



THE LONDON SCHOOL
OF ECONOMICS AND
POLITICAL SCIENCE ■

Department of International History

Handbook for Masters Students 2016-2017

[NB. The electronic handbook available on the Department's website is the most up-to-date and binding version]

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

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Welcome from 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 250 undergraduates, twenty-five academic staff, and six tutorial fellows. The Department is located on the mezzanine, first, second and third floors of Sardinia House.

Each student will be allocated an individual adviser from among the academic staff. In addition, there is a Masters Programmes Tutor, Dr Heather Jones, who has special responsibility for Masters students.

I would also like to take this opportunity to introduce myself. I joined the Department of International History a very long time ago, in 1987. I am a Russian historian and write on Russian history and Anglo-Russian relations in the eighteenth and early nineteenth centuries. I have just published a history of Siberia: *Siberia: a History of the People*. Most, but not all, of my colleagues work on more hospitable regions of the world! But collectively we research and offer courses on an enormous range of historical topics, both geographically and chronologically. As Head of Department, I am responsible for the overall management of the Department and for keeping everyone, both staff and students, happy and productive. I am available to speak 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 are Miss Milada Fomina (M.Fomina@lse.ac.uk) in SAR 1.03E and Mrs Nayna Bhatti (N.Bhatti@lse.ac.uk) in SAR 1.03C.

The **Departmental Induction Meeting for Postgraduate Students** will be held on **Wednesday 21 September at 2:00pm** in **NAB.LG.08** (lower ground floor, New Academic Building). There will be a welcome reception for all new students to help you to get to know one another and meet the academic and support staff in the department. The reception will take place in the **Shaw Library** (6th floor, Old Building) on **22 September at 1:00pm**.

For further details please refer to the Welcome Week timetable available online at <http://www.lse.ac.uk/internationalHistory/currentStudentInformation/orientation.aspx>.

I look forward to seeing you at the induction meeting.

Professor Janet Hartley

Head of Department

Term Dates

Academic Year 2016-2017

Michaelmas Term

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

Lent Term

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

Monday 24 April – Friday 9 June

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

The School will also be closed on English public holidays*. In 2016/2017 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.*

Registration and Induction Information

Registration

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

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

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

Registration for all of the International History Department's programmes will take place on **Wednesday, 21 September 2016**, in the **Hong Kong Theatre**, Clement House (room CLM.D1). Registration slots for each programme differ so please refer to your programme's individual slot as shown in the [Taught Masters Registration Schedule](#).

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.

Fees

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

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

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

Staff Contact Details

Head of Department

Professor Janet Hartley
Room: SAR 2.12
Telephone: 0207 955 7119
Email: J.M.Hartley@lse.ac.uk

Masters Programmes Director

Professor Nigel Ashton
Room: SAR M.07
Telephone: 0207 955 7104
Email: N.Ashton@lse.ac.uk

Masters Programmes Tutor

Dr Heather Jones
Room: SAR 3.12
Telephone: 020 7955 7724
Email: H.S.Jones@lse.ac.uk

Chair of Master's Examinations

Professor Marc Baer
Room: SAR 3.17
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MSc Programmes Administrator

Miss Milada Fomina
Room: SAR 1.03E
Telephone: 0207 955 7331
Email: M.Fomina@lse.ac.uk

Postgraduate & 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

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

Staff List

Members of Staff	Room	Tel.	Email Address
ALVANDI, Dr Roham [on sabbatical 2016-17]	SAR M.12	6897	R.Alvandi@lse.ac.uk
ASHTON, Prof Nigel	SAR M.07	7104	N.Ashton@lse.ac.uk
BASHA I NOVOSEJT, Dr Aurelie	SAR M.13	7789	A.Basha-I-Novosejt@lse.ac.uk
BAER, Prof Marc	SAR 3.17	4975	M.D.Baer@lse.ac.uk
BEST, Dr Antony	SAR 3.14	7923	A.Best@lse.ac.uk
BRIER, Dr Robert	SAR M.13	7789	R.Brier@lse.ac.uk
CASEY, Prof Steven	SAR 2.10	7543	S.Casey@lse.ac.uk
HARMER, Dr Tanya	SAR M.11	5401	T.Harmer@lse.ac.uk
HARTLEY, Prof Janet	SAR 2.12	7119	J.M.Hartley@lse.ac.uk
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PRAŹMOWSKA, Prof Anita [on sabbatical 2016-17]	SAR M.09	7601	A.J.Prazmowska@lse.ac.uk
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SCANLAN, Dr Padraic	SAR 3.05	5075	P.X.Scanlan@lse.ac.uk
SCHULZE, Dr Kirsten [on sabbatical 2016-17]	SAR M.14	7105	K.E.Schulze@lse.ac.uk
SHERMAN, Dr Taylor	SAR M.10	5002	T.C.Sherman@lse.ac.uk
SOOD, Dr Gagan	SAR 2.07	6025	G.Sood1@lse.ac.uk
SPOHR, Dr Kristina [on sabbatical 2016-17]	SAR 2.17	7103	K.Spohr@lse.ac.uk
STEVENSON, Prof David	SAR 3.11	7115	D.Stevenson@lse.ac.uk
STOCK, Dr Paul	SAR 2.15	6039	P.Stock@lse.ac.uk
STRIEFF, Dr Daniel	SAR M.15	6861	D.P.Strieff@lse.ac.uk
ZUBOK, Prof Vladislav	SAR 3.13	5370	V.M.Zubok@lse.ac.uk

The Academic Adviser*

The **Academic adviser** will normally remain your tutor 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 your 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 which 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.

NB. Academic staff do not hold office hours out of term. You can find all staff office hours on the department's website and on their office doors.

*** The School (other departments) sometimes also refer to academic advisers as 'supervisors'. In the Department of International History, we only speak of 'dissertation supervisors' (in the context of HY498 and HY499).**

If you are unable to resolve any matter satisfactorily with your academic adviser you can discuss it with the Masters Programmes Tutor.

Communication Practicalities

Email

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

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

Department's Staff Pigeonholes

Staff pigeonholes are located in SAR 1.03 (1st floor, Sardinia House). Should you wish to leave mail for your Academic Adviser, your supervisor or any other staff member of the Department, please leave it in the relevant pigeonhole.

Student Notice board

Take a regular look at a departmental notice board for general information, news of special lectures and other events (both inside and outside the School), scholarships, careers etc. This board is located outside SAR 2.06 (second floor, Sardinia House). You will also be able to find this kind of information on 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 on LSE for You, accessed via 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. It is important that you keep us informed of your private address (and telephone number).

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.

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 **23 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 **10 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.

Other Useful Information

Laptop/iPad Loan

The Department can offer on loan for short periods of time a small laptop or iPad for the following uses/occasions:

- Archival visits when something light is needed
- Minute taking at the Staff-Student Liaison Committee meetings
- School forums
- History society
- When computer failure is going to hamper progress on essays or dissertations

Please enquire with your programme administrator/manager or the Department Manager for further details and availability.

Moodle

Moodle is LSE's Virtual Learning Environment (VLE). It is a password protected web

environment that contains a range of teaching resources, activities, assignments, information and discussions for your course. The content of Moodle is the responsibility of your teacher and so it will vary from course to course; not all teachers choose to use Moodle.

You can access Moodle from any computer connected to the internet, on and off campus. Go to <http://moodle.lse.ac.uk/> and use your LSE user name and password to log in. This page also has links to help and advice on using Moodle.

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

Staff-Student Liaison Committee

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

Membership of SSLCs includes student representatives from each programme of study and appropriate academic staff.

The Department's Committee meets on a termly basis and all International History students are welcome to attend (students will be asked to nominate representatives early in the Michaelmas Term). Minutes of meetings are placed on the Department's website for future reference.

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

Events of Interest to Masters Students

HY498/499 Dissertation Workshop

Please check the HY498/499 Moodle site for confirmed dates.

Departmental Weekend, Cumberland Lodge, 4-6 November 2016

The Department of International History holds an annual weekend conference for staff and students in Cumberland Lodge, Windsor Great Park in November 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 by e-mail early in the Michaelmas Term.

Cumberland Lodge weekends are heavily subsidised and offer excellent value for money in very pleasant surroundings. However, they are usually over-subscribed so we strongly recommend you to book early. Further details will be sent by e-mail.

Department's 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.

Senate House Library Tours

Each year, the Department arranges for new students to take a tour of 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 its funding is currently under threat. It is very worthwhile taking this opportunity to get to know what it can offer.

This year the tours will take place on **Friday 21 October at 10:00am and Friday 11 November 2016 at 1:00pm**. Dr Jordan Landes will meet you by the main Senate House South Block reception.

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. Students can join SHL in advance of the visit, or on the day itself. The entrance to SHL is in the North Block of Senate House, 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).

MSc Programmes

The Department of International History runs five Masters Programmes. Each has distinctive elements, but all reflect our belief that Masters level education should provide students with a wide range of choice when it comes to individual courses and a balance between obligatory courses and options. The programme rules for each Masters thus include a high level of flexibility designed to allow our students to tailor their education to their interests, career plans and strengths.

All of the programmes are based around a model of studying three full unit taught courses while at LSE, and (with the exception of the LSE-Columbia double degree) preparing a 10,000 word dissertation in international history. And all of our courses are taught primarily by means of seminars in which there are never more than sixteen students.

MSc History of International Relations

This is the Department's most popular and widest-ranging programme. It gives students a choice of History courses spanning the whole period from the Renaissance to the End of the Cold War, as well as the possibility of doing one outside option from another department (or two half-unit courses).

We also offer three joint degrees, one with the Government department and two with the department of International Relations. These are:

MSc Empires, Colonialism and Globalisation

This programme focuses on the phenomenon of imperialism. The core course is designed to provide students with a broad knowledge of empires from classical antiquity to the present day. This course is flanked with a wide range of specialist options from the departments of Government, Economic History, and International History.

MSc Theory and History of International Relations

This is a joint degree between the Departments of International History and International Relations that allows students to sample courses in both fields – IH and IR. Those taking the course therefore gain a feel for both IR theory and recent international history, taught by leading experts in their respective disciplines. This gives them a chance to understand and appreciate both the theoretical and the empirical approach to the study of international affairs.

LSE-Peking University Double Degree MSc in International Affairs

This programme offers students the chance of spending a year studying in Peking, followed by a second year in London. At both universities, students will be able to choose from a wide range of courses in both international relations and history – especially contemporary history.

LSE-Columbia Double Degree MA in International and World History

This double degree is intended to provide students with an opportunity to choose from a very wide array of courses in two internationally renowned history departments. It will also involve the production of a substantial piece of independent research, with staff at both departments providing appropriate support and guidance in the course of this exercise.

MSc History of International Relations

Full-year programme. Students take courses to the value of three full units (only one of which can be an outside option i.e. a course not listed below) and a dissertation:

Paper Course number and title

1, 2, 3 Courses to the value of three full units from the following list:

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
HY424	The Napoleonic Empire: The Making of Modern Europe
HY429	Anglo-American Relations from World War to Cold War
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 (n/a 16/17)
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
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
EH451	Latin American Development: Political Economy of Growth (H) (n/a 16/17)
EH452	Latin American Development and Economic History (H)
EU426	The West: Identity and Interests (H)
EU475	Muslims in Europe (H)
EU476	Turkey and Europe (H)
IR439	Diplomacy (H) (n/a 16/17)

Or a HY course from another MSc programme run by the Department of International History (subject to approval by the programme director)

Or a related course from another department (outside option) (subject to approval by the programme director)

4 [HY499](#) Dissertation

MSc Theory and History of International Relations

Full-year programme. Students must take courses to the value of four units, including a dissertation as shown:

Paper Course number and title

1 One course from the following list:

- [HY400](#) Crisis Decision-Making in War and Peace, 1914-2003
- [HY422](#) Presidents, Public Opinion and Foreign Policy: From Roosevelt to Reagan, 1933-1989
- [HY429](#) Anglo-American Relations from World War to Cold War
- [HY435](#) Political Islam: From Ibn Taymiyya to ISIS (n/a 16/17)
- [HY436](#) Race, Violence and Colonial Rule in Africa

2 Courses to the value of one unit:

- [IR411](#) Foreign Policy Analysis
- [IR412](#) International Institutions
- [IR415](#) Strategic Aspects of International Relations
- [IR416](#) The EU in the World
- [IR418](#) International Politics: Asia and the Pacific (n/a 16/17)
- [IR419](#) International Relations of the Middle East
- [IR455](#) Economic Diplomacy (H)
- [IR431](#) European Policy-making in a Global Context (H) (n/a 16/17)
- [IR462](#) Introduction to International Political Theory (H) (n/a 16/17)
- [IR463](#) The International Political Theory of Humanitarian Intervention (H) (n/a 16/17)
- [IR464](#) The Politics of International Law (H)
- [IR466](#) Genocide (H)
- [IR481](#) Europe, the US and Arab-Israeli Relations (H)
- [IR482](#) Russia and Eurasia: Foreign and Security Policies (n/a 16/17)

3 One course from the following list:

- [HY411](#) European Integration in the Twentieth Century
- [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 (n/a 16/17)
- [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 (n/a 15/16)
- [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
- [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

<u>HY471</u>	European Empires and Global Conflict, 1935-1948
<u>HY472</u>	China and the External World, 1711-1839
<u>EH451</u>	Latin American Development: Political Economy of Growth (H) (n/a 16/17)
<u>EH452</u>	Latin American Development and Economic History (H)
<u>EU426</u>	The West: Identity and Interests (H)
<u>EU475</u>	Muslims in Europe (H)
<u>EU476</u>	Turkey and Europe (H)
<u>GV479</u>	Nationalism
<u>IR471</u>	The Situations of the International Criminal Court (H)

A further course from the Paper 2 selection list

A further course from the Paper 1 selection list (subject to approval by the programme director)

- 4 [HY498](#) Dissertation: LSE-PKU Double Degree MSc in International Affairs; MSc Theory and History of International Relations

MSc Empires, Colonialism and Globalisation

Full year programme. Students must take courses to the value of four full units, comprising one compulsory paper, a dissertation and optional course as shown:

Paper Course number and title

- 1 [HY423](#) Empire, Colonialism and Globalization
- 2 & 3 **Either** two courses from list A, **alternatively** one course from list A **and** one course or two half-unit courses from list B.

List A

- [HY424](#) The Napoleonic Empire: The Making of Modern Europe?
- [HY429](#) Anglo-American Relations from World War to Cold War
- [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 (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
- [HY459](#) The Ottoman Empire and its Legacy, 1299-1950
- [HY461](#) East Asia in the Age of Imperialism, 1839-1945
- [HY463](#) The Origins of the Cold War, 1917-1962
- [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

List B

- [DV400](#) Development: History, Theory, Policy
- [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)*
- [EH446](#) Economic Development of East and Southeast Asia
- [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)
- [EH482](#) Pre-Modern Paths of Growth: Europe and the Wider World, 11th to 19th Centuries *
- [EH483](#) The Development and Integration of the World Economy in the 19th and 20th Centuries*
- [EH486](#) Shipping and Sea Power in Asian Waters, c1600-1860 (H) (n/a 16/17)
- [EU426](#) The West: Identity and Interests (H)
- [EU475](#) Muslims in Europe (H)
- [GI409](#) Gender, Globalisation and Development: An Introduction (H)
- [GI411](#) Gender, Postcoloniality, Development: Critical Perspectives and New Directions (H)

<u>GV442</u>	Globalization and Democracy (H) * (n/a 16/17)
<u>GV465</u>	War, Peace and the Politics of National Self-Determination (H) *
<u>GV4C7</u>	Warfare and National Identity (H)
<u>GV4H7</u>	Subnational Politics in Comparative Perspective (H) (n/a 16/17)
<u>GY464</u>	Race and Space (H) (n/a 16/17)
<u>GY467</u>	Global Migration and Development (H)

A course from another Masters programme taught at LSE which is complementary with the other courses chosen, is suitably timetabled and has the approval of the teacher concerned and the Programme Director.

4 [HY499](#) Dissertation

* means subject to space.

LSE-Columbia University Double Degree MA in International and World History (Year 2)

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:

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 (n/a 16/17)
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
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).

5 **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.

LSE-PKU Double MSc Degree in International Affairs (Year 2)

Two-year programme. Students take the first year at Peking University, and the second year at LSE as follows:

Paper Course number and title

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

- 2 Course(s) to the value of one full unit from the list below
 - [IR411](#) Foreign Policy Analysis III
 - [IR412](#) International Institutions
 - [IR415](#) Strategic Aspects of International Relations
 - [IR416](#) The EU in the World
 - [IR418](#) International Politics: Asia and the Pacific (n/a 16/17)
 - [IR419](#) International Relations of the Middle East
 - [IR422](#) Conflict and Peace Studies (withdrawn 16/17)
 - [IR431](#) European Union Policy Making in a Global Context (H) (n/a 16/17)
 - [IR433](#) The International Politics of EU Enlargement (H)
 - [IR434](#) European Defence and Security (H)
 - [IR439](#) Diplomacy (H) (n/a 16/17)
 - [IR447](#) Political Economy of International Labour Migration (H)
 - [IR455](#) Economic Diplomacy (H)

 - [IR467](#) International Political Economy of the Environment (H)
 - [IR468](#) The Political Economy of Trade (H)
 - [IR469](#) Politics of Money in the World Economy (H)‡

- 3 Course(s) to the value of one full unit from the list below, not already taken under Paper 2:
 - [IR411](#) Foreign Policy Analysis III
 - [IR412](#) International Institutions
 - [IR415](#) Strategic Aspects of International Relations
 - [IR416](#) The EU in the World
 - [IR418](#) International Politics: Asia and the Pacific (n/a 16/17)
 - [IR419](#) International Relations of the Middle East
 - [IR422](#) Conflict and Peace Studies (withdrawn 16/17)
 - [IR431](#) European Union Policy Making in a Global Context (H) (n/a 16/17)
 - [IR433](#) The International Politics of EU Enlargement (H)
 - [IR434](#) European Defence and Security (H)
 - [IR447](#) Political Economy of International Labour Migration (H)
 - [IR455](#) Economic Diplomacy (H)
 - [IR460](#) Comparative Political Economy (withdrawn 16/17)
 - [IR467](#) International Political Economy of the Environment (H)
 - [IR468](#) The Political Economy of Trade (H)
 - [IR469](#) Politics of Money in the World Economy (H)‡
 - [GV479](#) Nationalism
 - [HY411](#) European Integration in the Twentieth Century
 - [HY422](#) President, Public Opinion and Foreign Policy: from Roosevelt to Reagan 1933-89

- [HY423](#) Empire, Colonialism and Globalization
- [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 (n/a 16/17)
- [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

- [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

- 4 [HY498](#) Dissertation: LSE-PKU Double Degree MSc in International Affairs; MSc Theory and History of International Relations

Notes ‡ With permission of the course teacher.

HY499 Dissertation

Regulations, Procedures, Guidance

1. Introduction

The HY499 dissertation in International History is mandatory for the MSc in the History of International Relations and the MSc Empires, Colonialism and Globalisation. It is also available as an alternative to the HY498 dissertation in International Affairs in the LSE-Peking University Double MSc in International Affairs and the MSc in Theory and History of International Relations. It is the single most important component of those Masters degree programmes: the dissertation requires students to pursue sustained primary research in an area of particular interest to them, and it is the sole paper in which a fail mark *cannot* be compensated by a Merit or better elsewhere (local rule 1 of the Classification Scheme, cf. the Masters Handbook).

These guidelines provide the timetable for the preparation and completion of the dissertation, an account of the departmental rules that govern its technical presentation and formal submission, and some general advice on how best to approach the project. *It is essential that students study this document carefully before beginning work on the dissertation as well as before submitting the dissertation.*

It is strongly recommended that students attend the HY 499 Dissertation Workshops in MT, which provide guidance and practical training in greater detail.

2. Requirements

The HY499 dissertation is an exercise in using primary sources to write on a precise topic in International History. Candidates should aim to include an element of originality in the conceptualising of the thesis and/or the treatment of the evidence.

The only formal limit on the choice of subject is that it must fall within the syllabus -- i.e. the dissertation has to be a study in International 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. To qualify as International History the subject must involve an element of engagement with the analysis of relations between states and/or societies; alternatively it may involve the study of the history of attitudes in one society towards others or comparative studies involving at least two states and/or societies. The topic must not be confined purely to the domestic affairs of one society or state. The supervisor is the final judge of whether a particular topic falls within the syllabus.

Dissertations must not exceed 10,000 words, including text and footnotes but excluding the cover page, the table of contents, the list of abbreviations, the bibliography, and appendices.

Students are required to state clearly on their dissertation the number of words that it contains. Dissertations that exceed the word limit are subject to penalties (see Section 7 below).

Dissertations must include a bibliography of all consulted sources at the end, listing first primary sources (by collection, not referring to individual documents), then secondary sources. Dissertations that do not provide a bibliography are subject to penalties (see Section 7 below).

Dissertations must be submitted on time, i.e. before the passing of the set deadline. Dissertations that are submitted late are subject to penalties (see Section 7 below).

If a student expects to be unable to meet the submission deadline for serious reasons such as illness or bereavement, he or she should immediately discuss the matter with the dissertation supervisor. If deemed appropriate, students shall then apply *in advance* for a formal extension from the Chair of the MA/MSc Examinations Sub-Board in International History (currently Professor Marc Baer). Normally such applications should be made approximately one week prior to the submission deadline. *Retrospective extensions after the passing of the deadline 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.

3. Timeline and Procedure

Students should use the Michaelmas Term to find, decide on, and develop a suitable dissertation topic and consider possible dissertation supervisors. Help with this process is available from the students' personal advisers. Students are then required to complete the HY498/499 Dissertation Proposal Form and to seek approval for their project from their dissertation supervisor before submitting the completed and signed form to Miss Milada Fomina in SAR 1.03E (1st floor, Sardinia House).

Supervisors

It is the students' responsibility to locate a supervisor. They should meet with the potential supervisor in late Michaelmas term (every member of staff has weekly office hours) to discuss their dissertation proposal, and then get the supervisor to sign the HY498/499 Dissertation Proposal Form before the deadline, **12.00 noon of Friday, 13 January 2017, at the latest.**

Note that the availability of individual supervisors is limited (and decreasing over time) as the supervision load is equalised across the department. Any member of staff has a fixed and capped number of supervision slots, which fill up as supervisors take on supervisees. If the supervisor you wish to work with is full, you have to go to another member of staff.

Dissertation Proposals

The proposal form asks students to outline their topic and research question, the primary sources available for research, and the most important relevant literature. It is designed to ensure that the dissertation conforms to the department's regulations, that it is not too broad, and that it is on a subject with accessible primary sources. For the proposal itself to be approved, it needs to:

1. be sufficiently specific and substantial (incomplete, broad, or superficial proposals or proposals whose feasibility appears questionable will be rejected by the supervisor);
2. comply with the HY499 rules and regulations in this document.

Form and Deadline

The HY498/499 Dissertation Proposal Form is available on the HY498/499 Moodle site. Completed forms must be signed by the supervisor and submitted to Miss Milada Fomina in SAR 1.03E (1st floor, Sardinia House) by **12.00 noon of Friday, 13 January 2017, at the very latest.**

Students, who miss the deadline for submitting a dissertation proposal with a confirmed supervisor, will be allocated a 'technical' supervisor who will assist them with general methodological and writing issues. Students cannot expect a subject-specialist supervisor if they miss the deadline.

Title Changes

Later title changes and changes in scope (within the confines of the same geographical region and time period) can be agreed informally with the supervisor at any time. Title changes do not require approval by the Masters Programmes Tutor but do need to be registered with the office. However, do take care with the wording of the working title indicated on the proposal form as dissertation markers will be allocated on that basis.

Topic Changes

Significant later changes of the topic itself (i.e. those that tackle a new geographical region or a significantly different time period from the original proposal) require the approval of the supervisor, and students will need to submit a new proposal on the HY498/499 Masters Dissertation Topic Change Form (available on Moodle), signed off by their supervisor, and submitted to Miss Fomina before the end of the Summer Term.

Students who change their topic without discussing it with their supervisor and without, in the case of topic changes, resubmitting a Topic Change Proposal Form bear full responsibility for ensuring that their subject is within the regulations; if it is not, the dissertation will be failed.

Supervision after the Lent Term and Feedback on Written Work

It is the students' responsibility to contact their supervisor to arrange at least one but no more than three meetings in the Summer Term to discuss their dissertation. At this stage the supervisor will be prepared to read and give feedback on *either* a draft table of contents and a draft chapter or draft section of no more than 1,000 words or on a detailed plan of the dissertation of no more than 1,000 words. A mark will not be included in this feedback. Members of staff have no formal teaching obligations after the end of the Summer Term and are likely to travel for research or be otherwise unavailable for extended periods. It is the students' responsibility to enquire about the details of their supervisor's availability during the summer in good time and to make arrangements accordingly.

4. Sources

Most students undertake research for their dissertations in archives, such as for example the British National Archives (formerly the Public Record Office, PRO) at Kew or the US National Archives in College Park, MD near Washington, DC or an American Presidential Library. Note that the LSE Library Archives also have extensive holdings pertaining, in particular, to modern British history. However, printed documents in edited collections -- for example those in the *Foreign Relations of the United States* series or the *Documents Diplomatiques Français* -- or primary documents found on respectable web sites are acceptable alternatives to archival research. For those working on pre-twentieth century topics numerous printed sources, such as for example the *Calendar of State Papers*, exist and are easily accessible.

Memoirs, diaries, and information gathered from witness interviews also count as primary sources, but they should normally be used in conjunction with, not as alternatives to, documentary sources.

When choosing the subject and identifying the source material, students need to consider the opportunities and limitations resulting from their language skills: their language skills must be sufficient for the nature of the topic and the resulting primary and secondary sources of importance.

The 'HY499 Dissertation Workshops' provide detailed information on primary sources and archival research as well as on secondary sources, and further information can also be found on the HY498/499 Moodle website.

If students have any doubts about the appropriateness or combination of specific sources in view of their particular topic, they should always consult their supervisor.

5. Writing and Presentation

The 'HY499 Dissertation Workshops' in the Michaelmas Term provide further guidance on writing the dissertation. The following is some preliminary advice:

Students are expected to write clearly and to present a well-constructed argument. Chapter headings are usually helpful guideposts for the reader. The department expects Masters students to observe high standards of spelling, punctuation, and syntax, and students may

be penalised for failing to do so. English or American spellings are acceptable, provided usage is consistent. For advice on prose style, consult a reliable manual such as Ernest Gowers, *The Complete Plain Words*, 3rd, rev. edn (Harmondsworth: Penguin, 1987) or William Strunk, *The Elements of Style*, 4th edn (Boston/London: Allyn and Bacon, 2000). Another alternative is a recent edition of *The Chicago Manual of Style*.

Students are allowed to ask somebody to proof-read their dissertation before it is submitted. This person should not, however, be a member of LSE staff (except for Language Centre personnel).

Quotations in major Western languages can be left in their original language, if desired. But in any case quotations should be used in moderation and generally be drawn from primary rather than secondary sources.

Good referencing is essential to avoid plagiarism (see section 7 below). Footnotes are required for all direct quotations and paraphrases and for all uncommon information drawn from primary or secondary sources. Notes should be footnotes rather than endnotes and should be numbered consecutively throughout the dissertation. For further guidance on referencing and bibliographic formats see the guidance documents on the HY498/499 Moodle site.

Students may include an appendix of no more than 12 pages, containing key documents, 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 (see sections 2 and 7 above and below).

Students must not put their name or student number, but only their candidate number on the dissertation and are required to state clearly on the dissertation the number of words that it contains (see sections 2, 6 and 7 above and below).

The dissertation must be printed on A4 paper (or its nearest American equivalent, i.e. 'letter') and either tape or spiral bound.

6. Submission

Two bound copies of the dissertation must reach Miss Milada Fomina in SAR 1.03E (1st floor, Sardinia House) by **12.00 noon on Wednesday, 6 September 2017**. In addition, an electronic copy must be submitted as a Microsoft Word document (.doc or .docx), a Rich Text Format document (.rtf), or as an Open Document file (.odf) -- but not as a PDF -- by e-mail attachment to ih.dissertation@lse.ac.uk.

Both paper and e-version of your dissertation must reach the Department by the deadline (neither must be late!), and you must use your LSE email account, as a record of delivery times is kept. (N.B. External email servers/ accounts can be very slow).

Students must not put their name or student number on the dissertation, but use their 5-digit candidate number instead (not the student ID).

The dissertation must be accompanied by a completed cover sheet, available from the HY498/499 Moodle site. The office will not accept submissions without the cover sheet.

Students must sign the declaration on the cover sheet to the effect that they have read and understood the Schools' rules on assessment offences (see the online Graduate 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 rules regarding plagiarism. (See also Section 7 below.)

Students are required to state clearly on their dissertation the number of words that it contains (see Sections 2 and 7, above and below).

If students wish to have the second copy of the dissertation promptly returned, the Department will need an international reply coupon of a suitable value.

7. Penalties and Plagiarism

Dissertations exceeding the word limit of 10,000 words, including text and footnotes but excluding the cover page, the table of contents, the list of abbreviations, the bibliography, and appendices, 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 10,001 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 HY499. 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.***

Failure to include a bibliography will result in the *deduction of 5 marks out of 100.*

Dissertations not submitted by the set deadline (or extended deadline as appropriate) will be subject to the following penalties: *5 marks out of 100 will be deducted for coursework submitted within the 24-hours of the deadline; a further five marks will be deducted for each subsequent 24-hour period (working days only) until the coursework is submitted.* See section 2 above for the rules and procedures governing extensions.

Plagiarism, i.e. the submission of someone else's work without acknowledging the original authorship, is a very serious offence. Both the Department and the School take a very strong line with regard to plagiarism and pursue it vigilantly. If detected in a dissertation, plagiarism is heavily penalised and may jeopardise the student's entire degree. Plagiarism covers not just the literal submission of somebody else's text as one's own (i.e. copying out passages from books or articles or downloading material from the internet or copying material from class handouts circulated by staff or other students). It also extends to the appropriation of other people's ideas without acknowledgement. To avoid it, students must make certain

that all quoted phrases, sentences, or paragraphs are in quotation marks and clearly footnoted and that all passages paraphrasing somebody else's work and ideas are properly footnoted, including page numbers (i.e. detailing not just which text they came from, but also from where in the text they are to be found). Self-plagiarism is also unacceptable: this involves the inclusion in the dissertation of passages taken from earlier pieces of work by the student submitted for assessment either at LSE or elsewhere.

Students should remember that, when submitting the dissertation, they have to sign a declaration reminding them of LSE's rules on plagiarism and asking them to confirm that they have acknowledged all sources and ideas used in the dissertation. Those found to abuse the system and to plagiarise will be dealt with harshly -- plagiarism is cheating and will be treated accordingly.

8. Prizes

Exceptional distinction in dissertation performance will be recognised each year by the Examination Board in the form of the award of the Medlicott Prize or Prizes to one or more candidates.

9. Failing and Resubmitting the Dissertation

Please see the separate 'HY499 Dissertation Regulations, Procedures, Guidance ANNEX: Fail/AB Dissertation Resubmission' for failed or unsubmitted dissertations. A current, up-to-date version of this document for the year of the re-submission will be circulated to students who have failed or failed to submit the dissertation after the release of marks in November.

HY499 Dissertation

Regulations, Procedures, Guidance

ANNEX: Fail/AB Dissertation Resubmission

If students fail the HY499 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 HY499 in order to be eligible to graduate next year.

Having failed HY499 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 HY499 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 Wednesday of week 8 of the Lent Term*. This means that, if they pass in the second attempt, they can then graduate in July. Alternatively, such students can choose to resubmit by next year's *regular September deadline*, in which case they would graduate in December, if they pass in the second attempt. 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 September 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 September 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 HY499, 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, they will not be offered any further supervision. The 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 to be consulted once to discuss how to achieve the new dissertation.

Feedback on failed dissertations: Feedback on failed dissertations will be provided by the point-of-contact (see above) as part of the one-off consultation on the re-submission.

Resubmission Proposal Forms & Deadline Notification: Students who will resubmit an HY499 dissertation must complete a new HY498/499 Dissertation Proposal Form (available on the HY498/499 Moodle website), get their supervisor to sign it off, and submit it in hardcopy or by e-mail to Miss Milada Fomina (M.Fomina@lse.ac.uk) by 12:00 noon on the Friday of the first week of the Lent Term. If applicable (see above regarding early resubmission), then 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 March to the September deadline, unless grounds for mitigation arise after the deadline choice, in which case a change to the later, regular September 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 Services 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 HY499 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.

HY498 Dissertation Regulations, Procedures, Guidance

1. Introduction

The HY498 dissertation in the History of International Affairs is available as an alternative to the HY499 dissertation in International History for students on the LSE–Peking University Double MSc in International Affairs programme and the MSc in Theory and History of International Relations. It is the single most important component of this Masters degree programme: the dissertation requires students to pursue sustained primary research in an area of particular interest to them, and it is the sole paper in which a fail mark *cannot* be compensated by a Merit or better elsewhere (local rule 1 of the Classification Scheme, cf. the Masters Handbook).

These guidelines provide the timetable for the preparation and completion of the dissertation, an account of the departmental rules that govern its technical presentation and formal submission, and some general advice on how best to approach the project. *It is essential that students study this document carefully before beginning work on the dissertation as well as before submitting the dissertation.*

It is strongly recommended that students attend the ‘HY498 Dissertation Workshops’ in Michaelmas Term, which provide guidance and practical training in much greater detail.

2. Requirements

The HY498 dissertation is an exercise in using primary source material to write on a precise topic in the history of international affairs. Although candidates may engage with relevant theories and concepts, the dissertation should be largely devoted to utilising such theories and concepts in the analysis of one or more specific historical events and should be based largely upon primary sources. Candidates should aim to include an element of originality in the conceptualising of the thesis and/or the treatment of evidence. The subject must fall within the syllabus of the degree and must be supervised by a member of staff in the Department of International History. The topic must not be confined purely to the domestic affairs of one society or state.

Dissertations must not exceed 10,000 words, including text and footnotes but excluding the cover page, the table of contents, the list of abbreviations, the bibliography, and appendices. *Students are required to state clearly on their dissertation the number of words that it contains.* Dissertations that exceed the word limit are subject to penalties (see section 7 below).

Dissertations must include a bibliography of all consulted sources at the end, listing first primary sources (by collection, not referring to individual documents), then secondary sources. Dissertations that do not provide a bibliography are subject to penalties (see section 7 below).

Dissertations must be submitted on time, i.e. before the passing of the set deadline. Dissertations that are submitted late are subject to penalties (see section 7 below).

If a student expects to be unable to meet the submission deadline for serious reasons such as illness or bereavement, he or she should immediately discuss the matter with the dissertation supervisor. If deemed appropriate, students shall then apply *in advance* for a formal extension from the Chair of the MSc Examinations Sub-Board in International History (currently Professor Marc Baer). Normally such applications should be made approximately one week prior to the submission deadline. *Retrospective extensions after the passing of the deadline 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.

3. Timeline and Procedure

Students should use the Michaelmas Term to find, decide on, and develop a suitable dissertation topic and consider possible dissertation supervisors. Help with this process is available from the students' personal advisers. Students are then required to complete the HY498/499 Dissertation Proposal Form and to seek approval for their project from their dissertation supervisor before submitting the completed and signed form to Miss Milada Fomina in SAR 1.03E (1st floor, Sardinia House).

Supervisors

It is the students' responsibility to locate a supervisor. They should meet with the potential supervisor in late Michaelmas term (every member of staff has weekly office hours) to discuss their dissertation proposal, and then get the supervisor to sign the HY498/499 Dissertation Proposal Form before the deadline on **12.00 noon of Friday, 13 January 2017, at the latest.**

Note that the availability of individual supervisors is limited (and decreasing over time) as the supervision load is equalised across the department. Any member of staff has a fixed and capped number of supervision slots, which fill up as supervisors take on supervisees. If the supervisor you wish to work with is full, you have to go to another member of staff.

Dissertation Proposals

The proposal form asks students to outline their topic and research question, the primary sources available for research, and the most important relevant literature. It is designed to ensure that the dissertation conforms to the department's regulations, that it is not too broad, and that it is on a subject with accessible primary sources. For the proposal itself to be approved, it needs to:

1. be sufficiently specific and substantial (incomplete, broad, or superficial proposals or proposals whose feasibility appears questionable will be rejected by the supervisor);
2. comply with the HY498 rules and regulations in this document.

Form and Deadline

The HY498/499 Dissertation Proposal Form is available on the HY498/499 Moodle site. Completed forms must be signed by the supervisor and submitted to Miss Milada Fomina in SAR 1.03E (1st floor, Sardinia House) by **12.00 noon of Friday, 13 January 2017, at the latest**.

Students, who miss the deadline for submitting a dissertation proposal with a confirmed supervisor, will be allocated a ‘technical’ supervisor who will assist them with general methodological and writing issues. Students cannot expect a subject-specialist supervisor if they miss the deadline.

Title Changes

Later title changes and changes in scope (within the confines of the same geographical region and time period) can be agreed informally with the supervisor at any time. Title changes do not require the approval of the Masters Programmes Tutor but do need to be registered with the office. However, do take care with the wording of the working title indicated on the proposal form as dissertation markers will be allocated on that basis.

Topic Changes

Significant later changes of the topic itself (i.e. those that tackle a new geographical region or a significantly different time period from the original proposal) require the approval of the supervisor, and students will need to submit a new proposal on the HY498/499 Masters Dissertation Topic Change Form (available on Moodle), signed off by their supervisor, and submitted to Miss Fomina before the end of the Summer Term.

Students who change their topic without discussing it with their supervisor and without, in the case of topic changes, resubmitting a Topic Change Proposal Form bear full responsibility for ensuring that their subject is within the regulations; if it is not, the dissertation will be failed.

Supervision after the Lent Term and Feedback on Written Work

It is the students’ responsibility to contact their supervisor to arrange at least one but no more than three meetings in the Summer Term to discuss their dissertation. At this stage the supervisor will be prepared to read and give feedback on *either* a draft table of contents and a draft chapter or draft section of no more than 1,000 words or on a detailed plan of the dissertation of no more than 1,000 words. A mark will not be included in this feedback. Members of staff have no formal teaching obligations after the end of the Summer Term and are likely to travel for research or be otherwise unavailable for extended periods. It is the students’ responsibility to enquire about the details of their supervisor’s availability during the summer in good time and to make arrangements accordingly.

4. Sources

Most students undertake research for their dissertations in archives, such as for example the British National Archives (formerly the Public Record Office, PRO) at Kew or the US National Archives in College Park, MD near Washington, DC or an American Presidential Library. Note

that the LSE Library Archives also have extensive holdings pertaining, in particular, to modern British history. However, printed documents in edited collections – for example those in the *Foreign Relations of the United States* series or the *Documents Diplomatiques Français* – or primary documents found on respectable web sites are acceptable alternatives to archival research. For those working on pre-twentieth century topics numerous printed sources, such as for example the *Calendar of State Papers*, exist and are easily accessible.

Memoirs, diaries, and information gathered from witness interviews also count as primary sources, but they should normally be used in conjunction with, not as alternatives to, documentary sources.

When choosing the subject and identifying the source material, students need to consider the opportunities and limitations resulting from their language skills: their language skills must be sufficient for the nature of the topic and the resulting primary and secondary sources of importance.

The 'HY498 Dissertation Workshops' provide detailed information on primary sources and archival research as well as on secondary sources, covering both bibliographic techniques (how to find literature) and how to work with the historiography (the existing historical writing on a subject).

If students have any doubts about the appropriateness or combination of sources, they should consult their adviser/supervisor.

5. Writing and Presentation

The 'HY498 Dissertation Workshops' provide further guidance on writing the dissertation. The following is some preliminary advice:

Students are expected to write clearly and to present a well-constructed argument. Chapter headings are usually helpful guideposts for the reader. The department expects Masters students to observe high standards of spelling, punctuation, and syntax, and students may be penalised for failing to do so. English or American spellings are acceptable, provided usage is consistent. For advice on prose style, consult a reliable manual such as Ernest Gowers, *The Complete Plain Words*, 3rd, rev. edn (Harmondsworth: Penguin, 1987) or William Strunk, *The Elements of Style*, 4th edn (Boston/London: Allyn and Bacon, 2000). Another alternative is a recent edition of *The Chicago Manual of Style*.

Students are allowed to ask somebody to proof-read their dissertation before it is submitted. This person should not, however, be a member of LSE staff (except for Language Centre personnel).

Quotations in major Western languages can be left in their original language, if desired. But in any case quotations should be used in moderation and generally be drawn from primary rather than secondary sources.

Good referencing is essential to avoid plagiarism (see section 7 below). Footnotes are required for all direct quotations and paraphrases and for all uncommon information drawn from primary or secondary sources. Notes should be footnotes rather than endnotes and

should be numbered consecutively throughout the dissertation. For further guidance on referencing and bibliographic formats see the guidance documents on the HY498/499 Moodle site.

Students may include an appendix of no more than 12 pages, containing key documents, 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 (see sections 2 and 7 above and below).

Students must not put their name or student number, but only their candidate number on the dissertation and are required to state clearly on the dissertation the number of words that it contains (see sections 2, 6 and 7 above and below).

The dissertation must be printed on A4 paper (or its nearest American equivalent, i.e. 'letter') and either tape or spiral bound.

6. Submission

Two bound copies of the dissertation must reach Miss Milada Fomina in SAR 1.03E (1st floor, Sardinia House) **by 12.00 noon on Wednesday, 6 September 2017**. In addition, an electronic copy must be submitted as a Microsoft Word document (.doc or .docx), a Rich Text Format document (.rtf), or as an Open Document file (.odf) – but *not* as a PDF – by e-mail attachment to ih.dissertation@lse.ac.uk.

Both paper and e-version of your dissertation must reach the Department by the deadline (neither must be late!), and you must use your LSE email account, as a record of delivery times is kept. (N.B. External email servers/ accounts can be very slow).

Students *must not* put their name or student number on the dissertation, but use their 5-digit candidate number instead (not the student ID).

The dissertation must be accompanied by a completed cover sheet, available from the HY498/499 Moodle site. The office will not accept submissions without the cover sheet.

Students must sign the declaration on the cover sheet to the effect that they have read and understood the Schools' rules on assessment offences (see the online Graduate 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 rules regarding plagiarism. (See also section 7 below.)

Students are required to state clearly on their dissertation the number of words that it contains (see sections 2 and 7 above and below).

If students wish to have the second copy of the dissertation promptly returned, the Department will need an international reply coupon of a suitable value.

7. Penalties and Plagiarism

Dissertations exceeding the word limit of 10,000 words, including text and footnotes but excluding the cover page, the table of contents, the list of abbreviations, the bibliography, and appendices, 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 10,001 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 HY498. 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..***

Failure to include a bibliography will result in the *deduction of 5 marks out of 100.*

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.* See section 2 above for the rules and procedures governing extensions.

Plagiarism, i.e. the submission of someone else's work without acknowledging the original authorship, is a very serious offence. Both the Department and the School take a very strong line with regard to plagiarism and pursue it vigilantly. If detected in a dissertation, plagiarism is heavily penalised and may jeopardise the student's entire degree. Plagiarism covers not just the literal submission of somebody else's text as one's own (i.e. copying out passages from books or articles or downloading material from the internet or copying material from class handouts circulated by staff or other students). It also extends to the appropriation of other people's ideas without acknowledgement. To avoid it students must make certain that all quoted phrases, sentences, or paragraphs are in quotation marks and clearly footnoted and that all passages paraphrasing somebody else's work and ideas are properly footnoted, including page numbers (i.e. detailing not just which text they came from, but also from where in the text they are to be found). Self-plagiarism is also unacceptable: this involves the inclusion in the dissertation of passages taken from earlier pieces of work by the student submitted for assessment either at LSE or elsewhere.

Students should remember that when submitting the dissertation, they have to sign a declaration reminding them of LSE's rules on plagiarism and asking them to confirm that they have acknowledged all sources and ideas used in the dissertation. Those found to abuse the system and to plagiarise will be dealt with harshly – plagiarism is cheating and will be treated accordingly.

8. Prizes

Exceptional distinction in dissertation performance will be recognised each year by the Examination Board in the form of the award of the Medlicott Prize or Prizes to one or more candidates.

9. Failing and Resubmitting the Dissertation

Please see the separate 'HY498 Regulations, Procedures, Guidance ANNEX: Fail/AB Dissertation Resubmission' for failed or unsubmitted dissertations. A current, up-to-date version of this document for the year of the re-submission will be circulated to students who have failed or failed to submit the dissertation after the release of marks in November.

HY498 Dissertation

Regulations, Procedures, Guidance

ANNEX: Fail/AB Dissertation Resubmission

If students fail the HY498 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 HY498 in order to be eligible to graduate next year.

Having failed HY498 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 HY498 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 Wednesday of week 8 of the Lent Term*. This means that, if they pass in the second attempt, they can then graduate in July. Alternatively, such students can choose to resubmit by next year's *regular September deadline*, in which case they would graduate in December, if they pass in the second attempt. 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 September 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 September 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 HY498, 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, they will not be offered any further supervision. The 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 to be consulted once to discuss how to achieve the new dissertation.

Feedback on failed dissertations: Feedback on failed dissertations will be provided by the point-of-contact (see above) as part of the one-off consultation on the re-submission.

Resubmission Proposal Forms & Deadline Notification: Students who will resubmit an HY498 dissertation must complete a new HY498/499 Dissertation Proposal Form (available on the HY498/499 Moodle website), get their supervisor to sign it off, and submit it in hardcopy or by e-mail to Miss Milada Fomina (M.Fomina@lse.ac.uk) by 12:00 noon on the Friday of the first week of the Lent Term. If applicable (see above regarding early resubmission), then 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 March to the September deadline, unless grounds for mitigation arise after the deadline choice, in which case a change to the later, regular September 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 HY498 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.

General School and Programme Regulations

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

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

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

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

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

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

What to do if you are ill during your studies:

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

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

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>

Codes of Good Practice

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

Postgraduate students:

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

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

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

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

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

and also the Code of Research Conduct –

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

Learning History, Study 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 numbers

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 misspelled 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

Advice on 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:

1. short enough so that you can revise from them quickly, but comprehensive enough to answer a range of questions fully;
2. 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;
3. 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;
4. 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. These will be taken from four main sources:

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 the 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.

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 that 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 that takes place.

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, both 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 judgments 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 or 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.

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.

Answering the Question

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**.

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.

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.

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 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.

Always **think carefully about 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.**

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.

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.**

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.

Style

In general, be crisp, precise and lucid: use clear, understandable English to make your points. **Do not** waffle. **Do not** be repetitive. **Do not** 'overwrite': this is where, in order to illustrate your unsurpassed appreciation of the intricacies of the beautiful English tongue, you determine on a course of unrelenting punishment for the unfortunate witness to your

dubious talent (the reader) by writing somewhat in the present manner.

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

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

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 provide:

1. a list of books, chapters and articles consulted at the end of the essay using the following form:

AUTHOR, TITLE OF BOOK, PLACE AND YEAR OF PUBLICATION.

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

AUTHOR, TITLE OF CHAPTER (in inverted commas), NAME OF EDITOR OF BOOK AND TITLE OF BOOK IN WHICH CHAPTER APPEARS, PLACE AND DATE OF PUBLICATION.

Essays without bibliographies are not acceptable.

2. 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.

Examinations

Some additional advice for examinations:

- read **all** the questions. Make sure that there are no supplementary pages, or questions printed overleaf. You must give yourself the maximum choice.
- **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 penalised for 'short weight', so make sure you time yourself properly and answer all questions.
- choose the questions you answer carefully, making sure that you have the **necessary material** (i.e. facts and argument) to provide an adequate answer
- once again, **always answer the question**. It is particularly easy to stray from the point

in exams.

- 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.
- 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.

Information on Assessment

Essays

There is **informal (formative) assessment** of students throughout their year-long courses in the International History Department, mainly in terms of marking and feedback of essays and class performance.

Some courses also include an **assessed essay (or several assessed essays)** or other piece of work as part of the final grade – **normally these range from 10% to 50% (summative assessment)**. Detailed information about assessment on each course can be found in course guides via this link <http://www.lse.ac.uk/resources/calendar/courseGuides/graduate.htm>. The reason for assessment diversity is that we hold to the principle that teachers should be allowed 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. Students should be aware that assessed essays can bring down as well as enhance results from unseen exams.

All teachers offer students the opportunity to attend office hours in which feedback can be given on essays and other types of **formative assessment**.

For pedagogical reasons, feedback on **assessed essays** is offered in the form of a summary of the examiners' comments by the TRC prior to the exam period.

On any other **exam-related data**, you can apply to gain access to your file via the DPA process after LSE has released the **final results** sometime in 2017:

<http://www.lse.ac.uk/intranet/LSEServices/Legal%20Team/dataProtection/studentsDataProtectionInformation.aspx>

Essay Submission

Ordinary / Formative Essays

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

Assessed Essays

One hard copy assessed essay should be submitted to the administrative staff in room **SAR 1.03E 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. The front page should only have the student candidate number, the course code, essay title and word count (including footnotes, but excluding bibliography).

Both paper and e-version of your assessed piece of work must reach the Department by the deadline (neither must be late!), and you must for all electronic submissions of assessed work use your LSE email account, as a record of delivery times is kept. (N.B. External email servers/ accounts can be very slow).

Penalties for the Late Submission and over Word Limit of Assessed Work

Assessed essays must be submitted exclusively during School working hours. **5 points out of 100 will be deducted for unauthorised 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, or fraction thereof. After five working days, coursework will only be accepted with the permission of the Chair of the Sub-Board of Examiners.**

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!**

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.

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.

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.

Postgraduate Marking Criteria

Distinction (70-100)

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.

Statement on Assessment and Feedback

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

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

Students can check on the Department's marking criteria in the Handbooks for Undergraduate and Graduate Students, available also electronically.

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 often a 'mock exam' while receiving continuous feedback from their teachers.

The summative exam is also a fair mode of assessment: it allows the Department to assess all candidates in the same way, with the same set of questions and time limit (candidates with disabilities may get more time as appropriate). This facilitates the task of grading and

avoids any risk of plagiarism. Because the exam is intended as a test of the course as a whole, three questions are the required minimum. Three hours has long been considered as a reasonable time to undertake such tests.

The Department has substantial experience with this mode of assessment. The majority of courses at the undergraduate and Master level are 100% assessed by a summative exam. The criteria used for each grade is described in detail in the student handbooks. At the same time, the Department has always employed complementary alternative modes to assess learning outcome. This reflects the diversity of pedagogical methods preferred by individual teachers and different levels of learning outcomes required from the 2nd and 3rd year students in undergraduate programmes. It is also a reflection of the very different types of history which are taught in the Department which lend themselves to different forms of assessment. The Department allows teachers a measure of freedom in the way they teach courses, adopting the methods they judge most effective as a means of imparting and assessing knowledge and skills. This freedom also contributes to the atmosphere of 'living assessment': every year teachers reflect on their courses and some decide to experiment with different forms of assessment. We have also in place 5-year annual course reviews.

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

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

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

The dates of submission of assessed works are usually in weeks 5-7 of the Lent term. The length of these essays and projects varies according to the level and structure of the assessment. Benchmarks for undergraduate courses and Masters essays are: 2,000 words for non-assessed essay, 3,000 words for essays counting towards 25% of the final grade; two 3,000 words essays counting for 25% of the final grade each; two 3,500 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. The Department has standard feedback sheets available for formative essays. Many courses also offer a mock exam with the TRC providing feedback on the mock exam answer.

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

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

is 15,000 words long. The value of this dissertation is equivalent to one paper in the degree programme.

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

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

A few words should be said about the process of setting and marking of exams and assessed coursework. Where assessed essays have been introduced, questions are submitted at the start of the year to the relevant Chair of Exams and to External Examiners – a distinguished historian from outside the LSE who is the additional and final check for fairness and clarity - for approval and feedback. Only once approved are these circulated to students. When it comes to exams, the Teacher Responsible for the Course (TRC) will normally set the exam and develop exam questions. This is then scrutinized collectively within the Department and passed on to an external examiner. Marking of all materials that contribute to the final grade is done 'blind' – i.e. students are not identifiable by the examiners since they are given a number which has no key until the exams have been graded.

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

Examinations and Results

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 has 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. 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>

* Note that candidates with disabilities may get longer as appropriate, if agreed with the School (ISSA procedure)

Exceptional Circumstances

You **must** inform the Chair of Exams **in writing** & provide **evidence** (e.g. medical certificate) of **any** exceptional circumstances that affect your exam performance **prior to or immediately after** the exams (**up to 7 days** after your last exam at the latest). All information is treated with utmost confidentiality.

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

Notifying the IH Exam Board Chair

When required to inform the Chair of Exams, please use the following procedure:

1. Within the **deadlines**, as set out above, you should complete an **Exceptional Circumstances Form**. This form can be obtained from the Student Service Centre or through the following link:

<http://www.lse.ac.uk/intranet/students/supportServices/studentServicesCentre/pdf/ExceptionalCircumstancesform.pdf>

You will be asked to include the **evidence**, relating to the exceptional circumstances. You must submit all of this material to the School through the Student Services Centre. Further guidance on how to complete the form is available here

www.lse.ac.uk/intranet/students/registrationTimetablesAssessment/examinationsAndResults/exceptionalCircumstances/exceptionalCircumstances.aspx

2. Make a **photocopy of all relevant items** (i.e. completed form and evidence), which must be given to the Exam Chair via Miss Milada Fomina, (Sardinia House, SAR 1.03E)

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 / Programme Transfers / Change of Mode of Study

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

<http://www.lse.ac.uk/intranet/students/registrationTimetablesAssessment/Registration/Changes/interruption.aspx>

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

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

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:

<http://www.lse.ac.uk/intranet/students/registrationTimetablesAssessment/Registration/Changes/withdrawal.aspx>

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

<http://www.lse.ac.uk/intranet/students/registrationTimetablesAssessment/Registration/Changes/transfer.aspx>

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

<http://www.lse.ac.uk/intranet/students/registrationTimetablesAssessment/Registration/Changes/modeofstudy.aspx>

Classification Schemes

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

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

All schemes for graduate programmes:

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

Local Rules for Masters Students in the Department of International History, 2014-15

Students registered on the following programmes:

- MSc History of International Relations
- MSc Theory and History of International Relations
- MSc Empires, Colonialism and Globalisation
- 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 following 'local rules' in the Department of International History:

1. Course critical to assessment:

A degree cannot be awarded unless HY498/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 of Results

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

To ensure that your results are released as scheduled, please check your balance on LSE for You to see if you have any outstanding fees. You should contact the Fees Office on fees@lse.ac.uk if you have any queries, as the School will not release your results if you have an outstanding debt.

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

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

Graduation Ceremonies

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

For more information, including the dates of future ceremonies and details of the School's overseas ceremonies, please see lse.ac.uk/ceremonies.

Degree Certificates

The degree certificate gives your full name, level of award, programme of study, and class of degree or other award obtained.

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

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

Alumni Association

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

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

LSE alumni also have access to:

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

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

Fieldwork Safety

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

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

We recognise that you may want to carry out fieldwork in areas of the world that are subject to social or political unrest, high threat of kidnap and ransom or to areas with Foreign and Commonwealth Office warnings. If you do, we are there to help you achieve your aims. We can help provide specialist country 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

Quality Assurance

The School's approach to quality assurance is set out in the document "Strategy for Managing Academic Standards and Quality":
<http://www.lse.ac.uk/intranet/LSEServices/TQARO/InternalQualityAssurance/StrategyForManagingAcademicStandards.aspx>

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

Student Teaching Surveys

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

Teaching scores are made available to individual teachers, Heads of Departments, the Director of the Teaching and Learning Centre and 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.

School Services

Student Services Centre (SSC)

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

- Certificates of registration
- Course choice and class changes
- Examinations and results
- Fees – process fee payments and distribute cheques (drop-in service)
- Financial Support – advice on scholarships, awards, prizes, emergency funding and studentships (drop-in service)
- Graduate Admissions (drop-in service)
- Graduation ceremonies
- Information for new arrivals
- Programme registration
- Transcripts and degree certificates
- Visa and immigration advice (drop-in service)

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

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

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.

Advice , Communications & Operations

The Advice, Communications & Operations provide advice to students on academic matters (particularly around non-progression, interruption and withdrawals), run the Student

Services enquiry counter, co-ordinate Welcome Week and co-ordinate Student Services Centre communications: Their specific responsibilities include:

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

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

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

LSE LIFE

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

LSE LIFE offers:

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

and much more ...

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

<http://www.lse.ac.uk/intranet/students/LSE-Life/lseLIFE.aspx>

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:

<http://www.lse.ac.uk/intranet/LSEServices/estatesDivision/lseEstate/DisabledGo.aspx>

Library

Your LSE student card is also your Library card. No additional registration with the Library is required. You are welcome to ask Library staff at the beginning of term for general information, your Library guide and other freebies. Full information about Library facilities can be found here <http://www.lse.ac.uk/library/usingTheLibrary/home.aspx>.

For general help using the Library services:

Email: library.enquiries@lse.ac.uk

Call: +44 (0) 20 7955 7229 or ask in person throughout the Library

IT Support

The IT Help Desk is your first point of contact for IT issues, queries and general support.

How to contact us:

- **By phone:** 020 7107 5000 | x5000
 - **By email:** it.helpdesk@lse.ac.uk
 - **In person:** IMT Walk In Centre, Library 1st Floor
- *Term time:* Mon - Fri, 09.00 - 19.00 & Sat - Sun, 11.00 - 18.00
- *Vacation:* Mon - Fri, 09.00 - 19.00 & Sat - Sun, 11.00 - 18.00 (Easter only)
- **Online:** Use the [IMT Customer Portal](#) to log and track your IT requests.

If you require support overnight, weekends or during public holidays, please call the usual Help Desk number (x5000) and you will be put through to our Out of Hours Helpline, NorMan.

LSE Careers

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

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

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

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

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

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](https://twitter.com/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.

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>

Financial Support Office

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>