillan, 2000).
- GROUP 4: Stephen King, *On Writing: A Memoir of the Craft* (London: Hodder & Stoughton, 2000).

Week 11: (December 8)

Publishing and Academic Careers; Careers Outside Academia

Reading:

- GROUP 1: Patrick Dunleavy, *Authoring a PhD: How to Plan, Draft, Write & Finish a Doctoral Thesis or Dissertation*, (Basingstoke/New York: Palgrave, 2003).
- GROUP 2: Peter Lambert and Phillip Schofield (eds.), *Making History: An Introduction to the Practices of History* (Abingdon: Routledge, 2004).
- GROUP 3: Carolyn Steedman, 'Something She Called a Fever: Michelet, Derrida, and Dust', *American Historical Review* 106:4 (2001).
- GROUP 4: Blythe Camenson, *McGraw-Hill's Careers for History Buffs & Others Who Learn from the Past*, 3rd edn (Dubuque, IA: McGraw-Hill/London: McGraw-Hill, 2009).

Lent Term

Week 1: Group 1 discussion of dissertation extract of 3000 words from 3 students

Instructions: everyone should read the three extracts and be prepared to comment

Week 2: Group 2 discussion of dissertation extract of 3000 words from 3 students

Instructions: everyone should read the three extracts and be prepared to comment

Week 3: Group 3 discussion of dissertation extract of 3000 words from 3 students

Instructions: everyone should read the three extracts and be prepared to comment

Week 4: Group 4 discussion of dissertation extract of 3000 words from 3 students

Instructions: everyone should read the three extracts and be prepared to comment

Week 5: no meeting

Week 6: reading week

Week 7: Group 1 discussion of dissertation extract of 3000 words from 3 students

Instructions: everyone should read the three extracts and be prepared to comment

Week 8: Group 2 discussion of dissertation extract of 3000 words from 3 students

Instructions: everyone should read the three extracts and be prepared to comment

Week 9: Group 3 discussion of dissertation extract of 3000 words from 3 students

Instructions: everyone should read the three extracts and be prepared to comment

Week 10: Group 4 discussion of dissertation extract of 3000 words from 3 students

Instructions: everyone should read the three extracts and be prepared to comment

Week 11: no meeting

HY458 LSE-CU Double Degree Dissertation Regulations

1. The HY458 dissertation in International History is mandatory for the LSE–Columbia University Double Degree in International World History. It is the single most important component of the Double Degree. The dissertation requires students to pursue sustained research in an area of particular interest to them, and it is the sole paper in which a narrow fail mark cannot be compensated by good marks elsewhere. Coming to terms with the dissertation process is therefore imperative.

The dissertation for the LSE-CU double Master's degree is an exercise in using primary sources to write on a topic related to World History (including international history, economic history, cultural history and social history). Dissertations that represent contributions to disciplines outside History, such as International Relations or Politics, will not be approved or accepted. Dissertations must therefore be based substantially on a critical analysis of primary sources, and candidates should aim to include an element of originality in the conceptualising of the thesis and/or the treatment of the evidence. When there is any question about the suitability of a particular topic, the CU Faculty Director will be consulted but the Academic Director of the LSE-CU double Master's degree at LSE will be the final judge of whether a particular topic falls within the above definition.

2. The HY458 dissertation must not exceed 15,000 words, including text and footnotes (but excluding the table of contents, bibliography and appendices). Dissertations exceeding the word limit will be subject to the following sliding scale of penalties: **for up to every 100 words over the limit one mark out of 100 will be deducted, penalty kicks in at one word over the limit--i.e. at 15,001 and any dissertation more than 1,000 words over the limit will be given a FAIL mark of 0 automatically. In that event, you would have to re-sit HY458. This would mean re-submitting a new dissertation within the deadline for resubmission. Students are formally required to state the total number of words on the front cover of their dissertations.**
3. Two bound copies of the dissertation must reach **Mrs Nayna Bhatti in SAR 1.03c by 12 noon on Thursday 20th April 2017**. Students must not put their name or student number, but only their candidate number, on the front page of their dissertation. Candidate numbers can be found using LSE For You. Students must also submit a signed declaration with their dissertations to the effect that they have read and understood the School's Regulations on assessment offences (see the online LSE-CU handbook) and that apart from properly referenced quotations the work submitted is their own. In particular, they must confirm that they understand the School's Regulations regarding plagiarism (see point 11 below). The declaration form may be obtained from the public folders or from Moodle.
4. In addition to two bound copies of the dissertation, students must also submit an electronic copy of their dissertation **BEFORE** the deadline as a Microsoft Word document (.doc or .docx), a Rich Text Format document (.rtf) – but not as a PDF – by e-mail attachment to IH.dissertation@lse.ac.uk.
5. Dissertations not submitted by the set deadline (or extended deadline as appropriate) will be subject to the following penalties: **five marks out of 100 will be deducted for coursework submitted within the 24-hours of the deadline and a**

further five marks will be deducted for each subsequent 24-hour period (working days only) until the coursework is submitted.

6. If a student expects to be unable to meet the submission deadline due to serious reasons such as illness or bereavement, he or she should immediately discuss the matter with their Academic Adviser and/or the Academic Director of the programme. If deemed appropriate, students shall then apply *in advance* for a formal extension from the Chair of the MA/MSc Examinations Board in International History (Professor Marc Baer m.d.baer@lse.ac.uk). Normally such applications should be made approximately one week prior to the submission deadline. **Retrospective extensions after the passing of the deadline can and will not be granted.** All applications must be backed by supporting evidence such as a medical certificate or similar written evidence. In accordance with Departmental policy, computer hardware, software or printer malfunctions will not be accepted as valid reasons for late submission. Students are expected to retain and update back-up copies of all their work.
7. Dissertations must include a bibliography of all consulted sources at the end, listing first primary sources (by collection and folders, not referring to individual documents), then secondary sources. Dissertations that do not provide a bibliography are subject to penalties. Failure to include a bibliography will result in the **deduction of 5 marks out of 100**. For further guidance on bibliographic formats see the guidance documents on the HY458 Moodle site.
8. Students may include an appendix of no more than 12 pages, containing key documents, and transcripts of oral history interviews, maps, illustrations or other visual sources. The appendix must not contain additional dissertation text: if it is found to do so, it will be counted towards the word limit and penalties are likely to be incurred as a result.
9. Your dissertation must be typed in double spacing on one side only of A4 paper (or American Letterhead) and tape or spiral bound. Sub-headings are usually helpful guideposts for the reader. All notes should be footnotes rather than endnotes and should be numbered consecutively throughout the dissertation. For further guidance on referencing formats see the guidance documents on the HY458 Moodle site.
10. Before submitting your dissertation, your dissertation supervisor is allowed to read and comment on **up to 5,000 words** of your dissertation in draft form but no more. It is up to you and your supervisor to discuss which 5,000 words would be most appropriate for them to read and when you should submit this. A mark will not be included in feedback you receive.
11. The work you submit for assessment must be your own. If you try to pass off the work of others as your own you will be committing plagiarism.

Any quotation from the published or unpublished works of other persons, including other candidates, must be clearly identified as such, being placed inside quotation marks and a full reference to their 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 does a single unacknowledged long quotation from a single source.

It is also an offence to commit self-plagiarism, in other words to submit, without appropriate mention in the references, extracts from work that you have written for other purposes and have had assessed elsewhere or at an earlier stage of your work at the School.

The 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 an Assessment Misconduct Panel which may result in severe penalties.

If you are unsure about the academic referencing conventions used by the School you should seek guidance from your tutor or the Library, see link below:

http://www2.lse.ac.uk/library/services/training/citing_referencing.aspx

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

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

12. Students, who change their subject without discussing it with their supervisor bear full responsibility for ensuring that their subject is within the regulations of the HY458 dissertation (Please see point 1 above); if it is not, the dissertation will be failed.

HY458 Regulations, Procedures, Guidance

ANNEX:

Fail / AB Dissertation Resubmission

If students fail the HY458 dissertation, this is *either* because they have achieved a mark of less than 50 (categorised as FAIL) *or* because they did not submit the dissertation (categorised as AB for 'absent' and as a mark of 0 [nil]).

A Fail in the dissertation cannot be compensated by a Merit or better in another course unit (local rule 1 of the Classification Scheme, cf. the Masters Handbook). Students who have failed the dissertation must re-sit HY458 in order to be eligible to graduate.

Having failed HY458 also means that the overall degree classification will eventually be capped at a PASS mark, irrespective of how good the resubmitted dissertation might be (cf. paragraph 6.2 of the Award Scheme).

Resubmission Deadline: If HY458 is the *only* course unit that a student has to re-sit, then the student can choose to resubmit early, **by 12.00 noon on the Monday of Week 1 of the Michaelmas Term**. This means that, if they pass in the second attempt, they can then graduate in December. Alternatively, such students can choose to resubmit by next year's **regular deadline (12.00 noon on Monday of Week 1 of the Summer Term)**, in which case they would graduate in July if they pass in the second attempt. Students should note that mitigation in respect of an early resubmission is inadmissible; students who intend to file for mitigation should wait and submit by the regular Summer Term deadline. Early resubmission is not available to students who must re-sit other course units (or to students who have deferred the dissertation); they must resubmit by the regular Summer Term deadline. Deadlines will be treated in the usual fashion with regard to all penalties.

Resubmission Topic: If students have failed due to non-submission and have therefore been categorised as AB [absent] = 0 for HY458, they may submit the dissertation that they were originally working on. They will not be offered any further supervision. Their former supervisor (or, if he or she should be on sabbatical leave, a new member of staff) will merely serve as a formal point of contact.

If students have failed because the dissertation did not achieve a mark of 50 or above, then they *cannot* resubmit the same dissertation as originally presented. They are permitted to submit a *new* dissertation on the *same topic*, but in this case the dissertation must have a different title and must not replicate the handling and presentation of the topic in the originally submitted dissertation. Alternatively, students can choose to submit a dissertation on an altogether new topic. Either way, the student shall receive supervisory support from Columbia and LSE to reconfigure their topic and prepare their dissertation for resubmission. This will include one formal supervision session with the student's LSE point of contact (see above) to offer feedback on up to 5000-words of the reconfigured dissertation.

Feedback on failed dissertations: Feedback on failed dissertations will be provided by the point-of-contact (see above).

Resubmission Proposal Forms & Deadline Notification: Students who resubmit a HY458 dissertation must complete a new HY458 Dissertation Proposal Form, get their supervisor to sign it off, and submit it as a hardcopy or by e-mail to **Mrs Nayna Bhatti (N.Bhatti@lse.ac.uk)** by **31st July**. If applicable (see above regarding early

resubmission), students must also inform the department which deadline they have chosen at this point. Such students will *not* be able to subsequently shift from the Michaelmas Term to the Summer Term deadline, unless grounds for mitigation arise after the deadline choice, in which case a change to the later, regular Summer Term deadline requires the approval of the Chair of the Masters Examination Sub-Board, who will apply the usual criteria for mitigation.

Re-Entry: The Student Service Centre will automatically re-enter students who have failed the dissertation for a re-sit/re-submission in the academic year following the original deadline and will contact students about the re-sitting and re-entry procedures. Students will be charged a re-entry fee. Those students – but **only** those students – who failed HY458 only *and* decide to resubmit early must inform both the department and Student Service Centre of their intention of doing so at the time of resubmitting their proposal form.

Study Skills

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

Studying History

History places particular stress on the development of independent thought and analytical skills, and requires excellent communication skills, namely high levels of literacy and oral presentation. Consequently, students following history courses will be expected to do a great deal of independent work and independent thinking, as well as a good deal of reading and writing. You have to present the results of research both in independent work and in the context of group discussions. The need to come to terms with unfamiliar periods and areas facilitates reflective and adaptable skills, empathy and imaginative insight within critical and methodological constraints. Learning to understand the sixteenth-century Inquisitor or the Chinese peasant in the Cultural Revolution is not only fascinating in itself, but a complex exercise and nurtures multiple skills, not least enabling you to learn to understand unfamiliar cultures and belief systems. These topics are therefore as *relevant* in terms of skills as the most recent history of your own country. In making your choices you should bear these factors in mind. For those who come convinced that only Twentieth-Century History is relevant, think again!

The MSc in International and World History offers various types of courses in a wide range of subject areas. You are offered the opportunity to master a variety of subjects, in different formats, learning to deal with a wide intellectual and cultural range. Courses vary from general overviews at one extreme, to in-depth primary-source studies at the other. The former encourages understanding of historical process, with its mix of continuity and change; the latter sharpens the analysis of documentary and other material, developing research methods.

We encourage students to cover national as well as international history; political as well as social; early modern as well as contemporary; history of ideas as much as history of events. Each level, each topic, provides specific tasks and stretches the student in a different direction. Collectively, they reinforce each other as nurture the acquisition of complementary skills. History degrees aim to widen the student's experience and develop qualities of perception and judgement, while fostering intellectual independence, sharpness and maturity.

Classes

History in general encourages and develops both conceptual and thematic thinking and requires the results to be expressed coherently and persuasively. Classes and seminars at this level are not passive learning exercises. They are intended to allow you to discuss the reading you have done and to learn from others. They will help you to develop vital communication and critical skills. Here you are expected to listen, engage in debate, offer reasoned arguments and learn to sustain or amend your own views in the light of the response of others. Although it does not account for your final mark, you will be graded throughout your career on class performance and employers invariably request comments on this area of a student's performance.

Essays

History requires high levels of literacy. Employers too emphasise the need for high levels of proficiency in written work. The ability to persuade through reasoned and clear argument is invaluable in many areas of life. History requires the production of essays and other forms of written work and it both rewards good skills and penalises poor quality work.

Writing essays forces you to practice these technical skills, prompting you to develop greater clarity in structure and expression while also giving you the opportunity to refine your skills at putting forward clear arguments. Demonstrating an understanding of material, conceptual grasp, marshalling an argument, deploying ideas and information, these are the crucial skills to develop.

You will get feedback from essays and classes regarding your general standard of English. You should not ignore these comments. On the contrary, you should act on the recommendations to improve. There are books which give helpful hints on essay writing. For more serious problems, the Language Centre can provide help. It is essential to appreciate that poor spelling, poor syntax and poor presentation will affect your marks adversely in the exams and will make you less attractive to future employers.

Essays require independent research as well as coherent explanations. You are encouraged to do as much work independently as you can, to read widely and extensively. Having gathered information from various sources you must learn how to organise and assess it, although it will often be contradictory or conflicting. This is why you are encouraged to explore the library's holdings independently and only rarely given specific page references to books or articles. Learning how to identify the main topics for your essay and how to find the relevant information are essential parts of your training.

Lectures

Lectures are not compulsory and this sometimes prompts students to take them rather casually. You should not. Nor should you feel aggrieved if the lecturer, far from giving you a potted history of the class topic, deals with major themes and historiographical debates. The lectures are not intended to be substitutes for reading; they are not an alternative to the basic textbooks. They are meant to provide both information and analysis; frequently they provide you with the essential theoretical and analytical framework for the major themes which are to be tackled in class or in essay work. They are complementary to the class and are not merely a reiteration of the same theme. In many instances, lectures are also used to impart information not easily available – if at all. This may be because material is in languages that the majority of students do not know, or it is visual and audio material not available elsewhere.

They are also very useful in terms of developing skills: taking notes from a live lecture helps you to develop a number of skills most importantly, discriminating between important and less important details; distilling the main ideas from an oral report and rapidly noting them down so as not to reconstitute them at a later point.

Tutors always proceed on the assumption that students have attended lectures and classes and the exams reflect the breadth provided by these combined methods of teaching.

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.

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 unremitting 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.

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 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 new academic schedule will force us to rethink what has been an invaluable mock exam practice at the beginning of summer term along the same lines outlined above.

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 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.. 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 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.

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 10% 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 10% or 20% 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.

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 Submission

Ordinary (formatively assessed) essays

All formative essays will be handed straight to class teachers on the day of the deadline.

Submission of Assessed Work

One hard copy assessed essay and the electronic copy should be submitted to the administrative staff in room **SAR 1.03e (POSTGRADUATE) no later than 12:00pm (noon) on the day of the deadline.** You should also submit your assessed essay electronically to: Ih.Assessed.Essays@lse.ac.uk using your LSE email account, the electronic submission will also generate a receipt for your records. The front page should only have the student candidate number, the course code, essay title and word count (including footnotes, but excluding bibliography).

Penalties for the Late Submission and over word limit of Assessed Work

Penalties: Assessed essays must be submitted exclusively during School working hours. **5 points out of 100 will be deducted for unauthorized late submissions received during the first 24 hours after the deadline, and a further 5 points will be deducted for each subsequent 24-hour lateness period, (working days only) until the coursework is submitted.**

Authorisation for late submission, backed up by a medical certificate or similar evidence, has to be sought from the Chair of the IH Graduate Board of Examiners **prior to the deadline!**

In accordance with Departmental policy, computer hardware, software, or printer failures or malfunctions will not be accepted as valid reasons for late submission. Please therefore be sure to keep back-up copies of all your work.

Penalty policy on exceeding the word limit on assessed essays - 'for up to every 100 words over the limit one mark out of 100 will be deducted.' This means that the penalty kicks in at one word over the limit--i.e. at 3,001 for an assessed essay.

As the essay is part of your examination, plagiarism is regarded as cheating and, if evidence for it is strong enough, the essay will be marked ZERO. In addition, you are likely to find yourself in front of the LSE Misconduct Panel, where harsher punishments are available. For further details, see:

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

All students must be asked to add a declaration on all work submitted as part of the formal assessment for their degree other than work produced under examination conditions, to the effect that they have read and understood the School's rules on

assessment offences and that the work submitted is their own apart from properly referenced quotations.

http://www2.lse.ac.uk/library/services/training/citing_referencing.aspx

Examinations

Formal assessment and final grades in International History nevertheless rely primarily on the two or three-hour* **examinations** at the end of the year.

It may be helpful for candidates to know something about the process of setting and marking exams. The Teacher Responsible for the course will normally set the exam. This is then scrutinised collectively within the Department and passed on to an external examiner – a distinguished historian from outside the LSE who is the additional and final check for fairness and clarity. Marking of all materials that contribute to the final grade is done 'blind'. That means that students are not identifiable by the examiners since they are given a number which have no key until the exams have been graded. Each paper is read and marked by one examiner. A proportion of all exam scripts, including all fails, border-line marks (49/59/69) and High Distinctions are also scrutinised by a moderator who approves the distribution of marks, as well as 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 has many advantages not least that of allowing students greater scope for independence of expression and, crucially, reducing to the absolute minimum the risk of bias in assessment on the grounds of race, gender or other personal characteristics.

The postgraduate examination process is overseen and reviewed by the School Board of Examiners, which has the power to rule in particularly difficult cases or those that have been brought to it by the Sub-Boards. This elaborate system and the inclusion of Externals has been devised to ensure fairness and to allow us to maintain internal and national standards.

Examinations for all courses take place during the Summer Term (May/June). The examination timetable will be available at the end of the Lent Term. It is published on the LSE Website, and students can access their personal examination timetables through LSE for You. For detailed information on the examination and assessment process, see:

<http://www2.lse.ac.uk/intranet/students/registrationTimetablesAssessment/examinationsAndResults/home.aspx>

Mitigating/ Exceptional Circumstances / Notifying the IH Exam Board Chair

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

You must inform the Chair of Exams in writing of any **mitigating/ Exceptional circumstances** (& provide **evidence** e.g. medical certificate) that affect your exam

performance **PRIOR** or **immediately after the exams** (up to 7 days after your last exam at the latest)

N.B. All information is treated with utmost confidentiality.

HOW TO INFORM THE CHAIR:

1) You should within the deadlines as set out above complete a **Exceptional MITIGATION Form** which can be obtained from the Student Service Centre see link:

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

and include the **EVIDENCE** all of which you must submit to the School through the Student Services Centre.

2) Ensure a PHOTOCOPY all items of point 1 (completed form & evidence) are given to the Exam Chair's via Mrs Nayna Bhatti pigeonhole located in SAR 1st Floor.

If you have any doubts or queries, consult with your Academic Adviser as your first port of call. Adhering to the above procedures and acting within the deadlines is essential. Otherwise your circumstances cannot be considered at the exam board when the department undertakes degree classification for all candidates.

Interruption / deferral / withdrawal

Interruption: with approval from your department you can interrupt your programme by taking a break in your studies, normally from the end of one term and for one calendar year.

Deferral: if you complete the teaching year but have difficulties during the exams then in exceptional circumstances you can apply to defer an examination(s) to the following academic year.

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

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

Important Notes on Plagiarism:

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

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

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

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

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

If you are unsure about the academic referencing conventions used by the School you should seek guidance from your department (webpages, Moodle, Handbook or the administrators), Academic Adviser, the [Teaching and Learning Centre \(TLC\)](#) the [Library](#) as soon as possible. Please see the assessment regulations for assessed coursework below.

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

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

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

Postgraduate marking criteria

Distinction (70-85)

Scripts will contain answers that engage closely with the implications of the question as well as its surface meaning. There will be a clear and coherent unfolding of the author's argument which deploys an impressively wide range of knowledge. A successful balance will be achieved between generalisation and detail. There will be 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. Answers will be stylish, well-written and properly presented. Answers at the top of the range will display all these qualities in equal combination.

Merit (60-69)

Essays will display a sustained level of competence in coverage of the subject matter and understanding of the question. Answers will be regularly, but not always consistently analytical. Most of the implications of the question will be explored, but not all. There will be a high, but not impeccable standard of factual accuracy and interpretative coverage. Argument will be clear and direct, and with a sound conceptual grip.

Pass (50-59)

Some of the virtues and more of the defects of the merit grade will be present here. There will be some familiarity with all the terms and concepts bound up with the question, but several important aspects of the question or evidence necessary to answer it may be omitted or misinterpreted. Although still competently structured, argument will often be fuzzy and soft-focused, lacking analytical bite and sharpness. There may be a tendency to state ideas rather than explore them and to leave a part of the argument to rest on unsupported claims. There may be an imbalance in the handling of ideas and data, as, for example, in a purely historiographical approach with insufficient reference to available evidence, or in the regurgitation of a mass of factual data unsubordinated to an overall argument. The knowledge deployed may seem somewhat familiar or imprecise. There may be stylistic weaknesses and errors in written English.

Fail (40-50)

Essays will contain some relevant points but remain inadequately focused on the specific question set. **Above all the structure of the answers will be determined by the (limited) knowledge available to the writer rather than by the requirements of the question.** Indeed the emphasis of the question may be misconstrued or misunderstood, and replaced by a bland and largely irrelevant narrative. Argument is unfocused and/or fragmentary, usually confined to the opening and closing paragraphs. There will be a sense of the ideas of others parroted uncritically or even with distortion. Points may be listed, giving rise to unexamined contradictions, or alternatively major issues may be omitted from consideration altogether. Answers tend to remain at a level of banal generalisation supported by trite evidence or none at all. There will be many factual errors, and the quality of the written English and general presentation may also fray badly at the edges.

Classification Scheme

Graduate degrees are classified according to the classification scheme which may vary depending on the year a programme started. Classification schemes are applied by the Boards of Examiners at their meetings in November each year.

Please refer to the following web link for further details.

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

For: 2016-2017

Students registered on the following programmes:

- MSc History of International Relations
- MSc Theory and History of International Relations
- MSc History of Empires
- LSE-Columbia University Double Degree MA in International and World History
- LSE-Peking University Double Degree MSc in International Affairs

shall bear in mind the International History Department's '**local rules**'.

These local rules are:

1. **Course critical to assessment:**

A degree cannot be awarded unless HY499 Dissertation (or HY458 in the case of LSE-Columbia University Double Degree in International and World History) has been passed.

2. Distinction/Merit borderline (scheme paragraph 5.3.2): Classification for students with mark profiles falling into this range will be determined according to an aggregate formula:

Discretion in Regulation 5.3.2 d), International History will have its own aggregate rule:

Distinction + Distinction + Merit + Merit = DISTINCTION

Distinction + Distinction + Merit + Pass = DISTINCTION with an aggregate of 267 or more

Distinction + Distinction + Merit + Pass = MERIT with an aggregate of 266 or less

[N.B. Regulation 5.3.2 c) - to the advantage of the student]

3. **Merit/Pass borderline**

Classification for students with mark profiles falling into this range will always be determined to the advantage of the student

Results and transcripts

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 tuition, halls or library 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 final results being officially published. 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, in July for those awarded by 30 April and in 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 of the relevant graduation period in July or December. If you don't collect it at the ceremony, it will be posted to your home addresses within four to six weeks. It is therefore essential that you keep your details up-to-date on LSE for You.

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

Codes of good practice: teaching, learning and assessment

The Codes of Practice for Undergraduates and Taught Masters Programmes explain the basic reciprocal 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; examinations and assessment. They also set out your responsibilities, i.e. what the School expects of you. For further information: <http://www.lse.ac.uk/resources/calendar/academicRegulations/codeOfGoodPracticeForTaughtMastersProgrammesTeachingLearningAndAssessment.htm>

We recommend that you also read the School's [Student Charter](#) and [Ethics Code](#).

The Student Charter sets out the vision and ethos of the School - <http://www2.lse.ac.uk/intranet/LSEServices/policies/pdfs/school/stuCha.pdf>

The Ethics Code highlights the core principles of LSE life - <http://www2.lse.ac.uk/intranet/LSEServices/policies/pdfs/school/ethCod.pdf>.

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 the Pro-Director (Teaching and Learning). 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://www2.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

In addition to the TQARO teaching surveys the International History department runs its own survey of the LSE-Columbia Double Degree at the end of the two year programme. We very much welcome your views and hope you will share your thoughts on your experiences at Columbia and LSE with us!

School Services

Student Services Centre (SSC)

The Student Services Centre provides advice and information on the following services

- Admissions (drop-in service)
- 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
- Information for new arrivals
- Programme Registration
- Presentation of Awards Ceremonies
- Transcripts and Degree certificates
- Visa and immigration advice

The SSC provides a counter service for students at the following times:

- 10am–5pm every weekday during term time (except 10am-4pm on Wednesday)
- 10am-4pm every weekday during vacation.

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

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 Individual Student Support Agreements and helps with Individual Examination Adjustments

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

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.

Alumni Association

LSE's Alumni Association is the official voice of LSE's global alumni community, comprising more than 133,000 people in over 190 countries, 53 country groups, nine special interest groups and 30 contact networks.

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 LSE Alumni Online 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 biannual *LSE Connect* alumni magazine.

LSE alumni also have access to:

- Alumni Professional Mentoring Network
- LSE Careers for up to two years after graduation
- An email forwarding address to continue using an LSE email address
- The Library's printed collections on a reference basis, and can borrow free of charge

For more information about the benefits and services available to alumni, please visit [LSE Alumni Online](#) or contact the Alumni Relations team on alumni@lse.ac.uk

Quality Assurance

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

<http://www2.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.

The Library

Your LSE student card is also your Library card. No additional registration with the Library is required.

We're here to help you make the most of the Library:

- Visit the Library Welcome Point at the beginning of term for general information, your student guide, and other freebies. Staff are available to answer your questions.
- You can download a podcast and get started with all the information you need on the Library website at: <http://www.lse.ac.uk/library/orientation/>
- Use our Library Catalogue to locate books and journals. Locations are illustrated on an electronic map: <http://catalogue.lse.ac.uk>
- Sign up to a course about how to find items from your reading list, and other training events from across the School, at <http://training.lse.ac.uk/>.
- Staff at the Help Desk on the first floor are available for any enquiries about using our collections and electronic resources.

When inside the Library building, please remember:

- Respect the zone you are in and keep noise to a minimum in Quiet and Silent zones.
- You can eat in the Escape area (before the turnstiles) but drinks can be brought into the Library
- Fully vacate your study place for others when taking a break.
- Do not leave your bags unattended.

Follow us at

www.twitter.com/LSELibrary

www.facebook.com/LSELibrary

You can also contact the Library with the online enquiry form:

<http://www2.lse.ac.uk/library/enquiriesandfeedback/email.aspx>

A specialist subject guide for sources relating to [International History](#) has been written by the department's Liaison Librarian [Paul Horsler](#), and is available on the Library website. This contains a wide range of information including the key class marks for the subject as well as some of the key journal titles. Paul is available to discuss general or specific enquiries about the library and its resources with all members of the department. Whilst he may not be able to answer all questions directly, he will refer to the appropriate expert in the Library. Enquiries can also be made at the Help Desk on the 1st floor or via email to library.enquiries@lse.ac.uk

The subject guide contains a wide range of information from the key class marks for International History to details of the selection of diplomatic and foreign policy documents held by the Library.

Further help in regards to using the library is available via the Library Companion for Students and the Library Companion for Researchers. Both of these are available in Moodle.

The LSE Archives are based on the lower ground floor. Their holdings contain materials of interest to those studying international history. A guide to their holdings relating to international history and international relations is available at: http://www2.lse.ac.uk/library/archive/holdings/international_history.aspx

LSE Careers

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

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

The LSE Careers website: (<http://www.lse.ac.uk/intranet/CareersAndVacancies/careersService/AboutUs/Home.aspx>) and blog are also full of tips, advice and information about every stage of the careers process from CV writing to interviews, and information about a wide range of employment sectors.

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

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

Accommodation Office

Aside from the course you are taking at the School, the most important aspect of your time in London is likely to be the place in which you live. Information on the range of residences, including both LSE and Intercollegiate (University of London) halls and private housing options, is available through the Accommodation Office:

3.02 Saw Swee Hock Student Centre
Houghton Street
London WC2A 2AE
Tel: +44 (0)20 7955 7531

Halls of residence queries: accommodation@lse.ac.uk

Private housing queries: private.housing@lse.ac.uk