



THE LONDON SCHOOL  
OF ECONOMICS AND  
POLITICAL SCIENCE ■



# **Department of International History**

## **Handbook For Research students**

### **2016-2017**

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

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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 continuing).

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

Each research student will be allocated an individual tutor or supervisor from among the academic staff. In addition, there is a Doctoral Programme Director for 2016/17 Dr Piers Ludlow (N. P.Ludlow@lse.ac.uk) who has special responsibility for research students.

I as Head of Department am responsible for the overall management of the Department and I am available to all students by appointment with Mrs. Demetra Frini, the Department Manager email: [D.Frini@lse.ac.uk](mailto:D.Frini@lse.ac.uk).

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

The PhD workshop will take place on Friday 23rd September from 11am in room TW1.1.02. (i.e. room 102 on the first floor of Tower 1).. You are invited to the welcome reception for new Master and PhD Students, on Thursday 22nd September in the Shaw Library at 13:00.

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

Professor Janet Hartley

Head of Department

## Term Dates and School Closures

Michaelmas Term (MT) **Thursday 24 September – Friday 11 December** (*teaching Term Dates and School Closures*)

Michaelmas Term (MT)

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

Lent Term (LT)

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

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

Summer Term (ST)

**Monday 24 April – Friday 9 June**

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

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

Christmas Closure	Thursday 22 December 2016 – Monday 2 January 2017
Easter Closure	Thursday 13 April – Wednesday 19 April 2017
May Bank Holiday	Monday 1 May 2017
Spring Bank Holiday	Monday 29 May 2017
Summer Bank Holiday	Monday 28 August 2017

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

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## **Staff Contact Details**

### **Head of Department**

Professor Janet Hartley

Room: SAR.2.12

Email: [J.Hartley@lse.ac.uk](mailto:J.Hartley@lse.ac.uk)

### **Doctoral Programme Directors**

Dr Piers Ludlow

Room: SAR.2.16

Telephone: 0207 955 7099

Email: [n.p.ludlow@lse.ac.uk](mailto:n.p.ludlow@lse.ac.uk)

### **Department Manager**

Ms Demetra Frini

Room: SAR 1.03b

Telephone: 0207 955 7548

Email: [D.Frini@lse.ac.uk](mailto:D.Frini@lse.ac.uk)

Office hours: 11:00am – 1:00pm

### **Postgraduate and Research Programme Manager**

Mrs Nayna Bhatti

Room: SAR 1.03c

Telephone: 0207 955 7126

Email: [N.Bhatti@lse.ac.uk](mailto:N.Bhatti@lse.ac.uk)

Office hours: 10:00am – 12:00

### **MSc Programme Administrator**

Ms Milada Fomina

Room: SAR 1.03e

Telephone: 0207 955 7331

Email: [M.Fomina@lse.ac.uk](mailto:M.Fomina@lse.ac.uk)

Office hours: 9:30am – 5:30pm

## Staff List

<u>Members of Staff</u>	<u>Room No.</u>	<u>Tel. No.</u>
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SAR 2.15	6039
SAR 3.13	5370

## Registration

Registration will be held between 10:00 - 16:30 in the PhD Academy (LRB4.03) on Monday 19 September 2016. In addition to departmental Phd conference, the School runs a number of events during [Welcome Week](#) that may be of interest to new research students.

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## 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](http://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](http://lse.ac.uk/Erasmus)

## 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_to_Pay.aspx)

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

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

## Financial Support

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

**FSO provide information about funds such as the Student Support Fund, LSE Access Fund and the Postgraduate Travel fund.**

Full details and application forms are available from

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

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## 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](http://lse.ac.uk/registrydocuments).

## Changes to your registration

At certain times you may need to apply for a change to your student registration. You will need to complete the relevant form to request such a change which you will find at:

<http://www.lse.ac.uk/intranet/students/researchStudents/researchDegrees/Forms.aspx>

## 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 email off campus visit <http://www2.lse.ac.uk/intranet/LSEServices/IMT/remote>. **Therefore, it is essential that you check your LSE email account regularly (ideally at least once a day).**



## **Student Pigeonholes**

Internal mail for students is placed in the student pigeonholes located on the fourth floor, opposite room E409. Please check these pigeonholes regularly for post and messages. **However, please note that the Department cannot manage mail on behalf of students and cannot guarantee that items that are addressed to students will be routed to the student pigeonholes.**

## **Department's Staff Pigeonholes**

Staff pigeonholes are located on SAR 1<sup>st</sup> Floor. Should you wish to leave mail for your supervisor or any other staff member of the Department, please give this to one of the administrative staff on SAR 1<sup>st</sup> Floor and they will leave it for the appropriate member of staff to collect.

## **Contact Addresses**

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

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## **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](mailto:it.helpdesk@lse.ac.uk).

## **LSE LIFE**

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

We offer

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

and much more ...

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

[lse.ac.uk/lselife](http://lse.ac.uk/lselife)

## **International History PhD Departmental Computing Facilities**

Other than the computing facilities provided by IT Services and the Library, the Department provides a computer room which is strictly for study purposes and exclusively for use by MPhil/PhD students. It is located in the basement of Sardinia House, you can access this using your LSE Student ID card.

## **Departmental Events**

### **Cumberland Lodge**

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

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

Cumberland Lodge weekends are heavily subsidized, and offer excellent value for money in very pleasant surroundings. A limited number of places are available please register on London School of Economics Online Store <http://eshop.lse.ac.uk/>

### **Annual Lecture**

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

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

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

### **International History PhD Workshop and Conference**

This provides an opportunity to develop practical PhD skills, to engage around topical issues and to foster a sense of community both within the LSE International History Department and with guests from history departments in the UK and further afield. Organized by current 1<sup>st</sup> year students and normally held in late September.

# Essential Information for New and Continuing Students

## Doctoral Programme Director

Dr Piers Ludlow (n.p.[ludlow@lse.ac.uk](mailto:ludlow@lse.ac.uk)) in SAR 2.16 is responsible for the induction of new research students, the allocation of supervisors, and acting as an advocate within the Department for research students. Any concerns you have about the programme (including any serious problems in your studies or your relationship with your supervisor) should be brought to the attention of the DPD for further action and the Research Programme Manager Mrs Nayna Bhatti. All such conversations and their content will be kept completely confidential, except in cases where you wish the DPD to bring matters up with your supervisor or the Convener (Chair of the Department.)

You are required to submit a formal report on your progress in the summer term, which will be completed by your supervisor and the DPD, then forwarded to the Dean of the Graduate School. The form includes specific questions about the research training you have undertaken during the current academic year and the further training needs you envisage as being necessary in the following year.

## **PhD Academy**

LSE's new PhD Academy, a dedicated space and services hub for doctoral candidates.

You can contact the PhD Academy at

Lionel Robbins Building (4th floor)  
10 Portugal Street  
London WC2A 2HD

Tel: +44 (0)20 7955 6607

Email: [phdacademy@lse.ac.uk](mailto:phdacademy@lse.ac.uk)

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

## **Dean of graduate studies**

The Dean, Dr Sunil Kumar, has a wide range of duties relating to the School's graduate community. He is available to any graduate student who wishes to discuss academic or personal issues, however, students should seek the advice and support of their Academic Adviser and Departmental Tutor/Programme Director before going to the Dean.

The Dean will see students by appointment (normally Wednesday and Thursday). Appointments can be made through his assistant, [Giovanni Graglia](#).

Email: [pg.dean@lse.ac.uk](mailto:pg.dean@lse.ac.uk)

Telephone: +44 (0) 20 7955 7574

## **Staff-Student Liaison Committees**

At the start of the year you will be asked if you would like to represent your programme on the Staff Student Liaison Committee. These are important Committees as they provide a forum for feedback from students on their programme and for discussion of issues which affect the student community as a whole. The role of an SSLC representative is therefore central to ensuring that courses and programmes in the School work efficiently; and those elected or chosen as a representative will be given training. Election/Nomination to become a student representative will take place in October. SSLCs are made up of one representative for each year of the programme. The time, place and agenda of the committee meetings will be announced via e-mail.

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

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## **Doing a PhD in International History**

The purpose of the MPhil/PhD programme in International History is to provide students with the necessary research and writing skills to prepare a thesis of appropriate quality for the MPhil or PhD degree. Through this learning process, students will acquire a range of valuable skills, whether they choose to teach, do further research or enter into professions outside academia.

The thesis is the central component of the MPhil or PhD. It is likely to be the first major piece of writing you will have produced, and it will take intense preparation to produce it to a suitable standard. As a student in the programme, you will need to learn about the ways historians interpret the past, and about how to find your own voice within the profession. You will also need practical knowledge about how to prepare and organise so large an undertaking as a thesis in history. You must learn how archives work, and how to carry out research in them. Perhaps most important of all, you must learn how to construct and argue the key hypotheses of your work based on original research, so that your thesis becomes an important addition to academic knowledge in your chosen field. Please note that this Department does not allow the submission of a thesis consisting of a series of individual publishable papers linked by an introduction, critical discussion and conclusion.

Your supervisor is your main guide through this learning process. You and your supervisor share the responsibility for transforming your efforts into a successful thesis, although it is only you yourself who can carry out the work. If you are to have a productive relationship with your supervisor, you must together work out at your first meetings a detailed plan both for the first year and for the completion of your thesis. Although this plan may, by agreement, be changed later on, it is essential for the supervision process that you keep your supervisor regularly informed of your progress. It is also very important that you follow your supervisor's advice on key aspects of the thesis. Your supervisor will have much experience both in research and writing, and it is by following her/his advice that you will be able to complete successfully and on time. You will be required to keep an electronic Supervision Logbook, in which you will record all substantive items discussed at meetings with your supervisor. This record will require the approval of your supervisor. At the end of the year a copy of the electronic Logbook will be submitted to the Programme Director and retained in the Department's archives.

You will also be allocated an advisor. The adviser's job is to provide you with generic guidance and support rather than detailed academic guidance. The adviser will not be an expert in your precise field, but will have some familiarity with your work as they will read your research questions report and your upgrading material. S/He will meet with you at least once a year in the Summer Term prior to signing the student progress report. S/He would take the place of the supervisor in cases of incapacitating illness. In cases of retirement, non-incapacitating illness or sabbatical the adviser would provide administrative supervision; it is, however, the expectation of the Department that the supervisor will continue to exercise intellectual supervision during sabbaticals and special leave, as well as after retirement, insofar as needed to provide the student with guidance towards completion.

## **Research Questions Report**

At the end of the Michaelmas term each first-year doctoral student (both full-time and part-time) is required to produce a brief (1,000 word) essay on the research questions that she/he intends to address, the significance of her/his topic, and the sources she/he intends to use. Your supervisor will then add a paragraph of her/his own confirming that she/he is convinced of the viability of the topic and that the thesis can be completed within four years. Your supervisor will also note any problems that he/she envisages. Your supervisor will forward a copy to the PPD, who may ask for further clarification. The intention behind this exercise is to force students at an early stage in their studies to think about their project as a whole and to consider what work they can reasonably expect to complete within a maximum of four years. It will also help to focus minds in good time before the upgrading process from MPhil to PhD status.

## **Research Training**

Having been admitted to the Department's MPhil/PhD programme you are required to participate in a training programme until the completion of your degree. Each year you will prepare a statement of your research training needs, in conjunction with your supervisor and the DPD. In your first year your training (**compulsory**) includes the International History Research Student Workshop (HY501) organised by Dr Antony Best, which meets at least five times in the Michaelmas (autumn) term and again in the Summer term, the frequency of meetings depending upon the number of participants. The aim of the Workshop is to introduce you to effective archival research, issues in the preparation of a thesis and means of launching a career in academic or related fields; and the opportunity to present research in progress. Meetings in the Michaelmas term are devoted to bibliographic preparation, note-taking, record-keeping, interviewing techniques and other practical issues of historical research. Meetings in the Summer terms will provide you with the opportunity to present and discuss your preliminary research results.

New students also have the option of attending a one-day introduction to research at the Institute of Historical Research. As part of your training, you are required to attend regularly at least one relevant research seminar when you are not abroad doing research. The LSE and the Institute of Historical Research offer a wide variety of such seminars. These seminars offer you a benchmark for the standard you will be expected to attain in your research, a chance to meet and hear specialists in your field, to learn of conferences, to widen your knowledge beyond your immediate area of research, and to present your findings to a small but specialised audience.

In addition, you are encouraged to attend the Department's occasional staff research seminar, at which members of staff present papers on their own research; the seminars of the Cold War Studies Centre, which is hosted jointly by the International History and International Relations Departments; and public lectures arranged by the Department. You are also encouraged to attend conferences, and the Department has a fund to which they may apply for assistance if they are invited to give a paper.

The LSE Library offers training packages in bibliographical skills and using web-based resources. More specialized training in IT, languages, and in methodology are provided by the LSE centrally through its IT Services division, the Language Centre, and the Methodology Institute. Methodology Institute courses cover, among other topics, epistemological issues, quantitative methods, and interviewing. Training on career development is provided by the Teaching and Learning Centre, see p.12. Introductory lecture courses in related disciplines (including Politics, International Relations, Sociology, Anthropology, Philosophy, and Economics) are readily accessible in the School. Advanced training on sources and techniques for research in history is offered at the Institute of Historical Research.

## **Research ethics**

Researchers have responsibilities – to society, to funders, to their institution, and to those taking part in their research. For any research involving human participants, or data relating to identifiable human subjects, researchers are required to complete a research ethics review, and should begin by reading the [LSE Research Ethics Policy](#).

The LSE Research Ethics Policy aims to

- promote a culture within the School whereby researchers conscientiously reflect on the ethical implications of their research
- encourage researchers to properly consider such discipline-specific frameworks, statutory requirements and best practice guidelines as may be relevant to their research

Researchers need to consider a number of issues, such as the potential effects of the research they conduct – on participants, on those who may be indirectly affected by the outcomes of that research, and on those conducting the research.

Researchers must also ensure they comply with any relevant statutory requirements – such as the UK Data Protection Act, the Mental Capacity Act. If you have any queries concerning the Ethics Policy please contact Lyn Grove, [research.ethics@lse.ac.uk](mailto:research.ethics@lse.ac.uk)



## PhD Log

The PhD log is available on **LSE for You** and is a **requirement** of the programme. Research students are required to record attendance at and outcomes of all supervisory meetings (either in person or via Skype). Supervisors must confirm that meetings have taken place and that the outcomes reported by the student are accurate.

The PhD log has been developed to make PhD student record-keeping simple and more efficient. This provides a means to keep a shared record of meetings and any other communication between student and supervisor(s) and to act as a record of attendance on the programme. This is a School requirement to meet its statutory obligations.

Students are required to initiate the process by starting the first log after which supervisors are given access to the system and can add any comments.

Activity on the log will be checked at the end of each term. Re-registration is depending on the satisfactory completion of the log.

Full-time students have the right to see their supervisor at least three times a term in the first year and twice a term thereafter.

Part-time students have the right to see their supervisor at least twice a term in the first year and once a term thereafter

## Third-year PhD students

You are required in the 3<sup>rd</sup> year Summer Term, to produce a timetable for completion, i.e. agreed dates for the submission of the remaining chapters and to produce a first draft of the complete thesis.

## 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>

x

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

## **Upgrading from MPhil to PhD**

As a research student in the Department, you will be initially registered for the MPhil degree. In order to be upgraded from MPhil registration to PhD, you must prepare a dossier comprised of the following items:

- **the provisional title of your thesis, together with the provisional titles of your chapters and a brief description of the contents of each chapter; at a maximum, this should fill no more than two sides of an A4 sheet;**
- **a brief outline of your historic hypothesis with an indication of how you propose to test it, this is particularly important as it will indicate the main aim of your research.**
- **an historiographical essay, in which you (i) evaluate the contributions to your topic of the most important memoirs, monographs, journal articles and other published or unpublished accounts; and (ii) explain how your own thesis will contribute to the topic; since the amount of source material may differ greatly among theses, no precise length is specified, but in most cases the Department would expect an essay of 4,000 to 8,000 words;**
- **a draft of one of your chapters: this must be based mainly upon primary sources and should be approximately 10,000 words in length (including footnotes and bibliography).**

The deadline for submitting your dossier (three hard copies) is **Thursday 25 May 2017 (week 5 Summer Term) of your first year of study**, if you are a full-time student starting in the Michaelmas term; and 1 March in the second year if you are a part-time student who started in the Michaelmas term. It is **essential** to have your dossier ready well before the deadline in order to allow your supervisor time to review the upgrade material and to incorporate his/her advice in the final draft. You should seek the approval of your supervisor for the contents of the dossier, although the final decision to submit it rests with you. You may apply for a postponement of your submission to the Doctoral Programme Director in the event of unforeseeable difficulties in your research or for health or compassionate reasons. The request must have the formal support of your supervisor.

The submission will be read by **two members** of the Department comprising the advisor and another member of the Department. Both readers will read your dossier. They will individually produce their own one-page reports on your portfolio and then use this as a basis for asking you questions during a viva which will take place in the final two weeks of the Summer Term. In normal circumstances you should be shown these comments prior to the viva, so as to be able to prepare a response.

The viva is an opportunity for the student to defend her/his written materials orally. Inevitably such an occasion will involve probing questioning from the examiners but it should be carried out by both parties in a spirit of positive criticism. Supervisors attend the vivas and may contribute to the discussion, but they should be careful not to put words in the mouth of the student. At the end of the viva, with the student absent from the room, the examiners and supervisor will confer about their recommendation, although it is the examiners who have the final say. The student is then called back in and informed orally of the examiners' decision.

The viva panel will make its recommendation known to the Doctoral Programme Director who will inform you of the outcome. It has three choices:

**(a) Recommend upgrading.** This decision is then relayed by the Doctoral Programme Director to the student. On some occasions the examiners may advise the student to fine-tune the thesis outline over the summer and submit it for discussion on 1. This option is merely an informal arrangement designed to aid the student.

**(b) Recommend re-submission of one element of the upgrade portfolio:** If the examiners believe that one element of the portfolio (either the overview or the chapter) is unsatisfactory but there is evidence of sufficient quality elsewhere in the submission, they can ask for the former alone to be revised and resubmitted on 1 September and suspend making any decision on upgrading to PhD status until then.

**(c) Recommend submission of the whole upgrade portfolio:** 1. If the examiners believe that the whole portfolio package is unsatisfactory, they can ask for complete resubmission in March of the following year. The precise date for submission should allow for a viva in the final week of the Lent Term. It needs to be stressed that this option, while serious, does not affect studentship funding which will continue as normal into the second year.

If either the September or March upgrade is failed you will **not** be allowed to upgrade to PhD status.

The Doctoral Programme Director will relay the report from the viva panel, along with the readers' preliminary reports. If resubmission is required, the DPD's formal note to the student will include a clear list of the examiners' recommendations and requirements for improving the upgrade portfolio.

Once you have passed your upgrade, you should work out with your supervisor a general schedule for completion, including deadlines for submission of main chapters. The schedule should be signed by you and your supervisor, and forwarded to the DPD for inclusion in your file in the Department. Your supervisor is responsible for advising the DPD in case at any point you are one term or more behind schedule in submitting chapters or complete drafts.

## **Development and training at LSE**

LSE's departments and services run a wide range of academic and professional development opportunities for doctoral students, for information can be found: .  
<http://www.lse.ac.uk/intranet/LSEServices/TLC/TLCPhD/developmentAndTraining.aspx>

Alternatively, please contact the Development Adviser for PhD students, Dr Sarabajaya Kumar ([S.Kumar3@lse.ac.uk](mailto:S.Kumar3@lse.ac.uk)).

The Teaching and Learning Centre continues to provide support and training for PhD students who teach. For further information about this, please e-mail the TLC administrator at [tlc@lse.ac.uk](mailto:tlc@lse.ac.uk).

## **Teaching Opportunities for PhD Students**

It is the policy of the School to provide opportunities for part-time teaching to current research students wherever possible. The Department invites all PhD students to apply for undergraduate class teaching. Teaching does not formally constitute part of the Department's PhD training as the Department cannot guarantee the availability of teaching opportunities for all students. However the Department does encourage PhD students to gain teaching experience especially if they are interested in pursuing an academic career.

The Department is open to receiving applications for part time teaching at any time in the academic year. The selection of graduate teaching assistants (GTAs) is based on a joint decision between the programme directors and the teacher responsible for the course (TRC). This meeting usually takes place towards the end of the Easter vacation and the first weeks of the summer term. The decision is also governed by budgetary restrictions. Applicants should note that preference will be given to students doing the PGCertHE. For more information on this qualification please refer to the LSE's Teaching and Learning Centre. Preference is also given to students from the International History Department over outside applicants.

To apply you need to send an e-mail to the Department Manager Demetra Frini [D.Frini@lse.ac.uk](mailto:D.Frini@lse.ac.uk) - detailing which courses you wish to teach, attach a copy of your CV and provide two references and past teaching scores if available. References can be submitted by no later than the first week of summer term if they are not available immediately.

Demand varies from year to year in line with staff sabbaticals and unpredictable student take-up on individual courses. Decisions are taken in the Summer Term by the Programme Directors Meeting in liaison with the

TRCs for individual courses. Decisions are primarily made on the recommendations of the TRC for each option and within a number of constraints i.e. first year PhD students are not offered teaching to allow them to concentrate on their initial research; and GTAs at Masters level have to have obtained a PhD. GTAs should not assume that because they have taught a particular course one session they will automatically be offered teaching in subsequent sessions. The Department has to give strike a balance between rewarding experienced and returning GTAs and also giving teaching opportunities to new GTAs.

Successful applicants will receive initial holding letters at the end of the Summer Term. Offers of teaching remain provisional until the start of the Michaelmas Term. Unsuccessful applicants will also be informed.

Once term commences, Graduate Teachers Assistants (GTAs) are required to attend a Departmental training session at the beginning of the academic year, and encouraged to attend the School-wide courses offered by the LSE's Teaching and Learning Centre. GTAs are monitored by the GTA Tutor, and advised by the members of staff responsible for the courses that they teach. This includes advice on marking essays and may include observing a class. In addition all GTAs are subject to a School-wide questionnaire of student opinions on teaching conducted annually in the Michaelmas Term. The results are made available to the Head of the

department, the GTA Tutor and the teachers responsible for courses for discussion with their GTAs.

### **Research Student Travel Bursary**

Research Student Travel Bursary may be used for travel to the archives or for travel to conferences for the purpose of presenting a written paper. Students may apply for grants up to **£400** by completing an internal Phd Travel Bursary form from the public folders. Students with LSD Studentships will not be eligible to apply.

Students should apply by completing a Research Student Travel Bursary Application form and submitting to the Doctoral Programme Director **Dr Piers Ludlow Monday 7th November 2016**, with a budget outlining how the money is to be spent and, in case of conference travel, documentation showing the applicant's role at the conference.

If your application is successful, please take note that payment of the grant can only be made upon evidence of receipts, so be sure to keep originals or photocopies of all train/air/bus tickets and other outlays on your research or conference travels. As well as the internet booking confirmation print out please can you ensure that there is an accompanying credit statement, boarding pass stubs to prove you travelled on the dates booked. Application for payment, with the relevant documentation, should be made through Mrs Nayna Bhatti in room SAR 1.03c. You can also email her at [N.Bhatti@lse.ac.uk](mailto:N.Bhatti@lse.ac.uk).

# **Research Course Guides 2016-2017**

## **HY501**

International History Research Student Workshop

**This information is for the 2016/17 session.**

### **Teacher responsible**

Dr Piers Ludlow SAR 2.16**Availability**

This course is compulsory on the MPhil/ PhD in International History. This course is not available as an outside option.

### **Course content**

The workshop aims to introduce students to effective archival research, issues in the preparation of a thesis and means of launching a career in academic or related fields; and the opportunity to present research in progress.

Students yet to pass their upgrade from MPhil to PhD attend the Introductory Workshop, which meets weekly in the Michaelmas term. Meetings are devoted to research and interviewing techniques and mainly practical issues of historical research.

Students due to be upgraded attend the Advanced Workshop held in the Lent and Summer terms, the frequency of meetings depending upon the number of participants. The meetings are intended primarily as a forum for reviewing research in progress, with a view to enabling students to pass their upgrade.

### **Teaching**

20 hours of seminars in the MT. 4 hours of seminars in the LT.

### **Assessment**

This course is not assessed.

# **HY509**

## **International History Research Seminar**

**This information is for the 2016/17 session.**

### **Teacher responsible**

Dr Piers Ludlow SAR 2.16

### **Availability**

This course is available on the MPhil/ PhD in International History. This course is not available as an outside option.

### **Pre-requisites**

Students need to have passed their upgrade to PhD.

### **Course content**

Second, third and fourth year PhD students will present their research for discussion. There will also be seminars by staff from within and outside the department on their own research with relevance for PhD students either in terms of subject and/or methodology.

### **Teaching**

20 hours of seminars in the MT. 20 hours of seminars in the LT. 10 hours of seminars in the ST.

### **Assessment**

This course is not assessed.



## **HY510**

Cold War History Research Seminar

**This information is for the 2015/16 session.**

### **Teacher responsible**

Dr Nicholas Ludlow SAR 2.16

### **Availability**

This course is available on the MPhil/ PhD in International History. This course is available with permission as an outside option to students on other programmes where regulations permit.

### **Course content**

Second and third year PhD students will present their research for discussion. There will also be seminars by staff from within and outside the department on their own research with relevance for PhD students either in terms of subject and/or methodology.

### **Teaching**

20 hours of seminars in the MT. 20 hours of seminars in the LT. 10 hours of seminars in the ST.

### **Indicative reading**

See the webpage for the course for further details.

### **Assessment**

The course is not assessed.

## 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](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

## Important Notes on Plagiarism:

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

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

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

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

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

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

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

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

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

## REGULATIONS FOR RESEARCH DEGREES

*These Regulations are approved by the Academic Board.*

*Last updated: June 2015*

<http://www.lse.ac.uk/intranet/students/researchStudents/researchDegrees/Year%20by%20year.aspx>

As you enter the final year of your programme you will need to begin thinking about the preparation for submitting your thesis and your viva examination.

### Examination Entry

At least three months before you plan to submit your thesis you should start completing the [Examination entry form](#) with your supervisor.

Your supervisor is responsible for nominating your examiners although it is likely that he/she will discuss possible nominations with you to ensure they are the most appropriate choice: [Guidelines on Nominating Examiners](#) [PDF]

Completed entry forms should be returned to the Research Degrees Unit **at least two months** in advance of submitting your thesis: this is to allow sufficient time for your examiners to be formally appointed (see below). If you are unable to meet this deadline, please seek advice from a member of the RDU team.

Once we have received your completed examination entry form, the examiner nominations are sent to the relevant subject panel for approval. We will then formally invite the examiners to act. **Until the examiners have confirmed with the RDU that they can act, they are not appointed as your examiners. Therefore, we cannot send your thesis to them until that time and no arrangements for the viva examination should be agreed.**

In cases where an examiner nomination is not approved or an examiner is no longer able to act, supervisors will need to nominate a new examiner using the following form: [replacement examiner nomination form](#) [Word]

### Submitting your thesis

You will need to submit two soft-bound copies of your thesis to the Research Degrees Unit formatted in line with the School's requirements ([Formatting your thesis](#)) [PDF]. The front pages of your thesis should contain certain information ([Template for thesis front pages](#)) [PDF].

IMT Training run a [PhD Thesis Surgery](#) which may be of help to you when formatting your thesis.

**You must submit your thesis by the deadline** (if you are unsure what your deadline is, please email [researchdegrees@lse.ac.uk](mailto:researchdegrees@lse.ac.uk)). **Theses that are submitted late cannot be accepted without an approved extension from the Research Degrees Subcommittee**

**Chair. You should ensure you allow time for the final editing, printing and binding of your thesis within your deadline. If you are unable to submit your thesis (or submit a revised thesis) by the deadline, please see the [information](#) provided on applying for an extension.**

You can choose to either print and bind your thesis yourself or use a company to do this for you. Details of companies you may wish to use for this purpose can be found at [thesis binding](#) , including details for Walter Newbury (who deliver directly to the Research Degrees Unit).

Once we have received your thesis, and assuming your examiners have been formally appointed, we will then post your thesis to them for examination and confirm with you once we have done so. If your examiners require an electronic copy of your thesis, we can arrange to send this to them and you should discuss this with a member of the RDU team when you submit your thesis. **Examiners are not permitted to accept a thesis, in any format, from any source other than from the Research Degrees Unit.**

## **Binding**

You are not required to use professional binders for this purpose. If you wished to do so, Walter Newbury (<http://www.walternewbury.co.uk/>) in London offer an online submission and printing service and will deliver your printed theses directly to our office. This is often helpful for students who are not at the School at the time of submission. If you are in London, the LSE's [Reprographics Service](#) can also print and bind theses as well as the [Students' Union Copy Shop](#)

## **Viva (oral) examination**

Your viva examination will take place at the LSE unless exceptionally, permission has been given for it to take place elsewhere. It should normally take place within three months of your examiners receiving your thesis. Your department is responsible for making the arrangements for your viva examination. You should not be involved in making any arrangements for your viva examination. You will find further information about the viva and other examination arrangements in the: [Guidelines for MPhil/PhD examinations](#) [PDF]

## **Confirmation of your examination outcome**

After your examination, the Research Degrees Unit will email you to confirm the examiners' decision and give full details of what you will then be required to do. We ask examiners to confirm their decision to us within two weeks of your viva and we will normally email you confirmation of the examination outcome within two weeks of receiving the examiners' decision. If you require notification urgently please email [researchdegrees@lse.ac.uk](mailto:researchdegrees@lse.ac.uk) or phone 020 7955 7761. You can find the

possible outcomes from the examination at paragraphs 52 (for PhD awards) and 54 (for MPhil awards) of the [Regulations for Research Degrees](#). We cannot confirm an examiners decision with you until we have received the relevant information from both of your examiners. You are welcome to contact the RDU to discuss the outcome of your viva examination at any stage and we will share with you the information we have at that time.

### **Providing a final copy of your thesis**

When you have successfully completed your MPhil or PhD (i.e. once you have completed your viva examination and any revisions your examiners have required you to make in your thesis) and in accordance with the School's [Regulations for Research Degrees](#) (paragraphs 39.3, 41 and 56), we will ask you to provide a final electronic copy of your thesis for deposit in [LSE Theses Online](#). **Please note we cannot make an award to you until we have received a final copy of your thesis.**

### **Editorial help with your thesis**

You might wish to seek help from a third party in editing your thesis before you submit it for examination. You will need to read the School's [Statement on Editorial Help](#), provide a copy of it to any third party you use and declare what help you have received from a third party in the front pages of your thesis (see [template for front pages of your thesis](#)) [PDF].

To ensure that the levels of outside help are within acceptable norms all students must:

1. Discuss with your supervisor(s) any help you are considering using with any aspect of the research process;
2. Discuss with your supervisor(s) any advice you are seeking from other departments within the School or from sources outside of the School.
3. Any help you receive should be credited clearly and appropriately within your work.

## Graduation ceremonies

The School's graduation ceremonies take place in July and December each year. In order to attend the July ceremony you will need to have been awarded your degree by 30 April and to attend the December ceremony you will need to have been awarded your degree by 30 September.

To be awarded your MPhil or PhD degree you must have completed the following:

- the viva examination;
- all revisions to your thesis required by your examiners following your viva examination;  
received confirmation that your examiners are now satisfied that the
- required revisions have been made; and
- submitted the final copy of your thesis to LSEthesesonline in accordance with the School's requirements.

These steps will need to have been completed by the deadlines above in order for you to be able to attend the relevant graduation ceremony. If you have further questions about how an award is made please contact us

([researchdegrees@lse.ac.uk](mailto:researchdegrees@lse.ac.uk))

## Examination re-entry procedures

If your examiners decide that you require a further period (of between 7 and 12 months) in which to revise and resubmit your thesis, you will need to re-enter for the examination. When the Research Degrees Unit confirms the outcome of your original examination, we will also confirm the date by which you will need to submit your revised thesis. One month in advance of that deadline you should complete the [Examination re-entry form](#) and submit it to the Research Degrees Unit. You will also need to pay the £200 re-entry fee **using eshop** at the same time: [LSE eShop](#)

# **The Institute of Historical Research**

Institute of Historical Research  
University of London  
Senate House  
Malet Street  
London WC1E 7HU

Founded in 1921 by A. F. Pollard, the Institute of Historical Research (IHR) is an important resource and meeting place for researchers from all over the world. Its mission is to:

- Promote the study of history and an appreciation of the importance of the past among academics and the general public, in the UK and internationally, and to provide institutional support and individual leadership for this broad historical community;
- Offer a wide range of services both onsite and remotely which promote and facilitate excellence in historical research, teaching and scholarship in the UK, by means of its library, seminars, conferences, fellowships, training, consultancy, Continuing Professional Development and publications (both electronic and in printed form);
- Provide an accessible and stimulating portal for the exchange of ideas and information and current developments in historical scholarship;
- Produce internationally regarded scholarship from our academic staff and research centres.

## **General enquiries**

Tel: +44 (0)20 7862 8740

Fax: +44 (0)20 7862 8745

Email: [ihr.reception@sas.ac.uk](mailto:ihr.reception@sas.ac.uk)

## **Library enquiries**

Tel: +44 (0)20 7862 8760

Email: [ihr.library@sas.ac.uk](mailto:ihr.library@sas.ac.uk)

## **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

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

The SSC provides a counter 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](http://lse.ac.uk/ssc)

## **Advice , Communications & Operations**

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

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

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

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



## **Student Wellbeing Service: One to one support**

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

## **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

## **Equity, Diversity and Inclusion at LSE**

To uphold the School's commitment to equality of respect and opportunity, as set out in the [Ethics Code](#), we will treat all people with dignity and respect, and ensure that no-one will be treated less favourably because of their role at the School, age, disability, gender (including gender identity), race, religion or belief sexual orientation, marriage and civil partnership, pregnancy and maternity and social and economic background.

In practice, this means we expect you to:

- Treat all members of the School community fairly and with respect;
- Act courageously and openly, with respect for the knowledge and experience of others;
- Play your part in creating an environment that enables all members of the School community to achieve their full potential in an environment characterised by equality of respect and opportunity; and
- Actively oppose all forms of discrimination and harassment, including challenging and/or reporting unacceptable behaviour.

The School is committed to embedding and mainstreaming equity, diversity and inclusion.

For further advice or information, please visit the School's Equality and Diversity website

(<http://www.lse.ac.uk/equityDiversityInclusion>), see our blog, and follow us on Twitter

@EDI\_LSE.

## **Access Guides to LSE buildings**

DisabledGo have produced detailed access guides to the LSE campus and residences, and route maps between key locations. These are available at [lse.ac.uk/DisabledGo](http://lse.ac.uk/DisabledGo)

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## Student Teaching Surveys

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

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

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

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

## The Library

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

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

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

When inside the Library building, please remember:

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

Follow us at

[www.twitter.com/LSELibrary](http://www.twitter.com/LSELibrary)

[www.facebook.com/LSELibrary](http://www.facebook.com/LSELibrary)

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

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

A specialist subject guide for sources relating to [International History](#) has been written by the department's Liaison Librarian [Paul Horsler](#), and is available on the Library website. This contains a wide range of information including the key class

marks for the subject as well as some of the key journal titles. Paul is available to discuss general or specific enquiries about the library and its resources with all members of the department. Whilst he may not be able to answer all questions directly, he will refer to the appropriate expert in the Library. Enquiries can also be made at the Help Desk on the 1<sup>st</sup> floor or via email to [library.enquiries@lse.ac.uk](mailto:library.enquiries@lse.ac.uk)

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

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

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

### **Research Facilities in London**

Outside of the LSE, there is a rich range of facilities available to historians in London.

The list of other research collections is endless:

- British Library including the India Office Library
- National Archives
- Institute of Historical Research
- Companies House
- City of London Library
- House of Lords Record Office
- Wellcome Library which specialises in the history of medicine

There are many other specialist libraries and archives covering national trade unions, trade associations, political parties, professional bodies, pressure groups, companies and other organisations whose location in London is vital to their purpose. Many of these remain private but permission can be granted on an ad hoc basis. For details of access arrangements you should consult your supervisor, or in the case of archives consult the National Register of Archives located at the Historical Manuscripts Commission, in Quality Court, off Chancery Lane - a short walk from the School.

You may also be able to locate archives which are not listed here by approaching organisations or individuals directly. Details of certain archives are available via Archives Made Easy which is available on the Department of International History website: <http://www.archivesmadeeasy.org/>

In the case of archives you have a responsibility to the scholarly community at large and especially to your successors for creating the right atmosphere. On a practical note many archivists do not permit the use of ink so be sure to take a pencil when

you visit. The use of laptops is often permitted but you are advised to check in advance.

There are also private subscriber libraries such as the London Library, which provide excellent lending facilities, but for most of the facilities entry is free though a note of recommendation from your supervisor is often required.

## **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](http://careers.lse.ac.uk).

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

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

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

## **Language Centre**

The Language Centre here at the London School of Economics reflects the specialist nature of the School itself, namely, a world class institution where the quality of teaching and research is paramount.

Most of our courses are scheduled courses running throughout the academic year. However, we do at times run short courses available to the LSE community only, for example our [Learning Support](#) workshops. These courses use the [LSE Training System](#) for sign up or Email: [languages@lse.ac.uk](mailto:languages@lse.ac.uk)

## Development and training

LSE's Teaching and Learning Centre offers a wide range of development and training opportunities for both students and staff, from study advice for undergraduate and MSc students to a series of tailored workshops for PhD students and research staff, as well as the accredited Postgraduate Certificate in Higher Education course and events for teaching staff and academic managers.

[http://www.lse.ac.uk/intranet/LSEServices/TLC/developmentAndTraining/Home.aspx#DynamicJumpMenuManager\\_1\\_Anchor\\_2](http://www.lse.ac.uk/intranet/LSEServices/TLC/developmentAndTraining/Home.aspx#DynamicJumpMenuManager_1_Anchor_2)

## Learning development events

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

## 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>

## 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](#) community, you will be able to stay connected with former classmates and the School after your graduation. You will also receive the monthly *LSE Alumni Echo* e-newsletter and the annual *LSE Connect* alumni magazine.

LSE alumni also have access to:

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

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

## Accommodation Office

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

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

Halls of residence queries: [accommodation@lse.ac.uk](mailto:accommodation@lse.ac.uk)

Private housing queries: [private.housing@lse.ac.uk](mailto:private.housing@lse.ac.uk)