



THE LONDON SCHOOL
OF ECONOMICS AND
POLITICAL SCIENCE ■



**Department of
International History**

**Handbook
For
LSE-CU Double Degree
students**

2013-2014

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

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Welcome by the Head of Department

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

This year, the Department will have about 150 graduate students, about 140 undergraduates, twenty-six academic staff, three tutorial fellows, and twenty Graduate Teaching Assistants. The Department is located on the third, fourth, fifth and sixth floors of the East Building.

The Academic Director of the LSE-CU Double Degree, Dr Tanya Harmer, and Masters Programmes Tutor, Dr Heather Jones, represent LSE for the programme and take responsibility for all formal and informal liaison with the CU History Department's representatives (Prof Matt Connelly and Dr Line Lillevik). They are responsible for allocating students to dissertation supervisors at LSE and for granting or refusing permissions to take outside options that are not on the published list of courses. You will also have separate academic advisers. Students should consult Dr Harmer, Dr Jones, and their advisers during their regular published office hours or by email.

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

Your first point of contact in the Department on all administrative matters relating to your degree is Mrs. Nayna Bhatti (N.Bhatti@lse.ac.uk), who is the Postgraduate and Research Programme Manager, and her office is in Room E409.

The International History Department will be holding its general induction meeting for all Masters Students on Thursday, 3 October, at 10.00 am in the TW1.G.01.

Your programme-specific induction meeting for the LSE-Columbia Double MA Degree in International and World will then be held that same day (**Thursday, 3rd October**) at **12.00 noon in room NAB.1.14 in the New Academic Building**.

This will be followed by our welcome reception for all Masters Students at 18.00 pm in 32L.Bean Counter (32 Lincoln's Inn Fields) (on Thursday, 4 October)

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

Professor Nigel Ashton
Head of Department

Term Dates and School Closures - Academic Year 2013-2014

Michaelmas Term (MT)

Thursday 3 October - Friday 13 December 2013 (*teaching begins on Monday 7 October 2013*)

Lent Term (LT)

Monday 13 January - Friday 21 March 2014

Summer Term (ST)

Monday 28 April - Friday 4 July 2014

The School will also be closed on English public holidays*. In 2013/2014 these will be:

Christmas Closure	Monday 23 December – Tuesday 31 December 2013
New Year's Day Holiday	Wednesday 1 Jan 2014
Easter Closure	Thursday 17 April – Wednesday 23 April 2014
May Bank Holiday	Monday 5 May 2014
Spring Bank Holiday	Monday 26 May 2014
Summer Bank Holiday	Monday 25 August 2014

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

New arrivals information and orientation

The “Your First Weeks” and “Orientation” sections of the School’s website are designed to give you essential information to make the most of your time at the School. Your First Weeks (lse.ac.uk/yourFirstWeeks) provides comprehensive information to help you settle in to life at LSE. These pages will refer you to information regarding what to expect after you arrive, how to open a bank account, what to do if you arrive early or late to LSE, crucial health information, how to set up your LSE IT account, School support services and much more. Orientation (lse.ac.uk/orientation) can refer you to details of Orientation events taking place at the start of the academic year (including those specific to your department), the Students’ Union Freshers’ Fair, as well as central School Orientation events. The Orientation information also refers you to details of when your registration session will take place and what you need to bring with you to successfully register on your programme.

Registration / Induction

This section provides information to registration, the induction programme and information to new arrivals to the LSE.

Programme registration

At the start of the academic year you will need to formally register on your programme of study. To ensure that you are able to complete this process as quickly as possible, each programme / department is allocated a specific time slot in which to register. At Registration, you will be asked to provide proof of your eligibility to study in the UK in order to receive your School ID card. This card will, amongst other things, allow you to access your library account.

For more information, including registration schedules and information for continuing students, please see lse.ac.uk/registration

The registration for the LSE-Columbia Double MA Degree in International and World History will take place on Tuesday 1st October, from 12.00 noon to 2.00 pm in the LSE’s Hong Kong Theatre (room CLM.D1) in Clement House. You can find further information at:

www2.lse.ac.uk/intranet/students/studentServicesCentre/Registration/Programme/Newstudents/Graduate/home.aspxA

Certificate of Registration

A certificate of registration provides proof to organisations, such as the Home Office, council tax offices and banks, that you are registered as a current student at the School. It details your full name, date of birth, term time and permanent home addresses, student number, the title, subject, start and end dates of your programme, registration status and expected date of graduation.

Once you are formally registered with the School you can print out your certificate instantly via LSE for You (LFY) under the 'Certificate of Registration' option. Should you experience difficulties using the LFY system, or require a certificate with additional information, please email registry@lse.ac.uk. Your certificate should then be available within three working days, although it may take up to five working days during busy periods. Additionally, should you require an LFY-produced certificate to be signed and stamped, staff at the Student Services Centre will be happy to do this for you.

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

Postgraduate course choice and seminar sign up

Information about graduate course choice and seminar sign up can be found on the Student Services Centre web page: lse.ac.uk/coursechoice.

Many courses will 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 on the LFY course choice system.

All course choices are subject to the approval of your home department.

The deadline for course choices for **postgraduate** students is **Monday 21st October 2013**.

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

For more information please see

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

Student Study Support

The LSE Teaching and Learning Centre offers study support, with specialist provision for taught Masters Students. There is a series of lectures and workshops throughout the academic year covering essay writing, time management, preparing for exams, dealing with stress, etc. (lse.ac.uk/tlc/training). A limited number of one-to-one appointments can also be booked with a study adviser to discuss strategies for quantitative/qualitative subjects or with the Royal Literary Fund Fellow to improve writing style (studentsupport@lse.ac.uk or 020 7852 3627). You are also encouraged to register on the Teaching and Learning Centre Moodle course Learning World from the beginning of the Michaelmas Term and to regularly check LSE Training (<http://training.lse.ac.uk/>) for full details of resources and courses to support your learning.

Fees

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

How to pay your fees

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

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

<http://www2.lse.ac.uk/intranet/LSEServices/financeDivision/creditControl/PayOnline.aspx>

You can pay by Bank Transfer; the full details of the bank transfer options are at http://www2.lse.ac.uk/intranet/LSEServices/financeDivision/feesAndStudentFinance/Paying%20fees/How_to_Pay.aspx

International student immigration service (ISIS)

ISIS provides detailed advice for International Students on their website which is updated whenever the immigration rules change and at the drop-in service in the Student Services Centre reception. ISIS run workshops to advise students applying to extend their stay in the UK and in complex cases, and can also arrange individual appointments.

ISIS can advise you on the following (and more):

- Applying to extend your stay in the UK
- Applying to come to the UK to study from overseas
- Switching immigration categories
- Immigration implications if you need to interrupt your studies or retake your exams
- Correcting the end date of your visa if there has been a mistake
- What to do if your visa application is returned as invalid or is refused
- Registering with the police
- What to do if your passport is lost or stolen
- Travelling in and out of the UK
- Working during your studies
- Options for working after your studies (please note we do not advise on the actual application process)

For more information including drop in times and dates of workshops go to:
<http://www2.lse.ac.uk/intranet/students/ISIS/About%20ISIS.aspx>

Language Requirement

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

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

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

Language Examinations (only offered at Columbia)

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

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

Language at LSE:

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

<http://www2.lse.ac.uk/language/Home.aspx>

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

purposes there are opportunities to apply for further assistance as well. Details of the language course reimbursement application and how to apply for specialist language tuition assistance will be circulated to students at the start of term.

Staff Contact Details

Head of Department

Professor Nigel Ashton
Room: E408, East Building
Telephone: 0207 955 7104
Email: N.Ashton@lse.ac.uk

Deputy Head of Department

Dr Kristina Spohr
Room: E311, East Building
Telephone: 0207 955 7543
Email: K.Sphor@lse.ac.uk

Masters Tutor

Dr Heather Jones
Room: E508, East Building
Telephone: 0207 955 7724
Email: R.J.Barnes@lse.ac.uk

Academic Director, LSE-CU Double Degree Programme

Dr Tanya Harmer
Room: E602, East Building
Telephone: 0207 107 5401
Email: T.Harmer@lse.ac.uk

Department Manager

Ms Demetra Frini
Room: E404, East Building
Telephone: 0207 955 7548
Email: D.Frini@lse.ac.uk
Office hours: 11:00 – 1:00pm

Postgraduate and Research Programme Manager

Mrs Nayna Bhatti
Room: E409, East Building
Telephone: 0207 955 7126
Email: N.Bhatti@lse.ac.uk
Office hours: 8:30 – 3:00pm

MSc Programmes Administrator

Ms Milada Fomina
Room: E401, East Building
Telephone: 0207 955 7331
Email: M.Fomina@lse.ac.uk

Chair of Masters' Examinations

Professor Sönke Neitzel
Room E603, East Building
Ext: 5378
S.Neitzel@lse.ac.uk

Staff List

<u>Members of Staff</u>	<u>Room No.</u>	<u>Tel. No.</u>
ALVANDI, Mr Roham R.Alvandi@lse.ac.uk	E310	6897
ASHTON, Professor Nigel N.Ashton@lse.ac.uk	E408	7104
BEST, Dr Antony A.Best@lse.ac.uk	E405	7923
CASEY, Dr Steven [on sabbatical 2013-14] S.Casey@lse.ac.uk	E311	7543
HARMER, Dr Tanya [T.Harmer@lse.ac.uk	E602	5401
HARTLEY, Professor Janet [on sabbatical 2013-14] J.Hartley@lse.ac.uk	E507	7119
HINDS, Dr Mathew m.hinds@lse.ac.uk	E306	5370
HOCHSTRASSER, Dr Timothy T.Hochstrasser@lse.ac.uk	E407	7092
JONES, Dr Heather H.S.Jones@lse.ac.uk	E508	7724
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SKED, Dr Alan A.Sked@lse.ac.uk	E503	7112
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UNKOVSKI KORICA, Dr Vladmir v.unkovski-korika@lse.ac.uk	E306	7601
WESTAD, Professor Odd Arne A.Westad@lse.ac.uk	B206	7252
Zubok, Professor Vladmir V.M.Zubok@lse.ac.uk	E490	5378
	E410	

The Academic Director

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

The Academic Adviser*

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

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

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

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

Email

The School will use your LSE email address to communicate with you so you should check it regularly. We recommend that you develop a filing system, frequently deleting and archiving mail to ensure you stay within your email storage limit. 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 do this visit <http://www2.lse.ac.uk/intranet/LSEServices/itservices/remote/>

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.**

Computer Room

Students on the LSE-CU Double Degree are welcome to make use of a specially designated computer room which is strictly for study purposes. It is located on the 3rd floor of the East Building, room E308. For access to this room please see Ms Milada Fomina in room E401. Please also note that you may want to organise a schedule among yourselves so that you share the space and the computers available equally. It is your collective responsibility to make sure everyone on the LSE-CU Double Degree programme has fair access to the room and that it is kept clean. However, please alert Ms Fomina if there are any problems associated with the room.

Department's Staff Pigeonholes

Staff pigeonholes are located in room E402. Should you wish to leave mail for your Academic Adviser or any other staff member of the Department, please give this to one of the administrative staff in E402 and they will leave it for the appropriate member of staff to collect.

Student Notice Boards

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

Contact Addresses

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

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
- view essay marks and teachers' comments on your performance

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. Access LSE for You at **lse.ac.uk/lseforyou**

Please visit LSE for You to register, check your fees, enrol for courses and view your exam timetable.

Seminar Sign-up Scheme

Seminar allocation

Seminar allocation is controlled by the department responsible for teaching the course. Some departments allow students to select their own seminar using the [LSE for You](#) seminar sign-up system. Others allocate seminars themselves. The seminar sign-up application is available under the *Graduate Course Choice* menu in [LSE for You](#) and can be used once you have successfully registered for a course and if the department responsible for that course has released the facility. The department teaching the course will be able to advise regarding their method for seminar sign-up.

Timetables

The Timetables Office is responsible for scheduling and allocating rooms to all of the Schools Undergraduate, Masters and Research taught courses. Masters students self select seminar groups via LSE for You but you will need to check lecture times on the Timetables website. Where possible you will be notified of changes to scheduled teaching via email.

The timings of all taught courses can be viewed on the Timetables web page:

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

Other Useful Information

Departmental Study Room

History students are welcome to make use of the department's study room which is strictly for study purposes. It is located on the fifth floor of the East Building, room E509.

Please note that this room will also be used occasionally for staff meetings and research seminars on Thursdays between 11:00am and 2:00pm. The room will not be available to students during this period.

Moodle

Moodle is LSE's Virtual Learning Environment (VLE). Moodle is a password protected web environment that may contain a range of teaching resources, activities, assignments, information and discussions relating to 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.

Moodle can be accessed from any computer connected to the internet, on and off campus. To access Moodle 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.

To get started with Moodle see <http://clt.lse.ac.uk/moodle/index.php>

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 IT helpdesk.

Staff/Student Liaison Committee

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

Events of Interest to Masters Students

HY499 Dissertation, Research Training & Study Skills Workshop Sessions

Tuesdays 6:00pm-7:30pm (check HY499 Moodle site for confirmed dates).

Annual Department Conference at Cumberland Lodge, 1-3 November 2013.

The Department holds an annual weekend conference for staff and students in Cumberland Lodge, Windsor Great Park in November on an international history theme. A programme and full details will be circulated early in the Michaelmas Term.

Cumberland Lodge weekends are heavily subsidized, and offer excellent value for money in very pleasant surroundings. However, they are usually over-subscribed and in order to avoid disappointment, please register on London School of Economics Online Store <http://eshop.lse.ac.uk/>

International History - Lectures

7th November 18:30 Hong Kong Theatre
LSE Annual First World War Lecture with the Commonwealth War Graves Commission by Professor Hew Strachan,

19 November 18:00- MSc Careers Workshop, CLM.4.02.

Senate House Library Tour

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

The Senate House Library is an invaluable back-up to the LSE Library, and its history section is particularly strong. It is important to make as much use of it as

possible, as it's funding is currently under threat. It is very well worth while taking this opportunity to get to know what it can offer.

This year the tour will take place on **Friday 18th October and Friday 25th October 2013 between 10:00am-12:00pm**. Dr Jordan Landes will meet you by the main Senate House South Block reception.

Specialized tours focusing on rare material handling & special collections **on Friday 29th November at 10:00am and Friday 6th December at 10:00am**.

Please find further information about the library below:

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

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

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

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

HY458

LSE-Columbia University Double Degree

Dissertation Workshop

HY458, run by Dr Tanya Harmer and Dr Paul Keenan, provides a specialised forum for discussion on what it means to write history and to be an historian. It is specifically designed to help LSE-CU Double Degree students write their dissertations and to think about where they would like to take their careers after their time at LSE has finished.

The workshop will be divided between student presentations of their research and writing on the one hand, and roundtable discussions and debates with guest speakers from the Department of International History and other professions on the other. In weeks 1, 2, 3 and 4 of the Michaelmas Term, students will be split into two groups to report on research progress over the summer before coming together for larger workshop sessions. Starting in week 6, these larger workshops will take place fortnightly on Wednesdays between 9am and 11am. In the Lent Term, students will then return to two smaller groups to read, discuss and critique each other's 3,000 word dissertation extracts. The two groups will meet in alternating weeks on Wednesdays between 10am and 11am and groups will be announced at the LSE-CU induction session on Thursday 3rd October 2013.

Although they are not required to do so, students are also encouraged to attend the larger graduate level HY499 Research Training Workshop which focuses on practical research and study skills. HY458 and HY499 are designed to be complimentary. Full details of HY499, which is run by Dr Kirsten Schulze, can be found on Moodle and will be circulated in paper form when students arrive at LSE.

The HY458 syllabus and a list of suggested readings are as follows:

Michaelmas Term

Week 1: GROUP 1: Introductory Student Presentations

Week 2: GROUP 2: Introductory Student Presentations

Week 3: GROUP 1: Introductory Student Presentations

Week 4: GROUP 2: Introductory Student Presentations

Week 6: Roundtable on Digesting Research and Writing – Full Group

Suggested Reading:

- Denis Judd, 'Historical Writing', in L.J. Butler/Anthony Gorst (eds.), *Modern British History: A Guide to Study and Research* (London: I.B. Tauris, 1997), pp. 1–13.
- Jeremy Black, *Studying History* (Basingstoke: Macmillan, 2000).
- Stephen King, *On Writing: A Memoir of the Craft* (London: Hodder & Stoughton, 2000).

Week 8: Roundtable on Publishing and Academic Careers (DISSERTATION OUTLINES DUE) – Full Group

Suggested Reading:

- Patrick Dunleavy, *Authoring a PhD: How to Plan, Draft, Write & Finish a Doctoral Thesis or Dissertation*, (Basingstoke/New York: Palgrave, 2003).
- Peter Lambert and Phillip Schofield (eds.), *Making History: An Introduction to the Practices of History* (Abingdon: Routledge, 2004).
- Carlyn Steedman, 'Something She Called a Fever: Michelet, Derrida, and Dust', *American Historical Review* 106:4 (2001).
- PhD Comics: <http://www.phdcomics.com/comics.php>

Week 10: Roundtable on Careers Outside Academia – Full Group

Suggested Reading:

- Blythe Camenson, *McGraw-Hill's Careers for History Buffs & Others Who Learn from the Past*, 3rd edn (Dubuque, IA: McGraw-Hill/London: McGraw-Hill, 2009).

Lent Term

Week 1: Group 1 Student Presentations

Week 2: Group 2 Student Presentations

Week 3: Group 1 Student Presentations

Week 4: Group 2 Student Presentations

Week 5: Group 1 Student Presentations

Week 6: Group 2 Student Presentations

Week 7: Group 1 Student Presentations

Week 8: Group 2 Student Presentations

Week 9: Group 1 Student Presentations

Week 10: Group 2 Student Presentations

HY458 LSE-CU Double Degree Dissertation Regulations

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

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

2. The HY458 dissertation must not exceed 15,000 words, including text and footnotes (but excluding the table of contents, bibliography and appendices). Dissertations exceeding the word limit will be subject to the following sliding scale of penalties: **for up to every 100 words over the limit one mark out of 100 will be deducted, and any dissertation more than 1,000 words over the limit will be given a FAIL mark of 0 automatically. In that event, you would have to re-sit HY458. This would mean re-submitting a new dissertation within the deadline for resubmission. Students are formally required to state the total number of words on the front cover of their dissertations.**
3. Two bound copies of the dissertation must reach **Mrs Nayna Bhatti in E409 by 12 noon on Monday 28th April 2014**. Students must not put their name or student number, but only their candidate number, on the front page of their dissertation. Students must also submit a signed declaration with their dissertations to the effect that they have read and understood the School's Regulations on assessment offences (see the online LSE-CU handbook) and that apart from properly referenced quotations the work submitted is their own. In particular, they must confirm that they understand the School's Regulations regarding plagiarism (see point 11 below). The declaration form may be obtained from the public folders or from Moodle.
4. In addition to two bound copies of the dissertation, students must also submit an electronic copy of their dissertation **BEFORE** the deadline as a Microsoft Word document (.doc or .docx), a Rich Text Format document (.rtf) – but not as a PDF – by e-mail attachment to IH.dissertation@lse.ac.uk.
5. Dissertations not submitted by the set deadline (or extended deadline as appropriate) will be subject to the following penalties: **five marks out of 100 will be deducted for coursework submitted within the 24-hours of the deadline**

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

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

Any quotation from the published or unpublished works of other persons, including other candidates, must be clearly identified as such, being placed inside quotation marks and a full reference to their sources must be provided in proper form. A series of short quotations from several different sources, if not

clearly identified as such, constitutes plagiarism just as much as does a single unacknowledged long quotation from a single source.

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

The examiners are vigilant for cases of plagiarism and the School uses plagiarism detection software to identify plagiarised text. Work containing plagiarism may be referred to an Assessment Misconduct Panel which may result in severe penalties.

If you are unsure about the academic referencing conventions used by the School you should seek guidance from your tutor or the Library, see link below:
http://www2.lse.ac.uk/library/services/training/citing_referencing.aspx

The Regulations on Plagiarism can be found at the following web link:
<http://www.lse.ac.uk/resources/calendar/academicRegulations/RegulationsOnAssessmentOffences-Plagiarism.htm>

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

HY458 Regulations, Procedures, Guidance

ANNEX:

Fail / AB Dissertation Resubmission

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

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

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

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

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

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

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

Resubmission Proposal Forms & Deadline Notification: Students who resubmit a HY458 dissertation must complete a new HY458 Dissertation Proposal Form, get their supervisor to sign it off, and submit it as a hardcopy or by e-mail to **Mrs Nayna**

Bhatti (N.Bhatti@lse.ac.uk) by 31st July. If applicable (see above regarding early resubmission), students must also inform the department which deadline they have chosen at this point. Such students will *not* be able to subsequently shift from the Michaelmas Term to the Summer Term deadline, unless grounds for mitigation arise after the deadline choice, in which case a change to the later, regular Summer Term deadline requires the approval of the Chair of the Masters Examination Sub-Board, who will apply the usual criteria for mitigation.

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

Course Guides

This information is for the 2013/14 session.

HY400

Crisis Decision-Making in War and Peace, 1914-2003

Teacher responsible

Professor David Stevenson, E604

Availability

Intended primarily for MA/MSc History of International Relations, MSc Theory and History of International Relations. Core course for the LSE-PKU Double Degree in MSc International Affairs. Also available to students on the LSE - Columbia University Double Degree in International and World History.

Pre-requisites

The course is intended for students with or without a detailed knowledge of the international relations of the twentieth century. Students without a detailed knowledge are advised to undertake preliminary background reading.

Course content

The history of international relations from the First World War to the Iraq War. Particular stress is placed upon key turning points and on crisis decision-making. Topics examined in this course include German decision-making in 1914; peacemaking, 1919; the Ruhr occupation crisis; Manchuria, Abyssinia and the crises of collective security; the Munich agreement; the Nazi-Soviet Pact and the outbreak of war in 1939; Hitler's decision to invade the Soviet Union; the outbreak of the Pacific War; the decision to drop the atomic bomb; the creation of the state of Israel, 1948-49; the Berlin Blockade; the outbreak and escalation of the Korean War; the Suez Crisis; the Cuban Missile Crisis; the US and Vietnam, 1961-65; the Arab-Israeli Wars of 1967 and 1973; German reunification and the collapse of the Soviet bloc; the origins of the Gulf War, 1990-91; the road to the 2003 Iraq War.

Teaching

The course will be taught in 22 weekly seminars of two hours' duration. Students will be expected to read widely in documentary and other primary sources, and to participate actively in the seminars, which will address the historiographical debates raised in the secondary literature on the topics covered. Students will write four essays. Three of the essays will be up to 3,000 words in length and draw upon primary sources. The fourth will be a shorter timed essay produced in class.

Indicative reading

Full bibliographies are provided in the seminars. Students may consult the following introductory accounts: W.R. Keylor, *The Twentieth-Century World: an International History*; A. Best, J.M. Hanhimäki, J.A. Maiolo, and K.E. Schulze, *International History of the Twentieth Century*; S.Marks, *The Ebbing of European Ascendancy: an International History of the World, 1914-1945*; Z. Steiner, *The Lights that Failed: European International History, 1919-1933*; R.W. Boyce and J.A. Maiolo (eds.), *The Origins of World War Two: The Debate Continues*; O.A. Westad, *Reviewing the Cold War: Approaches, Interpretation, Theory*; D.J. Reynolds, *One World Divisible: a Global History since 1945*; J.W. Young and J.C. Kent, *International Relations since 1945: a Global History*.

Assessment

There will be one three-hour written examination in the ST. Questions on the earlier and the later topics will be in separate sections of the examination paper. Candidates will be expected to answer three questions, with at least one taken from each section of the paper.

HY411

European Integration in the Twentieth Century

Teacher responsible

Dr N. Piers Ludlow, E502 (n/a 2013-14)

Availability

For MSc Comparative Politics, MSc European Identities, MSc History of International Relations, MSc Theory and History of International Relations, MSc Politics and Government in the European Union, LSE-Columbia University Double Degree in International and World History, LSE-PKU Double Degree in International Affairs and LSE-Sciences Po Double Degree in European Studies and where regulations permit.

Pre-requisites

A prior knowledge of 20th century European history will be an advantage. Students unfamiliar with the subject should do some preliminary reading. A reading knowledge of French and/or German will be useful but in no sense essential.

Course content

The antecedents and development of Western European integration from the First World War to the 1990s. European integration before 1914; German and Allied projects during the First World War; inter-war developments and the Briand Plan; the Nazi New 'Order'; Resistance and Allied planning during the Second World War; the impact of the Marshall Plan; Federalism and Christian Democracy; the Schuman Plan and the Coal and Steel Community; the European Defence Community project; the Treaties of Rome; the Common Agricultural Policy; the integration policies of the Six and Britain; de Gaulle and the Communities; enlargement; monetary integration; developments in the 1970s and 1980s; Maastricht.

Teaching

There will be 22 weekly seminars of one-and-a-half hours. In addition there will be a series of 10 dedicated lectures.

Formative coursework

Three essays will be required in the course of the year. The essay in the LT will be an assessed piece of work counting towards the final assessment. In addition there will be a mock exam in the ST.

Indicative reading

Full bibliographies are provided. As introductory reading, students should consult: P M Stirk, *A History of European Integration since 1914* (London, 1996); D. Dinan, *Europe Recast: A History of European Union* (London, 2004); D W Urwin, *The Community of Europe: A History of European Integration since 1945* (London, 1991); J Gillingham, *Coal, Steel, and the Rebirth of Europe, 1945-55* (Cambridge, 1991); A S Milward, *The Reconstruction of Western Europe, 1945-51* (London, 1984); A S Milward, *The European Rescue of the Nation State* (London, 1992); N P Ludlow, *Dealing with Britain: the Six and the First UK Application to the EEC* (Cambridge, 1997); W I Hitchcock, *France Restored: Cold War Diplomacy and the Quest for Leadership in Europe, 1944-1954* (Chapel Hill, 1998); A Moravcsik, *The Choice for Europe: Social Purpose and State Power from Messina to Maastricht* (Cornell, 1998); N P Ludlow, *The European Community and the Crises of the 1960s* (London, 2006); W. Kaiser, *Christian Democracy and the Origins of the European Union* (London, 2008); W. Kaiser, B. Leucht and M. Rasmussen, *The History of the European Union: Origins of a Trans- and Supranational Polity 1950-72* (London, 2009); A C Knudsen, *Farmers on Welfare: The Making of Europe's Common Agricultural Policy* (Cornell, 2009).

Assessment

75% of the final mark will be determined by an unseen three-hour written exam held in the ST. Candidates will be expected to answer three questions, at least one from each of two sections. In addition the fourth piece of written work, produced during the LT, will be assessed and will account for the remaining 25% of the mark.

HY422

President, Public Opinion and Foreign Policy: From Roosevelt to Reagan, 1933-89

Teachers responsible

Dr Steven Casey, E311

Availability

Intended primarily for MSc History of International History, MSc Theory and History of International Relations, LSE-Columbia University Double Degree in International and World History and LSE-PKU Double Degree in International Affairs.

Course content

Using a range of primary as well as secondary sources, the course explores the dynamic interaction between presidents, public opinion, and foreign policymaking in order to test a range of common assumptions about the determinants of American foreign policy in the period from 1933 to 1989. The course explores the interaction between opinion and policy in three periods: First, the Roosevelt era, with emphasis on FDR's response to American isolationism, the media and public attitudes towards Nazi Germany and the Holocaust, and the influence of public pressures upon US policy. Second, the period of consensus on the Cold War, examining how Americans viewed the Communist world before, during and after the Korean War, the influence of the atomic bomb upon popular thinking, the limits of dissent in the period of McCarthyism, and the impact of public opinion upon policy-making during the Berlin and Cuban crises. Third, the period when the Cold War consensus broke down, focusing not just on the opposition to the Vietnam war and the new cleavages that emerged within US society but also on the changing nature of the American media and the very different attempts made by Nixon, Carter and Reagan to respond to this new environment.

Teaching

22 seminars of two-hours. Students are expected to keep up with readings for the weekly meetings and to participate in the seminar discussions.

Formative coursework

Students are required to produce two essays during the year. There will also be a mock exam (a one-hour timed essay) in the first of the two revision classes in the ST.

Indicative reading

A full bibliography accompanies the course and the teacher will advise on reading. M Small, *Democracy and Diplomacy* (1996); O R Holsti, *Public Opinion and American Foreign Policy* (1996); S Casey, *Cautious Crusade* (2001); S Casey, *Selling the Korean War* (2008); D Foyle, *Counting the Public In* (1999); R Sobel, *The Impact of Public Opinion on US Foreign Policy since Vietnam* (2001).

Assessment

A three-hour unseen written examination in the ST. A mock examination paper will be distributed to students at the first meeting to familiarise themselves with the structure of the examination. The final examination will count for 100% of the final course assessment.

HY423

Empire, Colonialism and Globalisation

Teacher responsible

Dr Taylor Sherman, E601

Availability

Intended primarily for MSc Empires, Colonialism, Globalisation. Also available for MSc History of International Relations, MSc Global History, MSc Race, Ethnicity and Post-Colonial Studies, LSE-Columbia University Double Degree in International and World History and LSE-PKU Double Degree in MSc International Affairs.

Course content

The course looks at the political and cultural history of empires and their legacy in the contemporary world. It analyses specific imperial formations, including the Ottoman, Mughal, Qing, Spanish, French and British Empires. It explores comparative and theoretical debates concerning the nature and strengths of given empires and the dynamics of their decline. In addition, the course examines the cultural history of empires, exploring notions of race, gender, modernity, and hybridity. The course also explores the extent to which the imperial past has helped to shape the processes of globalisation in the contemporary world, and includes a look at the hegemonic power of the USA in the twentieth century. In addition to sessions on individual empires, thematic sessions will include: gender and Islam in the Ottoman Empire; Court Culture and the Mughal Empire; Ethnicity in the Qing Empire; Christianity, Conversion and Hybridity in Spanish America; Race, Slavery and the European Overseas Empires; Colonial Medicine and Psychiatry in Africa; and the American Empire from the Philippines to Afghanistan. Besides these case-studies there will be general and comparative discussions of archaic and modern globalization, the technologies and ideologies of empire, and imperial legacies in both the former colonies and metropolitan societies.

Teaching

The course includes 20 two-hour seminars taught within the Department of International History, 10 each in the Michaelmas and Lent terms.

Formative coursework

Each student is required to write two 2,500 word essays, and a one-hour timed essay plus one presentation.

Indicative reading

Full Reading lists will be provided. As introductory reading, students should consult Jane Burbank and Frederick Cooper, *Empires in World History: Power and the Politics of Difference*, Princeton University Press, Princeton, NJ, 2010; M Doyle, *Empires*, Cornell University Press, Ithaca, 1986; G V Scammell, *The First Imperial Age*, London, 1989, J H Parry, *Trade and Dominion*, London, 1971; D Lieven, *Empire. The Russian Empire and its Rivals*, Pimlico, 2003; C A Bayly, *Imperial Meridian*, London, 1989; S Howe, *Empire. A Very Short Introduction*, Oxford University Press, 2002; Robert J.C. Young, *Postcolonialism: an Historical Introduction*, Blackwell Publishers, London, 2001..

Assessment

Three-hour written examination in the ST.

HY424

The Napoleonic Empire: The Making of Modern Europe?

Teacher responsible

Dr Paul Keenan, E391

Availability

For MSc History of International Relations, MSc Comparative Politics, MSc Empires, Colonialism, Globalisation and LSE-Columbia University Double Degree in International and World History. Other Master's students may take this course as permitted by the regulations for their degree.

Course content

The Napoleonic Empire was crucial in the formation of modern Europe. Much of Europe was dominated by the Napoleonic Empire and its impact was felt across the continent and in parts of the non-European world. Through an analysis of both those areas directly incorporated into the Napoleonic empire and of those that lay beyond it, this course will examine the extent of the direct and indirect influence of this era on the development of what we understand by a modern European society and a modern state system. The course analyses how this empire was created, as well as the states and societies that it forged. The varied and sometimes contradictory elements of this era will be analysed - from the impact of the growth of secularisation, constitutionalism and the codification of laws to the beginnings of Romanticism, manifestations of early nationalism and monarchical reaction after 1815. The course will also assess the significance of both the reality and the 'myth' of empire, in the assessment of contemporary observers and also in the later nineteenth and twentieth centuries.

The course will cover the following topics: the origins of the Empire; changes in armies and warfare; analysis of the changing nature of the Napoleonic Empire from the core to the periphery; the impact of the Empire on countries that remained beyond it; Europe's relationship with the non-European world during this period; the diplomacy of war and the 'system' that emerged after 1815; the impact of the Napoleonic era on the modernisation of society, the economy, law and the state; early manifestations of nationalism in the Italian and German lands, Spain and Russia; reaction against the Napoleonic 'system' after 1815. The course will also assess the significance of both the reality and the 'myth' of Napoleon and his empire, for contemporary commentators and also in the later nineteenth and twentieth centuries..

Teaching

22 two-hour seminars.

Formative coursework

Students will be required to write three essays. They will also be required to answer a mock examination question.

Indicative reading

A detailed Reading List will be issued at the beginning of the course.

Useful introductory works include: G. Ellis, *Napoleon*; G. Ellis, *The Napoleonic Empire*; M. Broers, *Europe under Napoleon 1799-1815*; S. J. Woolf, *Napoleon's Integration of Europe*; P. O'Dwyer (ed), *Napoleon and Europe*; C. Esdaile, *The French Wars 1792-1815*; O. Connelly, *Napoleon's Satellite Kingdoms*; P. Geyl, *Napoleon, For and Against*.

Assessment

A three-hour written examination in the ST.

HY426

The European Enlightenment, c1680-1799

Teacher responsible

Dr Tim Hochstrasser, E407

Availability

Intended primarily for MSc History of International Relations and MSc Theory and History of International Relations students. Optional for MSc European Studies: Ideas and Identities, LSE-Columbia University Double Degree in International and World History and LSE-Sciences Po Double Degree in European Studies. Also available as an outside option.

Course content

The objective of the course is to introduce students to the main themes and debates of the Enlightenment through selections from the original writings of the leading political, scientific and philosophical thinkers of the period. The chronological framework of the Enlightenment is here taken to be Europe between the reign of Louis XIV and the end of the French Revolution. The Enlightenment is the period in which philosophy, history, economics and anthropology and other social sciences began to emerge as discrete disciplines independent of state and church control. The course sets out to explore the new ideas generated in these areas as a result of a fresh understanding of man's place in the physical world. The contributions of Newton, Locke, Voltaire, Montesquieu, Rousseau, Hume and Smith, among others, will be highlighted, and developed with a detailed study of selected texts as detailed on Moodle. The primary focus of the course is on philosophy and the history of political thought, not political or social history..

Teaching

The course will be taught by both lectures (HY315) and seminars (HY426). There will be 20 lectures and 20 seminars held in the MT and LT and two revision sessions in the ST.

Formative coursework

Two essays are required of up to 3,000 words one to be submitted in week 4 of Michaelmas and Lent Terms. There will also be an assessed presentation in the Lent Term and a mock examination in the Summer Term.

Indicative reading

A full Reading list will be provided at the start of the course. The following represent basic introductory reading only, and students will be expected to give class presentations: T C W Blanning, *The culture of power and the power of culture* (2002); T Munck, *The Enlightenment* (2000); D Outram, *The Enlightenment* (1995); R Porter, *The Enlightenment* (2001); Anthologies: I Kramnik (Ed), *The Portable Enlightenment Reader* (1995); S Eliot & B Stern (Eds), *The Age of Enlightenment* (2 vols, 1979).

Assessment

A three-hour written examination in the ST.

HY429

Anglo-American Relations from World War to Cold War

Teachers responsible

Professor Nigel Ashton, E408

Availability

For MSc History of International Relations, MSc Theory and History of International Relations, MSc Empires, Colonialism, Globalisation, LSE-Columbia University Double Degree in International and World History and LSE-PKU Double Degree in MSc International Affairs.

Course content

This course analyses the changing nature of the Anglo-American “special” relationship from its creation against the backdrop of the Second World War in Europe through to the end of the Cold War. It will illuminate the foundations of the relationship in terms of culture and ideology, and also the threat posed by common enemies in the Second World War and Cold War. The competitive dimension of the Anglo-American relationship will also be highlighted as a means of explaining instances of discord such as the Suez Crisis of 1956.

The topics covered include: Anglo-American relations in historical perspective; the creation of the Anglo-American alliance, 1939-41; competitive co-operation in war strategy and politics, 1941-45; the American “Occupation” of Britain during the Second World War; the emergence of the Cold War in Europe, 1945-49; the Cold War in Asia, 1945-54; the Palestine question; the Suez Crisis, 1956; nuclear relations, 1939-60; the Skybolt Crisis; Kennedy, Macmillan and the Cuban Missile Crisis; Anglo-American relations and European integration, decolonisation and Anglo-American relations since 1945; the impact of the Vietnam War; transatlantic influences on culture and society since 1945; intelligence co-operation; Thatcher, Reagan and the Cold War in the 1980s; the Falklands War; the significance of personal relations at the top; retrospect and prospects for Anglo-American relations.

Teaching

The course will be taught by means of 22 seminars of two hours duration during the MT, LT and ST.

Formative coursework

Three pieces of written work must be submitted by students taking this course. These consist of two essays of up to 3,000 words in length and one timed class essay.

Indicative reading

For an introduction to Anglo-American relations, students should consult the following texts: D Reynolds & D Dimbleby, *An Ocean Apart: the Relationship between Britain and America in the Twentieth Century* (1988); C Bartlett, *The Special Relationship: A Political History of Anglo-American Relations Since 1945* (1992); A Dobson, *Anglo-American Relations in the Twentieth Century* (1995); W R Louis & H Bull (Eds), *The Special Relationship: Anglo-American Relations since 1945* (1984); R Owendale, *Anglo-American Relations in the Twentieth Century* (1998); D Watt, *Succeeding John Bull: America in Britain's Place, 1900-75* (1984). A detailed reading list will be issued at the start of the course.

Assessment

A three-hour written examination in the ST.

HY432

From Cold Warriors to Peacemakers: the End of the Cold War Era, 1979-1997

Teacher responsible

Dr Kristina Spohr EAS.E500

Availability

For MSc History of International Relations, MSc Theory and History of International Relations, LSE-Columbia University Double Degree in International and World History and LSE-PKU Double Degree in MSc International Affairs.

Course content

Western (European) diplomacy in the 1980s to the mid-1990s examining tensions, rivalries and linkages not merely between the western and communist blocs, but also within them, as well as studying the events reflecting the shift from the Cold War to the post-Cold War world.

The aim is to address from a historical perspective the diplomacy of the end of the East-West conflict, German reunification, the Yugoslavian wars, European integration, and NATO enlargement. The domestic political bases of, and the political relations between, the leading figures (Gorbachev, Yeltsin, Reagan, Bush, Thatcher, Major, Mitterrand, Delors and Kohl) will be covered as well as the diplomacy of the period. Major topics will include Thatcherism; Reaganomics; Gorbachev's new thinking; the reunification of Germany; the collapse of the Soviet Union and its wider empire; the Gulf War and Yugoslavian Wars; America and her Western European partners; the Single European Act, the Maastricht Treaty and the Euro; the security arrangements of Russia and NATO after the fall of communism.

Teaching

22 two-hour weekly meetings arranged on a mixed lecture/seminar basis.

Coursework

Short class papers, engagement in role play, a number of discussions on Moodle, and one 4,000 word essays (1 formative in MT, 1 assessed in LT). There will be a one-hour timed essay in ST (Mock Exam).

Indicative reading

A full bibliography will be provided at the first meeting of the class. Key books include: Margaret Thatcher, *The Downing Street Years*; EHH Green, *Thatcher*; Julius W Friend, *The Long Presidency, France in the Mitterrand Years*; Martin McCauley, *Gorbachev*; Hannes Adomeit, *Imperial Overstretch*; Saki Dockrill, *The End of the Cold War Era*; George Bush & Brent Scowcroft, *A World Transformed*; Philip Zelikow & Condolezza Rice, *Germany Unified and Europe Transformed*; Misha Glenny, *The Balkans 1804-1999*; Sean Kay, *NATO and the Future of European Security*; Kristina Spohr Readman, *Germany and the Baltic Problem: The Development of a New Ostpolitik, 1989-2000*.

Assessment

One three-hour formal examination in the ST for 75% of the final mark, and one assessed essay (delivered in LT) for the remaining 25% of the mark.

HY434

The Rise and Fall of Communism in Europe 1917-1990

Teacher responsible

Professor Anita J. Prażmowska, E506

Availability

Primarily for postgraduate students registered for the following degrees: MSc History of International Relations, MSc Theory and History of International Relations, MSc Empires, Colonialism, Globalisation, LSE-Columbia University Double Degree in International and World History and LSE-PKU Double Degree in International Affairs. Postgraduate students registered for other MSc courses within the School will be considered on application.

Course content

The course will examine the rise, survival and collapse of the Soviet Communist ideology and Communist regimes based in Russia and Eastern Europe during the period 1917-1990. The course will also deal with the struggle for Communist influence in Western Europe during the same period. The course will start with the study of the Russian revolution and the civil war to the establishment of the Stalinist regime in the Soviet Union. This will be followed by the study of the history of Soviet involvement in the Second World War and the extension of Soviet influence into Eastern Europe after the Second World War. An examination of the installation of Soviet style regimes in that region will be followed by the analysis of Soviet post-war objectives and Soviet objectives towards Germany. The death of Stalin and the Soviet responses to the Polish and Hungarian events in 1956 is linked to the study of Khrushchev and the Brezhnev eras. Additionally the course analyses the extension of Communist influence into Western Europe through the Comintern and the Cominform. The course concludes with a consideration of détente, the Gorbachev period, and the collapse by the end of 1990 of the Soviet Union and other Communist regimes in Europe.

Teaching

The course will be taught through 20 weekly two-hour seminars.

Formative coursework

Students will be required to write two essays in MT and one essay and a book review during LT . A timed one hour essay is scheduled for the ST.

Indicative reading

A full bibliography will be provided at the beginning of the academic year. For an introduction, the following may be of assistance: F Claudin, *The Communist Movement from Comintern to Cominform*; R C Tucker (Ed), *Stalinism: Essays in Historical Interpretation*; C Kennedy-Pipe, *Russia and the World, 1917-1990*; P Kenz, *A History of the Soviet Union from the Beginning to the End*; C Read, *The Making and Breaking of the Soviet System*; V Mastny, *Russia's Road to the Cold War. Diplomacy, Warfare and the Politics of Communism 1941-1945*; F A Fejto, *A History of the People's Democracies: Eastern Europe since Stalin*; A Heller & F Feher, *From Yalta to Glasnost. The Dismantling of Stalin's Empire*; G Stokes, *The Walls Came Tumbling Down*; Caroline Kennedy-Pipe, *Russia and the World, 1917-1991*; Ronald Geigor Suny, *The Soviet Experiment*; Raymond Pearson, *The Rise and Fall of Soviet Europe*.

Assessment

A three-hour written examination taken in the ST

HY435

Political Islam: From Ibn Taymiyya to Osama Bin Laden – check calendar

Teacher responsible

Dr Kirsten E. Schulze, E600

Availability

For MA/MSc History of International Relations, MSc Theory and History of International Relations, LSE-Columbia University Double Degree in International and World History and LSE-PKU Double Degree in MSc International Affairs.

Course content

This course has six objectives:

- i. To examine the evolution of political Islam as a set of ideas.
- ii. To compare and contrast different models of Islamic State.
- iii. To explore the strategies used by Islamist movements to Islamise a state as well as state strategies to prevent this.
- iv. To explore the phenomena of transnational Islamism and international jihadism.
- v. To analyse and evaluate the relationship between Islam and the West.
- vi. To familiarise the student with some of the primary sources (in translation) and the historiographical controversies.

This course looks at the evolution of Islamist philosophy and movements from the late nineteenth century until the present day. It focuses on ideas as well as intellectual, religious and political leaders. The key areas covered are: the fundamentals of Sunni and Shi'a thought; modernist Islam - al-Afghani, Mohamed Abduh and Rashid Rida; Islamic Puritanism – Abdul Wahab and the Mahdi; Models of Islamic State - Iran, Pakistan, Afghanistan, Malaysia and Sudan; Islamist Movements – the Muslim Brotherhood, Islamic Jihad, Hizb'allah, Hamas, the Islamic Salvation Front, Darul Islam, and the Moro Islamic Liberation Front; transnational Islam and international jihadism - Jama'at Islamiyya and al-Qaeda; and the Global War on Terror

Assessment

A three-hour written examination in the ST (75%), a 2,500 word essay (20%) and a presentation (5%).

Teaching

The course is taught by a weekly two-hour seminar.

Formative coursework

Each student is required to write one 2,500 word essay, and a one-hour timed essay.

Indicative reading

Mansoor Moaddel and Kamran Talattof (eds.), *Contemporary Debates in Islam* (St.Martin's Press, 1999); Ahmed Rashid, *Taliban: The Story of the Afghan Warlords* (Pan Books, 2000); Gabriel Warburg, *Islam, Sectarianism and Politics in Sudan since the Mahdiyya* (Hurst, 2003); Sayyid Qutb, *Milestones*, (American Trust Publications, 1990); Gilles Kepel, *The Roots of Radical Islam* (Saqi, 2005) new version of Gilles Kepel, *Muslim Extremism in Egypt: the prophet and pharaoh* (1985); Oliver Roy, *Globalised Islam: The Search for a New Umma* (Hurst, 2004); Richard Bonney, *Jihad: From Qur'an to bin Laden* (Palgrave, 2004).

Assessment

A three-hour written examination in the ST (75%), a 2,500 word essay (20%) and a presentation (5%).

HY436

Race, Violence and Colonial Rule in Africa

Teacher responsible

Dr Joanna Lewis, E494

Availability

For MSc History of International Relations, MSc Theory and History of International Relations, MSc Race, Ethnicity and Post-Colonial Studies, MSc Empires, Colonialism, Globalisation, LSE-Columbia University Double Degree in International and World History and LSE-PKU Double Degree in International Affairs.

Course content

This course examines the rise and fall of formal colonial rule in Africa. It is comparative in principle and is focused upon the violence inherent in this encounter. It is essentially a political history but includes cultural, social and economic aspects. The end of slavery; European exploration; the European empires and African resistance; white settler societies; the origins of apartheid in South Africa; the development of the colonial state; direct and indirect rule;; the rise of nationalism in West Africa; the Mau Mau uprising in Kenya; the Algerian war of independence; the Congo crisis and the assassination of Lumumba;; the rise and fall of 'white' Rhodesia; the wars of liberation in the Portuguese colonies; the demise of the apartheid state; the legacy of colonialism in Africa; the genocide in Rwanda; the civil war in Sierra Leone and the collapse of Zimbabwe.

Teaching

22 two-hour seminars.

Formative coursework

Each student is required to write two essays (3000 words) and one mock exam.

Indicative reading

M. Meredith, *The state of Africa* (latest edn); R Dowden, *Africa: Altered States. Ordinary Miracles* (2009); N Mandela, *Long Walk to Freedom* (1994); J Iliffe, *Africans: The History of a Continent* (1995); R. Reid, *A history of Modern Africa* (2009); D Kennedy, *Islands of White: Settler Society and Culture in Kenya and Rhodesia, 1890-1939* (1987); F Furedi, *The Silent War: Imperialism and the Changing Perception of Race* (1998); F Fanon, *The Wretched of the Earth*, (1986 edn); C Achebe, *Things Fall Apart* (2001 edn).

Assessment

One assessed essay (25%) in the Lent term and one three-hour written exam (75%) in the Summer term.

HY438

Western Intellectuals and the Challenge of Totalitarianism

Teacher responsible

Dr Alan Sked, E503

Availability

MSc History of International Relations and MSc Theory and History of International Relations, LSE-CU Double Degree in International and World History, LSE-PKU Double Degree in International Affairs. The course is available to General Course students and as an outside option where regulations permit and with the permission of the course convenor.

Course content

The period studied extends from the late nineteenth century to the present day. The area covered is primarily Europe and the United States. The views and careers of a number of intellectuals are used to highlight certain political themes. Introductory topics will include: the role and responsibility of the "intellectual"; the various means of diffusing ideas; the concept of the "West"; and the concept of "totalitarianism". Themes include: Marxism and revisionism before 1917; political racism in Europe and the United States before 1933; the intellectual origins of fascism before 1922 and its intellectual appeal afterwards; anti-semitism as a political force in Europe and the USA; fellow-travellers of right and left; pacifism and isolationism between the wars; the failure of marxism as a political cause in Britain and the USA before and after 1945; the post-war French debate over communism; the perspective of the Italian communists; the rise and fall of Eurocommunism; Titoism and the Yugoslav model; the German problem as one of post-war national identity; red scares and McCarthyism in the USA; Hollywood and the Cold War; the New Left and the rediscovery of Marxism in Europe; the cultural New Left and the crisis of American liberalism; the American New Right and the rise of neo-conservatism; the intellectual background to US foreign policy debates; anti-Americanism in Europe and elsewhere; the persistence of liberal and social democracy. Intellectuals covered include (in no particular order): Bernstein, Blum, Sartre, Aaron, Camus, Gramsci, Togliatti, d'Annunzio, Marinetti, Heidegger, Spengler, Schmitt, Maurras, Brasillach, Barbusse, Yeats, Pound, Wyndham Lewis, H.G.Wells, Bernard Shaw, J.M.Keynes, E.H.Carr, Habermas, Grass, Enzensberger, Marcuse, Hook, Howe, Kennan, Beard, Kahn, Kissinger, Podhoretz, Rostow, Schlesinger Jr., Orwell, Koestler, Furet, Lasch, Kristol, Vidal, Chomsky, Fukuyama and others.

Teaching

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

Formative coursework

Students are required to produce two essays during the year. There will also be a mock exam (a one-hour timed essay).

Indicative reading

Jeremy Jennings and Anthony Kemp-Welch (eds) *Intellectuals in Politics. From the Dreyfus Affair to Salman Rushdie* (1998); Donald Sassoon, *One Hundred Years of Socialism. The West European Left in the Twentieth Century* (1996); Alistair Hamilton, *The Appeal of Fascism, 1919-1945* (1971); Tony Judt, *Past Imperfect, French Intellectuals, 1946-1956* (1992); Jan-Werner Müller, *Another Country. German Intellectuals, Unification and National Identity* (2000); H.W. Brands, *What America Owes the World. The Struggle for the Soul of Foreign Policy* (1998); Richard H. Pells, *Radical Visions and American Dreams. Culture and Social Thought in the Depression Years* (1998); Richard H. Pells, *The Liberal Mind in a Conservative Age. American Intellectuals in the 1940s and 1950s* (1989); Paul Berman, *A Tale of Two Utopias: the Political Journey of the Generation of 1968* (1996); David H. Bennett, *The Party of Fear. From Nativist Movements to the New Right in American History* (1990); John Carey, *The Intellectuals and the Masses,. Pride and Prejudice among the Literary Intelligentsia, 1880-1939* (1992); Giles Scott-Smith and Hans Krabbendam (eds), *The Cultural Cold War in Western Europe, 1945-1960* (2003); Hilton Kramer, *The Twilight of the Intellectuals. Culture and Politics in the Era of the Cold War* (2000); Mark Lilla, *The Reckless Mind. Intellectuals in Politics* (2001); Leszek Kolokowski, *Main Currents of Marxism*, 3 Vols, 1978; Richard Thurlow, *Fascism in Britain. From Oswald Mosley's Blackshirts to the National Front* (1998); Joshua Muravchik, *Heaven on Earth. The Rise and Fall of Socialism* (2002); François Furet, *The Passing of an Illusion. The Idea of Communism in the Twentieth Century* (1999); Enzo Traverso, *The Marxists and the Jewish Question. The History of a Debate, 1843-1943* (1994); and E.J.Hobsbaum, *Revolutionaries* (1977 and other editions).

Assessment

One three-hour exam in the ST (100%).

HY439

War Cultures, 1890-1945

Teacher responsible

Dr Heather Jones, E508

Availability

MA/MSc History of International Relations, MSc Theory and History of International Relations, MSc Empires, Colonialism and Globalisation, LSE-CU Double Degree in International and World History and LSE-PKU Double Degree in International Affairs. Also available to General Course students and as an outside option where regulations permit and with permission of the course convenor.

Course content

The course will cover the history of warfare from the colonial wars of the 1890s through to the end of the Second World War. It will examine how the high point of European liberalism in the political sphere in the late nineteenth century, which ushered in the age of mass politics, the nation state and the advancement of international law, paradoxically was accompanied by changing attitudes to more extreme combatant violence in wartime and increasingly all-encompassing conflicts and wartime practices, leading ultimately to 'total' war in 1939-45. The first half of the twentieth century witnessed extreme wartime violence on a scale hitherto unseen in world history, in the two world wars in particular which this course will cover in detail, but also in a host of other conflicts such as civil wars or independence struggles. How and why this period was marked by such a particular development of war cultures remains a crucial question and one that has international relevance: this was a global, not merely a European, phenomenon. This course will examine how states and societies mobilized for war by juxtaposing different conflict situations and examining how they interlinked during this period. It will focus in particular on the role and practices of combatants in armed conflict, looking at continuities and breaks in patterns of combat violence. Among the topics it will cover are: The Boer War, the Herero and Nama Genocides, the Balkan Wars 1912-13, the First World War, The Irish War of Independence and Civil War, The Greco-Turkish War 1919-23, International law relating to war 1890-1945, the Polish-Soviet/Russian War, the Russian Civil War, the Italian invasion of Abyssinia, the Spanish Civil War, the Sino-Japanese War, the Second World War and the development of forced labour during wartime, with particular discussion of both the Holocaust and the Soviet Gulag system..

Teaching

20 hours of seminars in the MT and 20 hours of seminars in the LT. Four hours of seminars in the ST.

Formative coursework

Two essays of 3,000 words in length and a mock exam.

Indicative reading

George L. Mosse, *Fallen Soldiers. Reshaping the Memory of the World Wars* (New York and Oxford, 1990) Joanna Bourke, *An Intimate History of Killing. Face-to-Face Killing in Twentieth-Century Warfare* (London, 1999); Omer Bartov, *Mirrors of Destruction. War, Genocide and Modern Memory* (New York and Oxford, 2000); Norman M. Naimark, *Fires of Hatred. Ethnic Cleansing in Twentieth-Century Europe* (Cambridge Mass., 2001); Niall Ferguson, *The War of the World. History's Age of Hatred* (London, 2006); MacGregor Knox, *Common Destiny: Dictatorship, Foreign Policy and War in Fascist Italy and Nazi Germany* (Cambridge, 2000); Mark Mazower, *Dark Continent. Europe's Twentieth Century* (London, 1998).

Assessment

One 3,000 word essay (25%) and one three-hour exam in the ST (75%).

HY440

The Emergence of Modern Iran: State, Society, and Diplomacy check calendar

Teacher responsible

Dr Roham Alvandi, E310

Availability

MA/MSc History of International Relations, MSc Empire, Colonialisation and Globalisation, MSc Theory and History of International Relations, Double Degree in International and World History, MSc International Affairs. The course is available as an outside option where regulations permit and with permission of the teacher responsible for the course.

Please note that students taking this course cannot take GV4E7 Islamic Republic of Iran: Society, Politics, the Greater Middle East (H).

Course content

This course examines the emergence of modern Iran against the backdrop of Iran's political, social and diplomatic history from 1848 to 2005. It covers three inter-related topics: the history of the modern Iranian state; the interaction between state and society in modern Iran; and Iran's diplomatic history in the nineteenth and twentieth centuries. The course is divided into four sections. The first section examines the emergence of modern Iran from the remnants of the Persian Empire under the Qajars, with a particular focus on reform, revolution and Iran's encounter with European imperialism. The second section deals with the Pahlavi era and the attempts by both Pahlavi monarchs to strengthen the Iranian state while confronting social resistance at home and asserting Iran's power abroad. The third section deals with the origins of the Iranian revolution of 1978/79 and the transformation of the Iranian state under the Islamic Republic. Here we consider how war and peace shaped the domestic politics and foreign policy of revolutionary Iran, with a particular focus on US-Iran relations and the rise and fall of the reform movement. Finally, the fourth section draws some broad conclusions about continuity and change in Iranian history with reference to the major theories and debates in the historiography of modern Iran.

Teaching

9 x 2-hour seminars in the MT and Ten x 2-hour seminars in the LT. Two revision sessions in the ST.

Formative coursework

Throughout the academic year, students are required to write two 3,000 word essays. There will also be a mock exam (a one-hour time essay) in the first of the two revision classes in the summer term.

Indicative reading

Abrahamian, Ervand, *Iran: between two revolutions* (Princeton: Princeton University Press, 1982).
Abrahamian, Ervand, *A History of Modern Iran* (Cambridge: Cambridge University Press, 2008).
Ansari, Ali, *Modern Iran since 1921: the Pahlavis and after* (Harlow: Longman, 2003).
Avery, Peter, Gavin R. G. Hambly and Charles Melville (eds.), *The Cambridge History of Iran*, Volume 7: From Nadir Shah to the Islamic Republic (Cambridge: Cambridge University Press, 1989).
Katouzian, Homa, *The Persians: ancient, mediaeval and modern Iran* (New Haven: Yale University Press, 2009).
Keddie, Nikki R., *Modern Iran: roots and results of revolution*, New Edition (New Haven and London: Yale University Press, 2006).
Yarshater, Ehsan (ed.), *Encyclopedia Iranica*. Available online at <http://www.iranica.com>.

Assessment

One three-hour examination in the ST (100%).

HY441

Islam, State and Rebellion in the Indonesian Archipelago

Teacher responsible

Dr Kirsten E Schulze

Availability

Optional on MSc Empires, Colonialism and Globalisation, MSc Theory and History of International Relations and MSc History of International Relations. Also available as an outside option where regulations permit.

Course content This course looks at the Indonesian archipelago from the early modern/colonial period to reformasi. It will focus on the dynamics of state and rebellion and centre and periphery relations as well as the dynamics of 'empire' looking both at external and internal imperialism/colonisation. The seminars will cover: the European scramble for the Spice Islands and indigenous rebellions; the establishment of the colonial state by the Dutch and local resistance in Maluku, Java and Aceh; anti-colonialism, Islam and the development of Indonesian nationalism; the Japanese occupation during the Second World War and Indo-Japanese cooperation against the Dutch; the Indonesian war of independence and the establishment of the Republic under Sukarno; regional rebellions against Sukarno's state: the Darul Islam uprisings, the Republic of South Maluku uprising and the PRRI/Permesta rebellions; the PKI 'attempted takeover' and the rise to power of Suharto; Suharto's New Order state and expansion into Dutch New Guinea and Portuguese Timor; regional rebellions in East Timor, Aceh, and Irian Jaya; the fall of Suharto and the reformasi governments under BJ Habibie, Abdurrahman Wahid, Megawati Sukarnoputri and Susilo Bambang Yudhoyono and inter-communal, separatist, and Islamist challenges to the state.

Teaching

10 x two-hour seminars in MT and LT. 2 x two-hour seminars in the ST.

Formative coursework

A 3,000-word essay (Lent Term) and a timed essay (Summer Term).

Indicative reading

MC Riklefs, *A history of modern Indonesia since c1200 The Defining Years of the Dutch East Indies 1942-1949: survivors' accounts of Japanese invasion and enslavement of Europeans and the revolution that created free Indonesia*

Bernhard Dahm, *Sukarno and the Indonesian struggle for independence*

Helen Louise Hunter, *Sukarno and the Indonesian coup: the untold story*

Ben Van Kaam, *The South Moluccas: Background to the Train Hijackings*

Michael Vatikiotis, *Indonesia under Suharto*

Harold Crouch, *The Army and Politics*

Edward Aspinall, *Opposing Suharto: compromise, resistance and regime change in Indonesia*

Kirsten Schulze, *The Free Aceh Movement (GAM): Anatomy of a Separatist Organization*

Jamie Davidson, *From Rebellion to Riots: Collective Violence on Indonesian Borneo*

Edward Aspinall, *Islam and nation: Separatist rebellion in Aceh, Indonesia*

John Sidel, *Riots, Pogroms, Jihad: Religious Violence in Indonesia*

Gert Arend Van Klinken, *Communal Violence and Democratisation in Indonesia: Small Town Wars*

Assessment

A three-hour examination in ST (75%) and a 3,000 word essay (25%).

HY442

Secret Intelligence in the 20th century

Teacher responsible

Prof Sonke Neitzel EAS.E603

Availability

This course is compulsory on the MSc in International Affairs (LSE and Peking University). This course is available on the MSc in Empires, Colonialism and Globalisation, MSc in History of International Relations, MSc in International and World History (LSE & Columbia) and MSc in Theory and History of International Relations. This course is available as an outside option to students on other programmes where regulations permit.

Course content This new PGT course is analysing the genesis, operational work and cultural outcome of secret intelligence in 20th century. Besides it is analysing cultural, political and military aspects of the subject in all periods of the 20th century. It provides the students with the historical and cultural background of today's intelligence work. From the late nineteenth century, the growth of nationalism and social and technological change fundamentally altered the way in which wars were waged and the system of international relations. In Europe and the USA, this initiated a process of professionalization, technologisation, and scientification within the military intelligence services, also affecting the way in which they gathered registered and recorded and evaluated information. The course will start with the time around 1900 to analyse myths on espionage and treason (especially regarding public opinion, i.e. in novels or in movies), the genesis of modern intelligence services, the different nature of Secret Intelligence work of the Great Powers, and their specific cultural background in using HUMINT and SIGINT. It will culminate by discussing the influence of Secret Intelligence on diplomacy and warfare in all periods of the 20th century (pre-1914, WW I, interwar-period, WW II, Cold War, post 1990). It examines to what extent co-ordination between national secret service traditions, their various cultural representations in literature and the media, and practical intelligence work gave rise to specific national cultures of intelligence. It will also clarify to what extent and in which areas patterns of secret service work crossed national boundaries, for example, as the result of transnational interaction. The course investigates this process mainly in Britain, in the USA and in Germany but will also include to some extent France, Italy and the Soviet Union (other countries can be included, depending on the language knowledge of the students).

Teaching

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

Formative coursework

They will also sit a mock exam in the summer term.

Indicative reading

R J Aldrich, *The hidden hand: Britain, America and Cold War secret intelligence*, London 2002.

C Andrew, *The Defence of the Realm. The Authorized History of the MI 5*, London 2010.

C Andrew, *Secret Service. The Making of the British Intelligence Community*, London 1985.

K Jeffery, *MI 6: the history of the Secret Intelligence Service 1909-1949*, London 2010

R Jeffreys-Jones, *Cloak and dollar: a history of American secret intelligence*, New Haven, London 2002.

J C Schmeidel, *Stasi: shield and sword of the party*, London 2008

S Twigge, E Hampshire, G Macklin, *British Intelligence. Secrets, Spies and sources*, London 2008

D Kahn, *Intelligence Studies on the Continent*. In: *Intelligence and National Security* 23/2 (2008), p. 249-275.

W Krieger, *German Intelligence History: A Field in Search of Scholars*. In: *Intelligence and National Security* 19/2 (2004), p. 185-198.

M Pöhlmann, *German Intelligence at War, 1914-1918*. In: *Journal of Intelligence History* 5 (Winter 2005), p. 33-62.

Assessment

Exam (100%, duration: 3 hours) in the main exam period.

HY443

Class, Gender and Generation in 20th Century Germany

Teacher responsible

Professor Dorothee Wierling

Availability

This course is available on the MSc in Empires, Colonialism and Globalisation, MSc in History of International Relations and MSc in International and World History (LSE & Columbia). This course is available as an outside option to students on other programmes where regulations permit.

Course content: The course aims at testing three concepts of social history: class, gender and generation, to help understand the changes German society underwent in the course of the 20th century. Students should have (or acquire in preparation) a basic knowledge of modern German history. The course will not offer an overall, national master narrative from 1900 to the year 2000, but will focus on specific historical constellations, in which the meaning of those categories in public discourse as well as in social practice were challenged or changing. While one of the three categories will be in the focus of each session, the way all three interact, or other categories such as ethnicity become relevant, will be a continuous concern. The course will concentrate on the German case, but students will be encouraged, both in classroom discussions and in their written work, to take a comparative perspective.

Teaching

20 hours of seminars in the MT. 20 hours of seminars in the LT. 4 hours of seminars in the ST. Formative coursework.

Two essays of 3000 words each in the two first terms. There will be a mock examination in the ST

Indicative reading

Eley, Geoff, Keith Nield: *The Future of Class in History. What's Left of the Social?*, Ann Arbor (Univ. Of Mich. Press) 2007;

Frevert, Ute: *Women in German History. From Bourgeois Emancipation to Sexual Liberation*, London (Berg), 1990;

Fritzsche, Peter: *The turbulent world of Franz GÃ¶ll. An ordinary Berliner writes the 20th century*, Harvard Univ. Press. 2011;

Fulbrook, Mary: *History of Germany 1918 to 2000. The Divided Nation*, London (Blackwell) 2002;

Roseman, Mark: *Generations in Conflict: Youth Revolt and Generation Formation in Germany, 1770 – 1968*, Cambridge University Press 1995.

Assessment

Exam (50%, duration: 2 hours) in the main exam period .Essay (50%, 5000 words) in the ST.

HY444

The Cold War in Latin America

Teacher responsible

Dr Tanya Harmer E395

Availability

This course is available on the MSc in Empires, Colonialism and Globalisation, MSc in History of International Relations, MSc in International Affairs (LSE and Peking University), MSc in International and World History (LSE & Columbia) and MSc in Theory and History of International Relations. This course is available as an outside option to students on other programmes where regulations permit.

Course content This seminar is designed to introduce students to new historical approaches to the Cold War in Latin America. It responds to new research and debates that have arisen in recent years regarding the meaning of the Cold War in a Latin American context, its origins, who its protagonists were, the extent to which the superpowers were involved, and its significance at a local, regional, and global level. It also places particular emphasis on the role of ideas and ideological struggles; the intersection between these ideas and the challenges of modernity and economic development; the causes of revolutionary and counter-revolutionary upheaval; the manifestations of violence and its effects; and the cultural Cold War. Students will be especially encouraged to explore the intra-regional and transnational dynamics of the Cold War in Latin America. They will study how events in one part of Latin America (for example, the overthrow of Jacobo Arbenz in Guatemala, the Cuban Revolution, the Brazilian and Chilean coups of 1964 and the Central American crisis in the 1980s) impacted upon people and events in other areas of region. However, the seminar will also devote three weeks to looking at Latin America's experience of the Cold War from a global comparative perspective and exploring its experience in contrast to other parts of the Third World. Although the seminar will mostly involve intensive reading and discussion of secondary sources, students will also be encouraged to reflect on new online archival material, published writings of principal thinkers and oral histories as a means of understanding related key concepts and ideas.

Teaching

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

Formative coursework

Students are required to write one 3,000 word formative essay in the Michaelmas Term and one formative discussion post at the beginning of the year.

Indicative reading

Gilbert Joseph and Daniela Spenser (eds.), *In From the Cold: Latin America's New Encounter with the Cold War* (Durham/London: Duke University Press, 2007); Greg Grandin and Gilbert Joseph (eds.), *A Century of Revolution: Insurgent and Counterinsurgent Violence During Latin America's Long Cold War* (Durham/London: Duke University Press, 2011); Michael L'Abbate (ed.), *Marxism in Latin America from 1909 to the Present: An Anthology* (London, 1992); Thomas C. Wright, *Latin America in the Era of the Cuban Revolution* (Westport: Praeger, 2001); Steven G. Rabe, *The Most Dangerous Area of the World: John F. Kennedy Confronts Communist Revolution in Latin America* (Chapel Hill: University of North Carolina Press, 1999); Jean Franco, *The Decline and Fall of the Lettered City: Latin America in the Cold War* (Harvard, 2002); John Dinges, *The Condor Years: How Pinochet and His Allies Brought Terrorism to Three Continents* (New York: The New Press, 2004); Dirk Kruijt, *Guerrillas: war and peace in Central America* (London: Zed, 2008); Odd Arne Westad, *The Global Cold War: Third World Interventions and the Making of Our Times* (Cambridge: Cambridge University Press, 2005); Piero Gleijeses, *Conflicting Missions: Havana, Washington, and Africa, 1959-1976* (Chapel Hill: University of North Carolina Press, 2003); Tanya Harmer, *Allende's Chile and the Inter-American Cold War* (Chapel Hill: University of North Carolina Press, 2011).

Assessment

One 6,000 word assessed essay (50%) to be submitted in the ST, 12 x weekly discussion posts on Moodle (40%) and weekly participation in class (10%).

HY461

East Asia in the Age of Imperialism, 1839-1945

Teacher responsible

Dr Antony Best, E405

Availability

MA/MSc History of International Relations, MSc Theory and History of International Relations, MSc China in Comparative Perspective, MSc History of Empires, LSE-PKU Double Degree in International Affairs and LSE-Columbia University Double Degree in International and World History.

Pre-requisites

There are no formal pre-requisites for this course, but some knowledge of the international history of East Asia would be useful.

Course content

The course looks at the origins and the political, strategic, economic and cultural consequences of the arrival of Western imperialism in East Asia. Subjects covered by the course include the clash between the Westphalian and Sinocentric international orders; the opium wars; the fall of the Tokugawa shogunate; the Japanese, Korean and Chinese responses to the arrival of the West; the history of Western imperialism in China and the rise of Chinese nationalism; the rise of Japanese imperialism; the Russo-Japanese War and its consequences; pan-Asianism, race and immigration; the Chinese revolution of 1911-12; the rise of intra-Asian trade; the effect of Wilsonian and communist internationalism; Japan's move towards aggressive expansion in the 1930s; the 'Greater East Asia' War of 1941-45.

Teaching

Twenty one-hour lectures and 21 one-and-a-half-hour seminars in the MT, LT and ST.

Formative coursework

Students will be required to write four essays over the academic year. The third essay will be assessed and the fourth essay will be a mock examination.

Indicative reading

A detailed reading list will be issued at the start of the course, but the following provide a useful introduction to the themes, events and historiography: Shigeru Akita (ed.), *Gentlemanly Capitalism, Imperialism and Global History* (Basingstoke, 2002); Warren Cohen, (ed), *Pacific Passage: The Study of American-East Asian Relations on the Eve of the Twenty-First Century* (New York, 1996); Merle Goldman & Andrew Gordon, (ed.), *Historical Perspectives on Contemporary East Asia* (Cambridge, Mass. 2000); Akira Iriye, *Japan and the Wider World: From the Mid-Nineteenth Century to the Present* (London, 1997); Jonathan Spence, *The Search for Modern China* (1999); Chushichi Tsuzuki, *The Pursuit of Power in Modern Japan 1825-1995* (Oxford, 2000).

Assessment

A three-hour unseen examination in ST (75%) and the third essay during the academic year (3,000 words) will be assessed and make up the remaining 25%.

HY463 The Origins of the Cold War, 1917-1962

Teacher responsible

Prof Vladislav Zubok, E410

Availability

This course is available on the MSc in Empires, Colonialism and Globalisation, MSc in History of International Relations, MSc in International Affairs (LSE and Peking University), MSc in International and World History (LSE & Columbia) and MSc in Theory and History of International Relations. This course is available with permission as an outside option to students on other programmes where regulations permit..

Course content

This course examines the origins of the Cold War and the dynamics of its rise during the period from the Russian Revolution in 1917 to the Cuban Missile Crisis in 1962. It looks at long-term trends as well as specific events in order to elucidate how the Cold War originated and evolved. It deals with the Cold War as international history, covering the period from a wide variety of geographical and national angles: while some meetings necessarily centre on an individual state or a bilateral relationship, there will be others that deal with a wider region or with global trends. Intellectually, therefore, the course stresses the transformation of the field from the study of (primarily American) national foreign policy to a broader international approach.

There are seminars on the following topics: The German Question, 1917-1943; The Breakdown of the Grand Alliance, 1943-1946; The Division of Germany; The Sovietisation of Eastern Europe and the Yugoslav Exception; The Marshall Plan and the Foundation of NATO; The United States and Japan, 1945-1962; The Communist Victory in China and the Origins of the Korean War; The Korean War; Grand Strategy I: The Soviet Union and the Post-War World, 1945-1953; Grand Strategy II: The United States and the Post-War World, 1945-1953; Cold War Liberalism and McCarthyism: Anti-Communism and the Cold War in American Politics and Culture; The Sino-Soviet Alliance, 1954-1962; Indochina Wars: From the French Indochina War to the Eve of American Intervention; Eastern Europe from 1953 to the Aftermath of the 1956 Revolutions; The Berlin Crisis, 1958-1962; From the Cuban Revolution to the Cuban Missile Crisis, 1958-1962; Grand Strategy III: Soviet Foreign Policy from Stalin's Death to the Cuban Missile Crisis; Grand Strategy IV: US National Security Policy from Eisenhower to Kennedy; The World Economy and the Cold War, 1917-1962; Nuclear Weapons, Technology and the Cold War, 1945-1962; Ideology and Culture.

There are lectures covering the following topics: The Breakdown of the Grand Alliance, 1943-1946; The Division of Germany; The Iron Curtain; The Marshall Plan and the Foundation of NATO; The United States and Japan, 1945-1965; The Outbreak of the Korean War; The Sino-Soviet Alliance; The 1956 Hungarian Revolution; Technologies, Weapons, and the Arms Race; The Cuban Revolution and the 1962 Missile Crisis; Culture and Mindsets

Teaching

Twenty-two two-hour seminars and fourteen one-hour survey lectures. The twofold emphasis of the seminars is on working with primary sources and working with the historiography, in particular the recent 'New Cold War History', in order to understand how historians have interpreted (and re-interpreted) the origins of the Cold War in light of their access to new sources. The optional lectures are joint with HY206.

Formative coursework

Students are required to write two pieces of formative coursework during the year (the third essay is assessed, see below): one essay in the Michaelmas Term and an in-class mock examination in the Summer Term.

Indicative reading

M.P. Leffler/O.A. Westad (eds), *The Cambridge History of the Cold War*; J.M. Hanhimäki/O.A. Westad (eds), *The Cold War: A History in Documents and Eyewitness Accounts*; O.A. Westad (ed.), *Reviewing the Cold War: Approaches, Interpretations, Theory*; J.L. Gaddis, *The Cold War: A New History*.

Assessment

One assessed essay due in the Lent Term (25%) and a three-hour written examination in the Summer Term (75%).

HY464

Crises and Detente in the Cold War, 1962-1979 [N/A 2013-14]

Teacher responsible

Professor Odd Arne Westad, B206

Availability

MA/MSc History of International Relations, MSc Theory and History of International Relations, LSE-Columbia University Double Degree in International and World History, LSE-PKU Double Degree in International Affairs and MSc History of Empires.

Course content

This course examines the period of crises and détente in the Cold War between the Cuban Missile Crisis in 1962 and the Soviet invasion of Afghanistan in 1979. The course centres on how markets, ideas, and cultural interactions affected political discourse, diplomatic events, and strategic thinking in the middle part of the Cold War. The main part of the course material is from the forthcoming Cambridge History of the Cold War, edited by Professor Westad.

US Foreign Policy under Jimmy Carter, The Cuban Missile Crisis and the Origins of Détente⁴. US Foreign Policy from Kennedy to Johnson, Soviet Foreign Policy from the Missile Crisis to the Helsinki Agreements, The Collapse of Detente, 1975-1983, Islamism, the Iranian Revolution, and the Soviet Intervention in Afghanistan, European Integration and Cold War, Detente in Europe, 1962-1975, Cold War and the Transformation of the Mediterranean, 1960-1975, Eastern Europe: Cold War and Detente, 1960-1975, The Cold War in the Third World, 1965-1975, The Wars in Indochina and the Cold War, 1954-1975, The Cold War in the Middle East from the Suez Crisis to the Camp David Accords, Cuba and the Cold War, 1960-1980, The Collapse of the Sino-Soviet Alliance, Nixon, Detente, and Sino-American Normalization, The Arms Race, 1963-1975, Espionage, Covert Action, and the Cold War, Counter-Cultures: The Rebellions against the Cold War Order, 1965-1975, Germany, Détente, and the Reconfiguration of the International System.

Teaching

11x1 hour lectures and 22x1.5 hour seminars. 44 contact hours. in all. The lectures are joint with HY206, covering the following topics: US Cold War Interventions; Communism in Eastern Europe and China; Technologies, Weapons, and the Arms Race; the Cuban Revolution and the 1962 Missile Crisis; Western Europe and the Cold War, 1960-1975; Cold War and Decolonisation; the Decision to Intervene in Vietnam; the Cold War and the Middle East Crises of 1967 and 1973; Cold War Cultures and Mindsets; Superpower détente; Ending the 1st Cold War?

Formative coursework

Each student is required to write four essays during the year, including one assessed essay and one mock exam.

Indicative Reading

O.A. Westad and M. Leffler, eds., *The Cambridge History of the Cold War* (selected chs.); O.A. Westad and J. Hanhimaki, eds., *The Cold War: A History in Documents and Eyewitness Accounts*; O.A. Westad, ed., *Reviewing the Cold War: Approaches, Interpretations, Theory*; D. Reynolds, *One World Divisible*.

Assessment

One assessed essay (25%) in the Lent Term and one three-hour written exam (75%) in the Summer Term.

HY465

The International History of the Balkans since 1939: State Projects, Wars, and Social Conflict.

Teacher responsible

Dr Svetozar Rajak, B205

Availability

Optional on MA/MSc History of International Relations, MSc Theory and History of International Relations, LSE-PKU Double Degree in MSc International Affairs and LSE-Columbia University Double MA Degree in International and World History.

Course content

This course examines the history of the Balkans in the second half of the Twentieth century and on the threshold of the Twenty First century. It is not, however, designed to provide a simple historical overview of the region during this period. The course aims to integrate broader themes and interpretations of the Cold War and its legacy, and of deeper civilizational undercurrents of the second half of the Twentieth Century, with the study of the region and its only federation, Yugoslavia. To do so, it will invoke three main themes that will also facilitate insight into the interaction between the global, regional, and country specific. Firstly, the course will explore the regional and inter-bloc dynamics within the structured Cold War system by looking at the impact the Cold War had on the region and, in turn, at the influence the Balkans, in particular the Greek Civil War and Yugoslavia's conflict with the USSR exercised on the institutionalization and the dynamics of the Cold War during its nascent decade. Secondly, the course will look into the unique role Yugoslavia played in the creation of the alternatives and challenges to the bipolar structure and rigidity of the Cold War world, namely the Non-aligned Movement, and the ideological heresy, the so called "Yugoslav road to Socialism" that created a schism within one of the ideological poles of the Cold War, the Soviet Communism. Thirdly, the course will offer insight into the dramatic impact the end of the Cold War on the developments in the region, in particular on the collapse of the Yugoslav federation; at the same time, it will assess the role that the disintegration of Yugoslavia and the subsequent wars of secession had on the creation of the concepts that became the building blocks of the post-Cold War international system, namely nation-building, humanitarian intervention, international community, conflict-resolution, limited sovereignty, decreasing role of the UN, American hegemony, etc.

Teaching

10 two-hour seminars in the MT and LT. Two-hours of seminars in the ST.

Formative coursework

Throughout the academic year, students are required to write two 2,500 word essays. There will also be a mock exam (a one-hour essay) in the first of the two revision classes in the summer term.

Indicative reading

Crampton, Richard J., *The Balkans Since the Second World War*, (New York: Longman, 2002)

Glenny, Misha, *The Balkans 1804 – 1999: Nationalism, War and the Great Powers*, (London, Granta Books, 1999)

Ramet, Sabrina, *The Three Yugoslavias: State Building and Legitimation, 1918-2005*, (Washington D.C.: Woodrow Wilson Center Press/Bloomington and Indianapolis: Indiana University Press, 2006)

Todorova Maria, *Imagining the Balkans*, Oxford University Press, 1997

Lawrence S. Wittner, *American Intervention In Greece, 1943-1949*, (New York, Columbia University Press, 1982)

Peter J. Stavrakis, *Moscow and Greek Communism, 1944-1949*, (Ithaca and London, Cornell University Press, 1989)

Rajak, Svetozar, *The Cold War in the Balkans: From the Greek Civil War to the Soviet-Yugoslav Normalization* in Leffler, Melvyn and Westad, Arne (eds), *The Cambridge History of the Cold War, Volume I: Origins*, (Cambridge: Cambridge University Press, 2010)

Woodward, Susan L., *Balkan Tragedy: Chaos and Dissolution after the Cold War*, (Washington D.C.: The Brookings Institution, 1995)

Bose, Sumantra, *Bosnia After Dayton: Nationalist Partition and International Intervention*, (New York: Oxford University Press, 2002)

Latawski, Paul, and Smith Martin A., *The Kosovo Crisis and the Evolution of Post-Cold War European Security*, (Manchester and New York: Manchester University Press, 2003)

Assessment

One three-hour unseen exam in the ST (100%).

HY469

Maps, History and Power: The Spaces and Cultures of the Past

Teacher responsible

Dr Paul Stock

Availability

Optional on MSc History of International Relations, MSc Empires, Colonialism and Globalization, LSE-Columbia Double MA Degree in International and World History, MSc Theory and History of International Relations and LSE-PKU Double Degree in International Affairs. Also available as an outside option where regulations permit and with permission of the teacher responsible.

Course content

How did past societies and cultures understand the world around them? How did those societies use maps to represent physical, social and imaginative spaces? Do maps merely reflect particular mentalities and social practices, or do they actively shape the experience and perception of the world? *Maps, History and Power* addresses these and other questions by exploring mapping practices and spatial thought in several European and non-European contexts from the medieval to the modern periods. The course explores how past societies have used maps to serve a number of practical and ideological purposes: to express religious belief, to aid navigation and commerce, to assert cultural superiority, and to enable state formation or imperial control. Alongside readings in history and cartography, the course will make extensive and innovative use of the latest digital resources, allowing students to view and discuss historical maps from the world's great research libraries and collections.

Teaching

10 x two-hour seminars in both the MT and LT. 2 x two-hour seminars in the ST.

Formative coursework

Students will be required to submit two 3,000 word formative essays (one per term). They will also sit a mock exam in the summer term.

Indicative reading

Jeremy Black, *Maps and History: Constructing Images of the Past* (New Haven: Yale University Press, 1997); David Buisseret, *The Mapmakers' Quest: Depicting New Worlds in Renaissance Europe* (Oxford: Oxford University Press, 2003); Denis Cosgrove (ed.), *Mappings* (London: Reaktion, 1999); J.B. Harley, *The New Nature of Maps: Essays in the History of Cartography* (Baltimore: Johns Hopkins University Press, 2001); Christian Jacobs, *The Sovereign Map: Theoretical Approaches in Cartography throughout History*, trans. Tom Conley, ed. Edward H. Dahl (Chicago: Chicago University Press, 2006); Mark Monmonier, *How to Lie with Maps* (Chicago: Chicago University Press, second ed. 1996); David Turnbull, *Maps are Territories, Science is an Atlas* (Chicago: Chicago University Press, 1993); Denis Wood, *The Power of Maps* (London: Routledge, 1993)

Assessment

One three-hour exam in the ST (100%).

EH404 Half Unit - Not available in 2013/14 check EH courses. India and the World Economy

Teacher responsible

Dr Tirthankar Roy, CMK.C315

Availability

This is an optional course for students taking MSc Economic History, MSc Economic History (Research), MSc Political Economy of Late Development, MSc Global History, MA/MSc History of International Relations, LSE-Columbia University Double Degree in International and World History, MSc Empires, Colonialism, Globalisation, LSE-Sciences Po Double Degree in Development Economics and Economic History and MA Global Studies: A European Perspective. Students taking other master's degrees may be admitted, space and timetable permitting, and with the approval of their department and the course teacher.

Course content

From the eighteenth century, the South Asia region played an important part in international transactions in goods, people, and money. The world economy, in turn, shaped potentials for economic growth in the region. The aim of the course is to impart an understanding of the global factors that shaped economic change in the South Asia region in the 18th through the early-20th century. It will also deal with the principal ways in which South Asia contributed to economic change in the rest of the world. The political context of globalization, especially imperialism and colonial policies, will be considered. The course will be divided into a set of topics, which together cover a large ground, but a selection from which will be discussed in the class. Lectures and seminars will centre on the readings assigned to each topic.

Topics to be covered: Introductory: India and the world economy in the eighteenth and nineteenth centuries – how each shaped the other; textiles in eighteenth century India: scale – organization – impact on global consumption and innovation – trade and territorial politics; nineteenth century market integration: de-industrialization and the artisans; nineteenth century market integration: Agricultural exports, land rights, and the peasantry – Trade and famines; Government finance in colonial setting: The drain controversy – public debt; overseas migration in the nineteenth century: Who went where, how many, and why – private gains and losses – social effects: slavery and indenture, women, nature of work and skill-formation – labour and non-labour migrants compared; foreign capital and industrialization; balance of payments and the monetary system; overview: Globalization and economic growth.

Teaching

2-hour meetings weekly, with a flexible combination of lectures and seminars.

Formative coursework

Students will be required to write one paper during the course and to make class presentations.

Indicative reading

G. Balachandran, ed., *India and the World Economy 1850-1950* (2003.); A. Banerji, *India's Balance of Payments*, (Bombay, 1962); D. Ludden, ed., *Agricultural Production in Indian History*, (2nd Edition, 2005); P. Marshall, ed., *The Eighteenth Century in Indian History* (2004); A. Banerji, 'Transfers, Secular Deflation and the Enigma of the Indian Economy 1860-1900', *World Development*, 18(10), 1379-1400; M. Carter, *Servants, Sirdars, and Settlers: Indians in Mauritius, 1834-1874* (1995); D. Northrup, *Indentured Labour in the Age of Imperialism 1834-1922*, (1995); C. Markovits, 'Indian Merchant Networks outside India in the Nineteenth and Twentieth Centuries: A Preliminary Survey', *Modern Asian Studies*, 33(4), 1999, 883-911; M. Ravallion, 'Trade and Stabilization: Another Look at British India's Controversial Grain Exports', *Explorations in Economic History*, 24, 1987, 354-70.; M.J. Twomey, 'Employment in Nineteenth Century Indian Textiles', *Explorations in Economic History*, 20, 1983, 37-57; A.K. Bagchi, 'De-industrialization in India in the Nineteenth Century: Some Theoretical Implications', *Journal of Development Studies*, 17, 1976, 135-64.

Assessment

A two-hour written examination in the ST.

EH408 Half Unit (LT) International Migration, 1500-2000: from slavery to asylum

Teacher responsible

Dr Chris Minns, CMK.C319

Availability

Optional course for students taking MSc Economic History, MSc Economic History (Research), LSE-Columbia University Double Degree in International and World History, MSc Global History and LSE-Sciences Po Double Degree in Development Economics and Economic History and MA Global Studies: A European Perspective.

Course content

The course examines major issues in international migration over the last 500 years. The course will consider free and coerced migration in the early modern period, the emergence (and eventual decline) of mass migration in the later 19th century, and the rise of "managed" migration in the post World War II period.

The course will examine the economic foundations of indentured servitude and slavery in the early modern period, and the interactions between these two types of labour. The contribution of economic and demographic forces to the rise of mass migration on destination and source labour markets, the determinants of immigrant destination choice, and the interplay between migration and exogenous crises in Europe. In the post World War II environment, the focus will be on the political impact of mass migration on developing economies in the present day. In this part of the course, we will consider how historical episodes of migration can inform the present day.

Teaching

10 weekly two-hour seminar lectures in Lent Term.

Formative coursework

Two pieces of written work.

Indicative reading

D Baines, *Emigration from Europe* (1991); G Borjas, *Heaven's Door: immigration policy and the American economy* (1999)*; T Boeri, G Hanson, and B McCormick (eds), *Immigration policy and the welfare state* (2002)*; D Galenson, *White servitude in colonial America: an economic analysis* (1981)*; T J Hatton and J G Williamson, *The age of mass migration* (1998); T J Hatton and J G Williamson, *Global migration and the world economy: two centuries of policy and performance* (2005)*.

Assessment

A two-hour written exam in the Summer Term.

EH413 Half Unit African Economic Development in Historical Perspective

Teacher responsible

Dr. Leigh Gardner, CMK.C322

Availability

Optional half-unit course for MSc Economic History, MSc Economic History (Research), MSc Global History, MSc Political Economy of Late Development, MSc Empires, Colonialism, Globalisation, LSE-Columbia University Double Degree in International and World History and MA Global Studies: A European Perspective. Other students require the permission of the course teacher and their own tutor.

Course content

This course examines the history of African economic development from 1500 to the present, with a particular focus on changing opportunities and constraints over time. Lectures are organized chronologically, and address broad themes in African economic history, including: the role of environmental factors and natural resources in shaping long-run economic development in Africa; the origins of slavery in Africa and the economic effects of the Atlantic slave trade; the transition to cash crop production in the nineteenth century; the political economy of colonial rule and the legacies of colonialism, and; debates about the post-independence 'growth tragedy'. Seminars focus on specific case studies which illustrate the possible mechanisms by which historical events have continued to shape African economic development. Assigned readings will incorporate both primary sources as well as secondary literature

Teaching

LT only: 2-hour meetings weekly, with a flexible combination of lectures and seminars.

Formative coursework

Students are required to make one class presentation and submit one paper during the term.

Indicative reading

J. Iliffe, *Africans: The History of a Continent* (2nd edition, 2007); F. Cooper, *Africa Since 1940* (2002); A. G. Hopkins, *An Economic History of West Africa* (1973); R. H. Bates, *Essays on the Political Economy of Rural Africa* (1983); R. Austen, *African Economic History* (1987); J. Sender & S. Smith, *The Development of Capitalism in Africa* (1986); M. Mamdani, *Citizen and Subject: Contemporary Africa and the Legacy of Late Colonialism* (1996); J. Herbst, *States and Power in Africa* (2000); C. H. Feinstein, *An Economic History of South Africa* (2005); R. H. Bates, *When Things Fell Apart* (2008).

Assessment

Two-hour written examination in the ST.

EH451 Half Unit

Latin American Development: political economy of growth

Teacher responsible

Professor Colin Lewis, E306

Availability

MSc Economic History, MSc Economic History (Research), MSc Global History, MSc Political Economy of Late Development, MSc History of International Relations, MSc Empires, Colonialism and Globalisation, MA Global Studies: A European Perspective, MSc Theory & History of International Relations and LSE-CU Double Degree in International and World History. Available as an outside option where regulations permit and with permission of the course teacher.

Course content

The course examines the principal phases of growth in Latin America since 1900, exploring economic structures, social outcomes and the political arrangements associated with distinct 'development projects'. The first part of the course considers debates about endowments, institutions and the role of the state, and principal theories, including early twentieth-century liberalism, structuralism and dependency, neo-liberal ideas associated with the Washington Consensus and distinct radical approaches of the early twenty-first century. The remainder of the course is organised chronologically, focusing on phases of commodity export-led growth, 'populist' import-substituting industrialisation, 'authoritarian modernisation', democratisation and stabilisation, and responses to current challenges of globalisation and international boom and crisis.

Teaching

One hour lecture and one-hour seminar weekly in the Michaelmas Term.

Formative coursework

Students are required to make one presentation and write one paper (around 3,000 words) during the term.

Indicative reading

C. Abel & C.M. Lewis (eds.) *Exclusion and Engagement: social policy in Latin America* (2002); E.V.K. FitzGerald & R. Thorp (eds.) *Economic Doctrines in Latin America: origins, embedding and evolution* (2005); P. Franko *The Puzzle of Latin American Economic Development* (2007); S. Haber (ed.) *Political Institutions and Economic Growth in Latin America: essays in policy, history and political economy* (2000); M. Reid *Forgotten Continent: battle for Latin America's soul* (2008); R. Thorp *Progress, Poverty and Exclusion* (1998); K. Weyland *The Politics of Market Reform in Fragile Democracies* (2002). For reference: V. Bulmer-Thomas, J.H. Coatsworth & R. Cortés Conde (eds.) *The Cambridge Economic History of Latin America: vol. II; the long twentieth century* (2006).

Assessment

Two-hour written examination in the Summer Term (100%).

EH452 Half Unit Latin American Development and Economic History

Teacher responsible

Dr Alejandra Irigoin, CMK.C313

Availability

MSc Economic History, MSc Economic History (Research), MSc Global History, MSc Political Economy of Late Development, MSc History of International Relations, MSc Empires, Colonialism and Globalisation, MA Global Studies: A European Perspective, MSc Theory and History of International Relations and LSE-CU Double Degree in International and World History. Available as an outside option where regulations permit and with permission of the course teacher.

Course content

The course will consider some of the major topics of development and economic history of Latin America. The topics to be explored will be the role of geography, the environment and factor endowments, the role of institutions and policies, problems of taxation and representation in the constitutional and political developments in the 19th and 20th century, the history of labour and migrations into and out of Latin America, the protracted character of Latin America's inequality, the macroeconomics of industrialization and the political economic nature of Latin American populist political culture. Using reciprocal comparisons with the US, South East Asia, between LA countries, and over time the course will revisit the current interpretations of Latin American development in the long run and will frame the analysis of particular issues of policy-making of the present into the economic historical context.

Teaching

Weekly two-hour seminars in LT.

Formative coursework

Students are required to write two papers (around 2,000 words each) during the term.

Indicative reading

V. Bulmer-Thomas, V (2003) *The economic history of Latin America since independence* CUP; S. Edwards, (2010). *Left behind: Latin America and the false promise of populism*. University of Chicago Press; P. Franko, (2007). *The puzzle of Latin American economic development*. Rowman & Littlefield; J. L. Gallup, (2003) *Is geography destiny?: lessons from Latin America*. World Bank; L.C. Pereira, et al (1993). *Economic reforms in new democracies: a social-democratic approach*. CUP; E. Stein, et al. (2008). *Policymaking in Latin America: how politics shapes policies*. IADB; S Collier, & WF. Sater. (2004). *A history of Chile, 1808-2002*. CUP; C. Contreras & M Cueto. (2007). *Historia del Perú contemporáneo*; IEP; G. Della Paolera, & AM Taylor, (2003) *A new economic history of Argentina* CUP; SH Haber, et al (2008). *Mexico Since 1980*. CUP. JA Robinson, & M Urrutia. (2010). *The Colombian economy in the 20th century*, HUP. F. Vidal Luna, & HS. Klein. (2006). *Brazil since 1980*. CUP

Assessment

2-hour examination in the Summer Term.

EH466 Half Unit (LT) Not available 2013-14

Labour and Work in Preindustrial Europe

Teacher responsible

Dr Patrick Wallis

Availability

Optional on MSc Economic History, MSc Economic History (Research), MSc Global History, MSc Political Economy of Late Development, LSE-Columbia University Double Degree in International and World History and MA Global Studies: A European Perspective.

Course content

This course explores the experiences and organisation of work in Europe before industrialisation. An introductory session introduces the key themes and context. Over the next nine weeks we examine the major subjects in the economic and social history of labour in the early modern period and how they developed. Issues covered will include (but not be limited to): how was work organised? How were skills acquired? What work did women and children do? How did work differ in town and countryside? Did the intensity of work change?

Teaching

Twenty hours of seminars in the LT. One seminar in the ST.

Formative coursework

Two pieces of written work of 2,500 words during the course.

Indicative reading

J. De Vries, *The Industrious Revolution* (2008); P. Wallis, 'Training and Apprenticeship', *Journal of Economic History* (2008); J. Farr, *Hands of Honour* (1998); S. Ogilvie, *A Bitter Living* (2003); Epstein & Prak, *Guilds, innovation and the European Economy* (2008); Kussmaul, *Servants in husbandry* (1981); A. Wood, *Politics of Social Conflict* (1999); Sonenscher, *Work and Wages* (1991); Allen, *Enclosure and the Yeoman* (1992); Hay and Craven, *Masters, servants and magistrates* (2004).

Assessment

One two-hour examination in the ST (100%).

EH467 Half Unit Epidemics: Epidemic Disease in History, 1348-2000

Teacher responsible

Dr Patrick Wallis, CMK. C414

Availability

Optional on MSc Economic History, MSc Economic History (Research), MSc Global History, MSc Political Economy of Late Development, MSc Empires, Colonialism, Globalisation, LSE-Columbia University Double Degree in International and World History and MA Global Studies: A European Perspective. Students taking other master's degrees may be admitted, space and timetable permitting, and with the approval of their department and the course teacher.

Course content

This course analyses the impact of epidemic disease on human societies and economies from the Black Death to the present. It examines arguments and evidence about epidemics' relationship to economic, social, demographic and political change - such as the role of the black death in initiating economic growth in Europe, of epidemics in allowing the conquest of the Americas, and cholera in leading to social tensions and even revolution in 19th century Europe. It will also explore the development and implementation of medical, political and social responses to epidemics. Epidemics are crises that test the capacity of societies to manage disaster and that divide communities along lines of wealth, race and blame. We will explore the characteristics of social responses to disease, the development of local and state capacities to manage crises, and the patterns of resistance that this elicited from those affected. Case studies will focus on epidemics in Europe, Central America, and Asia, but reference may also be made to the experience of other regions, in order to achieve a more global picture.

Teaching

20 hours of seminars in MT. One hour of revision in the ST.

Formative coursework

Two written papers of 2,500 words during the course.

Indicative reading

P Baldwin, *Contagion and the State in Europe, 1830-1930* (Cambridge, 1999); L Garrett, *The Coming Plague: Newly Emerging Diseases in a World out of Balance* (London, 1995); W H McNeill, *Plagues and Peoples* (Harmondsworth, 1976); A W Crosby, *Ecological Imperialism: The Biological Expansion of Europe, 900-1900* (Cambridge, 1986); C Hamlin, *Public Health and Social Justice in the Age of Chadwick: Britain, 1800-1854* (Cambridge, 1998); S J Watts, *Epidemics and History: Disease, Power, and Imperialism* (New Haven, 1997); C E Rosenberg, *Explaining Epidemics and Other Studies in the History of Medicine* (Cambridge, 1992); D Porter (ed), *The History of Public Health and the Modern State* (Amsterdam, 1994); P Farmer, *Infections and Inequalities* (Berkeley, 1999).

Assessment

One two-hour exam in the ST (100%).

EH486 Half Unit (LT) Not available in 2013/14
Shipping and Sea Power in Asian Waters, c1600-1860

Teacher responsible

Dr Kent G Deng, CMK.C213

Availability

Optional course for students taking MSc Global History, MSc Economic History, MSc Political Economy of Late Development, LSE-Columbia University Double Degree in International and World History, MSc History of Empires, LSE-Sciences Po Double Degree in Development Economics and Economic History and MA Global Studies: A European Perspective. Students taking other master's degrees may be admitted, space and timetable permitting, and with the approval of their department and the course teacher.

Course content

This course examines the development of shipping, sea power and maritime-related industries in East and Southeast Asia, c1600-1860.

Topics include: Introduction to theories and models. Sailing conditions and sea routes in Asian waters. Strategic importance of Asian waters in the global sense. Development of shipping technology. Emergence of naval capacity. Function and pattern of long-distance trade; formation of regional markets and networks; linkages to the home economy. Migration. Investments and returns. Role of governments. Impact of modern capitalism. Regional hegemony. The context of the process and impact of globalisation in Asia.

Teaching

Taught during the LT. 10 weekly two-hour seminars in which student papers will be presented and discussed.

Formative coursework

Students will be expected to produce two essays of up to 2,000 words during the course, one due at the end of the 4th week and the other at the end of the 9th week (see below).

Indicative reading

K Bjork, 'The link that kept the Philippines Spanish: Mexican merchant interests and the Manila trade, 1571-1815' in *Journal of World History*, 1 (1998), 25-50; K N Chaudhuri, *The Trading World of Asia and the English East India Company* (1978); Gang Deng, *Chinese Maritime Activities and Socioeconomic Development c2100 b.c.-1900 a.d.* (1997); Gang Deng, *Maritime Sector, Institutions and Sea Power of Premodern China* (1999); D Flynn & A Giraldez, 'Born with a "Silver Spoon": World Trade's Origins in 1571' in *Journal of World History*, Vol6, No 2 (1995); Yen-P'ing Hao, *The Commercial Revolution in Nineteenth-Century China: The Rise of Sino-Western Mercantile Capitalism* (1986); Yen-P'ing Hao, *The Compradore in Nineteenth-Century China: Bridge between East and West* (1970); L Levathes, *When China Ruled the Seas: The Treasure Fleet of the Dragon Throne, 1405-1433* (1994); W Schurz, *The Manila Galleon* (1985: originally 1938); A So, *The South China Silk District: Local Transformation and World-System Theory* (1986); M Tampoe, *Maritime Trade between China and the West* (1989).

Assessment

A two-hour written examination.

HY458 LSE-CU Double Degree Dissertation

Teachers responsible

Dr Tanya Harmer and Dr Paul Keenan

Availability

LSE – Columbia University Double Degree in International and World History students.

Pre-requisites

During their first year at Columbia University, students will identify a topic for the dissertation and will submit a detailed dissertation proposal form with an annotated bibliography to their LSE supervisor by the first week of June 2012. They will also have undertaken substantial research over the course of the summer and be in a position to talk in a detailed a fluent manner with regards to their dissertation. These and the completion of other formal requirements for year one of the Double Degree will be needed before students can proceed to the second year of the programme at LSE.

These and the completion of other formal requirements for year one of the Double Degree will be needed before students can proceed to the second year of the programme at LSE.

Course content

The individual dissertation will be supervised and assessed at LSE in accordance with the Department's MSc regulations. It will be in the form of a thesis of no more than 15,000 words. The dissertation workshop will complement this by offering five sessions on practical dissertation writing and historiographical and methodological topics and 5 sessions in which the students will each present a 3,000 word extract from their dissertations for group discussion, evaluation and analysis.

Teaching

Five two-hour seminars in MT and Five two-hour seminars in LT.

Indicative reading

A full reading list where appropriate will be provided at the start of the course but will include the following introductory surveys: Berger, Feldner and Passmore, *Writing History*; D Cannadine (Ed), *What is History now?*; L Jordanova, *History in Practice*; R Evans, *In Defence of History*; J Tosh, *The Pursuit of the Past*; M Bloch, *The Historian's Craft*; R G Collingwood, *The Idea of History*; Marc Trathenberg, *The Craft of International History*.

Assessment

15,000 word dissertations (100%), provisional submission date is the first week of ST.

General School and Programme Regulations

The School has Regulations and Codes of Conduct covering many aspects of student life and it is a good idea to familiarise yourself with the policies which exist.

Some of the regulations explain the organisation and conduct of your academic study and you are advised to refer to the General Academic Regulations and Programme Regulations. These include information about the structure of programmes, assessment, graduation and what to do if illness affects your studies.

The following web link details the General Academic Regulations.

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

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

- [Regulations for Diplomas](#)
- [Regulations for Short Courses and Summer School](#)
- [Regulations for the consideration of appeals against decisions of boards of examiners for taught courses](#)
- [Regulations for research degrees](#)
- [Regulations for Taught Masters degrees \(entering in or after 2009/10\)](#)
- [Regulations on assessment offences: plagiarism](#)
<http://www.lse.ac.uk/resources/calendar/academicRegulations/RegulationsOnAssessmentOffences-Plagiarism.htm>

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>

Plagiarism

The work you submit for assessment must be your own. If you try to pass off the work of others as your own, whether deliberately or not, you will be committing plagiarism.

Any quotation from the published or unpublished works of other persons, including other candidates, must be clearly identified as such, being placed inside quotation marks and a full reference to their sources must be provided in proper form. A series of short quotations from several different sources, if not clearly identified as such, constitutes plagiarism just as much as does a single unacknowledged long quotation from a single source. 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. Submitting the same piece of work twice 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 an Assessment Misconduct Panel which may result in severe penalties.

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

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>

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

Codes of good practice: teaching, learning and assessment

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

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

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

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

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

The Ethics Code highlights the core principles of LSE life -

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

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]

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 course is distinctive and seeks to cover different, yet complementary areas of history and chronological periods. Some courses 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
- Numeric/ 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.

Writing English: a style sheet

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Effective writing results from constant practice and from diligent observance of a few simple rules.

Please re-read this style sheet carefully after you have written your essays, but before proof-reading them. Then apply its precepts thoroughly during proof-reading and final revision.

The wretched English and many of the outright errors noted below occur on a daily basis in the quality press and in many of your readings. But do not allow journalists or even historians to lead you astray. Write English – with attention to detail.

1. Spelling

Spelling errors are unacceptable in university work. Please always use a **spelling checker** or a dictionary! And always **proof-read** carefully.

2. Possessives

Students who use the possessive correctly are increasingly rare. Please **commit to memory** without fail the following simple distinctions:

SINGULAR: king

PLURAL: kings

SINGULAR POSSESSIVE: king's

PLURAL POSSESSIVE: kings'

Be especially careful of **'it'**: THE POSSESSIVE OF **'it'** IS **'its'** (**NO APOSTROPHE!!!**)

It's is a contraction of 'it is'. As a contraction, it is unacceptable in formal writing (see below). Therefore, **if you see 'it's' - with an apostrophe - in something you have written, it must be wrong.**

3. Passive voice

The passive voice is aptly named: it is indecisive, weak, evasive, and futile. Do not use it!

Compare:

PASSIVE VOICE: **Johnny was hit on the head with a pipe wrench by Joe.**

ACTIVE VOICE: **Joe hit Johnny on the head with a pipe wrench.**

You can easily identify the passive voice. Look for the following:

1. the verb **to be** (usually 'was' or 'were')
2. then a **past participle** ('hit,' 'created,' 'led', etc.). Past participles usually end in -ed.
3. then - usually but not always - a **prepositional phrase beginning with 'by'**. The object of the preposition is usually the person, group, or thing **doing** the action. To convert to the **active voice**, make that actor into the **subject** of the sentence.

4. 'There was'

The phrase 'there was' - as a replacement for a verb of action - is almost as feeble as the passive voice. **DO NOT USE IT.**

5. Present participles

Present participles are verb forms ending in **-ing** that designate continuing action. Use them as sparingly as possible, and avoid them in all cases in which you can use an active verb instead. Like the passive voice and ‘there was,’ they are weak.

6. ‘**I – I – I – me – me – me – we – we – we**’ **ICK!!!** The ‘first person’ singular makes the writer sound like a petulant infant. ‘We’, as Mark Twain noted, is appropriate only for royalty and those suffering from tapeworm. ‘One’ is awkward and a bit sad. Therefore, **leave yourself out. Write impersonally.** Make the **historical actors or forces** the **subjects** of your sentences – even introductory ones.

7. Verb tenses

The only appropriate tenses for dealing with **past** events are **past** tenses. If you find yourself writing a history paper in the present tense, you are doing something wrong. Please take particular note of the following points:

1. The past tense of ‘**to lead**’ is ‘**led**’: **I - e - d**.
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, wretchedly journalistic, and usually repulsively cute. **Always use a past tense instead.**
3. **might** is the *past* tense of ‘**may**’. Observance of the rule above (use only **past** tenses in historical writing) will therefore also save you from errors such as the appalling:

‘If Britain and France had challenged Hitler when he marched into the Rhineland...the outcome may [sic] have been totally different.’

8. Agreement

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.’ (Syntax error: Germany is singular, their is plural).

9. Gender and number (common errors)

Pronouns that refer to countries should always be neuter (‘its’) not feminine (‘her’). The **United States** – since 1865, and at very great cost – 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**.

10. Use of pronouns without a clear antecedent

Beware of sentences or paragraphs that begin with ‘this’. For instance:

‘This was the basic idea of French policy...’ (beginning a paragraph)

Unless the reader has supernatural powers, he or she has no way of knowing what ‘this’ is.

11. Comma usage

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.

12. Comma splice

You cannot glue separate sentences together with a comma. Use a semi-colon [;] or full stop. (If a phrase contains subject and verb, it is a sentence; if it does not, it is not a sentence).

13. Contractions, colloquialisms, jargon, awkwardness

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

- Colloquialisms (slang) and jargon are equally unacceptable.

- 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?]

'for sure' or 'awesome' [La-La Land]

'lifestyle' [yuck!]

'So,' (beginning a sentence): colloquial and awkward.

'viable' [bureaucratic and vacuous]

'utilise' [bureaucratic - why not use 'use'?]

- The construction '**the _____ that was _____**' [as in 'The glory that was Greece'] is pretentious, and often leads to errors of syntax.

14. 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.

15. Frequently misused or misspelled words

- **affect** (as a noun) is psychojargon; 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**, say so.

- '**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 (H. W. Fowler, *A Dictionary of Modern English Usage*, lists it as an alternative form) is archaic and a bit sad. If you can bear to use **while**, please do so.

16. 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.

17. 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.)

18. Non-sentences / syntax

Sentences **must** have at least a **subject** and a **verb**. Beware of 'sentences' such as the following:

'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.'

19. 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.

20. 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.

21. 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 [REF]
- William Strunk, Jr and E B White, *The Elements of Style* PE1408 S92 [REF]
- W H Fowler, *A Dictionary of Modern English Usage* (1965) PE1625 F78 [REF]
- Wilson Follett, *Modern American Usage: A Guide* (1966) PE1460 F66 [REF]

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.

Error search list (word processors)

Word processors allow the easy elimination of common stylistic weaknesses and grammatical errors by using the **search** or **find** function to locate them:

Passive voice

Search **was** / **were** / **be** / **been** looking for cases where they occur with a past participle (see style sheet, **3**). When you find cases of this kind, figure out who or what is doing the action, and make that person or thing **subject** of an active verb. If you have difficulty identifying the subject, bring the sentence(s) to your class teacher for guidance.

There is, there was

As noted on the style sheet, 'there is' is almost as vague and feeble as the passive voice. Search and eliminate.

Possessives and contractions

Search ' (apostrophe) to find cases where you have used the possessive or a contraction. Make sure all possessives follow the correct forms given on the style sheet, and eliminate all contractions.

Commas

Search all commas. Remove all commas that arbitrarily interrupt the flow of the sentence.

Common errors to search

(search and correct the highlighted word)

- **it's** (a contraction; the possessive of 'it' is 'its') **ELIMINATE 'it's'!**
- **lead** (make absolutely sure that you do not mean led)
- **like** with a verb (substitute 'as' for 'like': style sheet, **15**)
- **may** (change to might? - style sheet, **7.3**)
- **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 - style sheet, **7.2**)
- **Yet, and But**, (NO COMMA - ever - after an initial 'Yet' or 'But')

Your spelling checker should pick up the following errors, but please be aware of them; **students misspell these words on examinations with great frequency:**

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

You **must** also

- 1) **run all papers attentively through the spelling checker** and
- 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').

Department of International History: Writing Notes

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

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

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

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 but 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 THESE MAIN ARGUMENTS.**

Again it is tempting in lectures to write down dates, events and other facts. But this alone serves little purpose: it is the arguments that matter. Arguments might be

more difficult to grasp than facts, but you need to develop the ability to note them down. Sometimes it is advisable to stop writing and listen to the arguments for a time. (Some quite successful students prefer to listen to lectures all the way through and write notes later).

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

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

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

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

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

It can be difficult to understand the main arguments of a large book at first and the problem is always **what** exactly to note down. To some extent this requires practice, but it is possible to distil the main arguments from a book by reading **either** the introduction, **or** the conclusion, **or** the introductions and conclusions to individual chapters. At these points almost every book contains a summary of its main ideas.

Once you are aware of the main arguments, then any subsidiary arguments and any illustrations or good quotes should also begin to stand out.

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

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

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

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

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

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

Essay Writing

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

A. NOTES

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

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

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

B. ANSWERING THE QUESTIONS

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

- 1) In its simplest form, failing to answer the question may simply mean getting the subject wrong: asked to write an essay on the Truman Doctrine you write one on the Monroe Doctrine. The only way to avoid this is to read thoroughly and think carefully. But such basic errors are very rare.
- 2) Another problem is when only half of a question is answered. “Why, and with what consequences, did China enter the Korean War?” requires you to answer both parts. Too often this kind of question is simply answered from the viewpoint of “why?” you also need to say something about the RESULTS of Chinese entry.

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

C. STRUCTURE

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

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

D. STYLE

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

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

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

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

E. REFERENCES

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

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

AUTHOR, TITLE OF BOOK, YEAR OF PUBLICATION.

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

ESSAYS WITHOUT BIBLIOGRAPHIES ARE NOT ACCEPTABLE.

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

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

F. EXAMINATIONS

Some additional advice for examinations:

- 1) Read all the questions. Make sure that there are no supplementary pages, or questions printed overleaf. You must give yourself the maximum choice.
- 2) Follow the rubric, at the top of the page, on how many questions to answer: there is no point answering four questions if only three are required. Also avoid answering three questions from Section A when you should have answered one each from Sections A, B and C. In order to maximise your mark it is vital to answer the required number of questions. If you are only left with 20 minutes and are running out of ideas you can at least hope to pick up some marks –

whereas writing nothing will get no marks at all. You will be penalised for 'short weight', so make sure you time yourself properly and answer all questions.

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

October 2009

Notes and Bibliography Format

MacGregor Knox / November 2009

1. General issues:

Numbers:

- use Arabic rather than Roman numerals throughout.
- dates: use day month year (no commas): 11 September 2001. which is far better than the obvious and infinitely awkward alternative, month day, year (September 11, 2001) (ick!).
- page number series: pp. 77-9 (a single digit at the end), except if (i) the immediately preceding digit is a zero: pp. 101-02, or (ii) if the series runs across a tens or hundreds boundary: pp. 79-89, 99-140.

Abbreviations:

In general, avoid abbreviations, particularly the pompous and often ambiguous ‘op cit.’, except for:

- organizations and archival locations (NARA, PRO, etc., which however should be fully identified at first mention, or in a list of abbreviations)
- ed. or eds. (editor/s); the singular can also mean ‘edition’, as in ‘2nd rev. ed’.
- *ibid.* (the immediately preceding work) (with a period)
- *idem* (the same author as the immediately preceding work)(no period)
- rev. (revised).
- trans. (use sparingly, when the translation is an important one that should be identified).
- vol. (or vols. – plural) not ‘Vol.’, or ‘volume’, or ‘Volume’.

Please note that none of these abbreviations should be in italics.

Punctuation:

Punctuation is *rational*; please understand and adhere to its logic:

- separate title and subtitle of English-language books and articles with a colon [:], not a comma or a semicolon;
- never place a comma after a book title but before the place, date parenthesis (the parenthesis does the job)(see the examples below).
- be aware of both the UK and the USA quotation mark systems, and use consistently the one you prefer.

[In North America, commas and periods/full stops (but not colons or semicolons) at the end of quoted passages, or of titles within quotation marks, fall *inside* the quotation marks [. ’]. On this side of the Atlantic, as in the examples below, such commas and periods fall *outside* the quotation marks [’ ,] except in the case of periods/full stops ending sentences that are entirely within the quotation marks. In Britain, single quotation marks are customary for quotations and article titles (with double quotation marks used for quotations within quotations or titles); in the United States, the reverse. Use the convention that matches the spelling scheme that you are using.]

2. Note format:

Books:

Authorfirstname Authorlastname, Book Title Underlined or in Italics (Place, year), pp.

_____:
What this looks like in practice:

Richard Overy, *Why the Allies Won* (London, 1995), pp. 301-21.

Omer Bartov, *Hitler's Army: Soldiers, Nazis, and War in the Third Reich* (Oxford, 1992), pp. 32-3.

An important variant:

Adolf Hitler, *Mein Kampf*, trans. Ralph Manheim (Boston, 1943), pp. 641-67.

Articles:

Authorfirstname Authorlastname, 'Article Title Between Single Quotation Marks', Journal Title Underlined or in Italics volume:issue [e.g. 17:4] (year), p. [or pp.] ____.

What this looks like in practice:

Wilhelm Treue, ed. 'Die Rede Hitlers vor dem deutschen Presse (10. November 1938)', *Vierteljahrshefte für Zeitgeschichte* 6:2 (1958), pp. 186, 188.

MacGregor Knox, 'The Fascist Regime, its Foreign Policy and its Wars: An "Anti-Anti-Fascist" Orthodoxy?', *Contemporary European History*, 4:3 (1995), pp. 347-65

Newspaper articles:

Newspaper Title Underlined or in Italics (place if not obvious), day month year, p. or pp. ____ . The authors and/or the story headline (in quotation marks, as if citing a journal article) can be given before the newspaper title when context and purpose require it.

What this looks like in practice:

The New York Times, 8 December 1941, p. 1.

The Times (London), 1 October 1938, pp. 3-4.

Second and later references must use short titles: Authorlastname, *Short Title*, p. [or pp.] __ or Authorlastname, 'Short Title'; p. [or pp.]__.

What this looks like, in practice:

Overy, *Why the Allies Won*, pp. 325-7

Bartov, *Hitler's Army*, p. 136.

Treue, 'Die Rede Hitlers vor dem deutschen Presse', p. 184.

The Times, 3 September 1939, p. 1 [note the omission of the place, in second and later references].

Archival documents:

What readers want to know *first* is who wrote the document, when, and roughly what it is, *in order to assess its pertinence to your argument* – archival location details are secondary, although important. The following order is recommended: author (person or entity) (to recipient, if applicable) , originator's document reference (if any), day month year, 'title (if any) in quotation marks', archive name or (better) abbreviation*, collection, file reference. For example:

¹²³

Keitel to Halder, HPA 1. Staffel Nr. 549/42 g. Kdos., 7 July 1942, 'Überblick über die Zusammensetzung und Schichtung des Offizierkorps und die daraus sich ergebenden Folgen', p. 4 and Anlage 7, 'Offizernachwuchslage', pp. 3-4, BAMA RH2/156.

¹²⁴

R. Campbell (Belgrade) to Eden, No. 121, 8 November 1937, PRO FO371/20436, R6616.

*an abbreviation key will be needed if many such references exist.

Please note:

– **p.** means **page** (singular); **pp.** means **pages** (plural); **please memorize this distinction.**

– always give full first names, not initials, for authors in first references or bibliographies (full names can be essential to readers who wish to locate works referenced in online catalogues). Middle names can be given as initials only.

– avoid 'ff.' in citations wherever possible; give instead a specific end page number.

3. Bibliography format (always alphabetise by author's last name):

Authorlastname, Authorfirstname, Book Title Underlined or in Italics (Place, year).

Authorlastname, Authorfirstname, 'Article Title Between Single Quotation Marks', Journal Title Underlined or in Italics volume:issue [e.g. 17:4] (year), pp. ___-___ [inclusive pages of article]

What this looks like, in practice:

Allen, William S., The Nazi Seizure of Power (New York, 2nd ed., 1973)

Botti, Ferruccio, La logistica dell'esercito italiano, 1831-1981, vols. 3, 4 (Rome, 1994-95)

Deist, Wilhelm, 'Zur Geschichte des preussischen Offizierkorps 1890-1918', pp. 39-57 in Hanns Hubert Hofmann, ed., Das deutsche Offizierkorps, 1860-1960 (Boppard, 1980)

Domarus, Max, ed., Hitler, Reden und Proklamationen (Munich, 1965) [or, alternatively: Adolf Hitler, Hitler, Reden und Proklamationen, ed.: Adolf Hitler, Hitler, Reden und Proklamationen, ed. Max Domarus (Munich, 1965)]

Farneti, Paolo, 'Social Conflict, Parliamentary Fragmentation, Institutional Shift, and the Rise of Fascism: Italy', in Juan J. Linz and Alfred Stepan, eds., The Breakdown of Democratic Regimes (Baltimore, 1978)

Gillingham, John, 'Ruhr Coal Miners and Hitler's War', Journal of Social History, summer 1982, pp. 637-53

Knox, MacGregor, 'The Fascist Regime, its Foreign Policy and its Wars: An 'Anti-Anti-Fascist' Orthodoxy?', Contemporary European History, 4:3 (1995), pp. 347-65

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.

For the MSc in International and World History there is also a **compulsory dissertation HY458** that allows students to demonstrate a whole range of skills. Its value is recognised by considering it the equivalent of one formal exam.

Some courses also include an **assessed essay** or other piece of work as part of the final grade – **normally 25% (summative assessment)**. The reason not all courses do this 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. In line with LSE School policy, no essay marks will be disclosed to students.

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 late July 2011: <http://www.lse.ac.uk/collections/dataProtection/Students/studentsDataProtectionInformation.htm>

Essay Submission

Ordinary / Formative Essays

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

Assessed Essays

One hard copy assessed essay and the electronic copy should be submitted to the administrative staff in room **E401 (POSTGRADUATE) no later than 12:00pm (noon) on the day of the deadline**. You should also submit your assessed essay electronically to: Ih.Assessed.Essays@lse.ac.uk using your LSE email account, the electronic submission will also generate a receipt for your records. The front page

should only have the student candidate number, the course code, essay title and word count (including footnotes, but excluding bibliography).

Penalties for the Late Submission of Assessed Work

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

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

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

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

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

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

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

Examinations

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

There are many reasons for retaining the traditional three-hour 'unseen' exam as the main gauge of a student's achievements. It provides the most effective test of the candidates' ability to organize their thoughts, focusing on the construction of an argument that relies on the flexible deployment of factual knowledge and historiographical interpretations. It tests and rewards the skill to express ideas with precision. While exams reflect work done during the year, the framework prevents precise replication of previous essay work while inhibiting uninformed speculation. Thus students are not only tested on what they know and have assimilated, but encouraged and stimulated to approach problems from fresh or oblique angles. Original insight backed up with relevant evidence is the prime criterion for a positive evaluation – see the criteria for exam grading at the end of this document.

Formal examinations require self-discipline, and especially learning to work to a fixed timetable in the process of preparation and of writing the exam. Candidates are assessed in the same way, with the same set of questions and time limit,* thus facilitating the task of grading fairly. Because the exam is intended as a test of the course as a whole, three or four questions are the required minimum. Three hours has long been considered as a reasonable time to undergo such tests without losing stamina.

It may be helpful for candidates to know something about the process of setting and marking exams. The Teacher Responsible for the course will normally set the exam. This is then scrutinised collectively within the Department and passed on to an external examiner – a distinguished historian from outside the LSE who is the additional and final check for fairness and clarity. Marking of all materials that contribute to the final grade is done 'blind'. That means that students are not identifiable by the examiners since they are given a number which have no key until the exams have been graded. Each paper is read and marked by one examiner. A proportion of all exam scripts, including all fails, border-line marks (49/59/69) and High Distinctions are also scrutinised by a moderator who approves the distribution of marks. 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/studentServicesCentre/examinationsAndResults/Examinations.aspx>

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

Mitigating Circumstances / Notifying the IH Exam Board Chair

<http://www.lse.ac.uk/collections/studentServicesCentre/examinationsAndResults/Mitigation.htm>

You must inform the Chair of Exams in writing of any **mitigating circumstances** (& provide **evidence** e.g. medical certificate) that affect your exam performance **PRIOR** or **immediately after the exams** (**up to 7 days** after your last exam at the latest)

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

HOW TO INFORM THE CHAIR:

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

<http://www.lse.ac.uk/collections/studentServicesCentre/examinationsAndResults/Mitigation.htm>

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

2) Ensure a **PHOTOCOPY** all items of point 1 (completed form & evidence) are given to the Exam Chair's via Mrs Nayna Bhatti pigeonhole located in E402/E409.

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

If you experience any difficulties during your time at LSE then you should make sure that you keep in regular contact with your Academic Adviser. He/she will be able to help signpost you to appropriate services within the School so that you receive the necessary support to hopefully enable you to continue studying successfully.

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

<http://www2.lse.ac.uk/intranet/students/studentServicesCentre/RegistrationPg/interruption.aspx>

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

<http://www2.lse.ac.uk/intranet/students/studentServicesCentre/RegistrationPg/withdrawing.aspx>

If you complete the teaching year but have difficulties during the examination period then in exceptional circumstances you can apply to defer an examination(s) to the following year.

<http://www2.lse.ac.uk/intranet/students/studentServicesCentre/examinationsAndResults/examsAndResultsPg/deferral.aspx>

Postgraduate marking criteria

Distinction (70-85)

Scripts will contain answers that engage closely with the implications of the question as well as its surface meaning. There will be a clear and coherent unfolding of the author's argument which deploys an impressively wide range of knowledge. A successful balance will be achieved between generalisation and detail. There will be historiographical awareness, where relevant, along with an ability to demonstrate independent conceptual command, as opposed to merely paraphrasing the views of others. There may be originality in the form of persuasive and well-evidenced new ideas or unexpected connections. Answers will be stylish, well-written and properly presented. Answers at the top of the range will display all these qualities in equal combination.

Merit (60-69)

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

Pass (50-59)

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

Fail (40-50)

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

Classification Scheme

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

Please refer to the following web link for further details.

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

For: 2013-2014

Students registered on the following programmes:

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

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

These local rules are:

1. **Course critical to assessment:**

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

2. **Distinction/Merit borderline (scheme paragraph 5.3.2):**

Classification for students with mark profiles falling into this range will be determined according to an aggregate formula:

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

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

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

[N.B. 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 tuition, halls or library fees. You should contact the Fees Office on fees@lse.ac.uk if you have any queries, as the School will not release your results if you have an outstanding debt.

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

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

Graduation Ceremonies

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

The graduation ceremonies take place on campus in the Peacock Theatre. The Student Services Centre emails invitations, which include details of the ticket booking process, five to six months before the ceremonies are scheduled to take place. MPhil/PhD research students are invited once their degrees have been awarded. The ceremony itself usually lasts between one and one and a quarter hours and is followed by an on-campus drinks reception.

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

Degree Certificates

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

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

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

Alumni Association

LSE's Alumni Association is the official voice of LSE's global alumni community, comprising more than 108,000 people in over 190 countries, 53 country groups, nine special interest groups and 24 contact networks.

Its primary role is to support the alumni programme co-ordinated by the LSE Alumni Relations team by a) developing and supporting the network of international and special interest alumni groups and contact networks, and, b) representing the voice of the alumni community within the School.

You automatically become a member upon graduation. Membership is free. By registering with the Houghton Street Online community, you will be able to stay connected with former classmates and the School after your graduation. You will receive a monthly e-newsletter, *LSE Alumni Echo*, and the biannual alumni magazine, *LSE Connect*.

LSE alumni also have access to:

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

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

Quality assurance

The School's approach to quality assurance is set out in the document 'Towards a Strategy for Managing Academic Standards and Quality': <http://www2.lse.ac.uk/intranet/LSEServices/TQARO/InternalQualityAssurance/TowardsAStrategy.aspx>. It sets out broad principles for assuring academic standards and for enhancing the quality of educational provision.

The School's Teaching, Learning and Assessment Committee (TLAC) is the body responsible for ensuring that the School and Departments discharge their responsibilities under 'Towards a Strategy'. It does this by receiving reports on a range of related areas: degree and course outcomes, external examiners' reports and national developments in quality assurance, to name but a few. It also monitors the outcomes of the quality assurance processes that Departments and Institutes operate locally, e.g. course and programme monitoring/review, Departmental/Teaching meetings, consideration of teaching surveys, etc.

TLAC also conducts School-level reviews of Departments and Institutes. These reviews have focused on the areas of 'Academic Advisers and supervisory arrangements', 'Assessment and feedback', 'Student engagement' and 'Support for GTAs'. The review system will be overhauled in academic year 2012/13, during which no reviews will be conducted.

TLAC is serviced by the Teaching Quality Assurance and Review Office (TQARO). This office is responsible for supporting the School's quality assurance infrastructure. This includes acting as the School's point of contact with the Quality Assurance Agency, a national body that safeguards quality and standards in UK higher education.

Further details about TQARO's work can be found here:

<http://www2.lse.ac.uk/intranet/LSEServices/TQARO/Home.aspx>

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. They give students the opportunity to give feedback on their lectures and class/seminar teaching. They provide lecturers and teachers with important information about the perceived quality of their teaching, and the School with a measure of general teaching standards. They are conducted via paper questionnaires which are distributed in classes and lectures.

Teaching scores are made available to individual teachers, heads of departments, course convenors, the Director of the Teaching and Learning Centre and Pro-Director (Teaching and Learning). In addition to producing reports for individual teachers, TQARO produces aggregated quantitative data for departments and the School, 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>

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

School Services

Student Services Centre (SSC)

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

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

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

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

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

Services for disabled students (including students who have dyslexia)

Disability equality is an important facet of the equality and diversity agenda and is the responsibility of the whole School throughout the student journey. LSE acknowledges that disabled students have often overcome additional barriers in order to gain a university place, and is committed to eliminating further unnecessary obstacles and to facilitating equal access to study and university life. The Disability and Well-being Service (DWS), headed by Dr Nicola Martin, runs three specialist services, all of which are free and confidential:

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

The DWS can also set up Individual Student Support Agreements (ISSAs), outlining reasonable adjustments such as extended library loans, negotiated deadlines and rest breaks in exams, and runs several interest and support groups, for example the Neurodiversity Interest Group and the Circles Network.

For further information please visit lse.ac.uk/disability or email disability-dyslexia@lse.ac.uk.

Equality and Diversity at LSE

The School seeks to ensure that people are treated equitably, regardless of age, disability, race, colour, nationality, ethnic or national origin, gender reassignment, pregnancy and maternity, marriage and civil partnership, religion and belief, sex, sexual orientation or personal circumstances.

In practice, this means we expect you to:

- Actively oppose all forms of discrimination and harassment;
- Reflect on prejudices, including examining the use of inappropriate language and behaviour;
- Strive to create an environment in which student goals may be pursued without fear or intimidation;
- Not victimise any fellow student who has complained, or who has given information in connection with such a complaint;
- Challenge and/or report unacceptable behaviour which is contrary to equality legislation and principles;
- Treat all peers fairly and with respect;

For further advice or information on Equality and Diversity, please visit the School's Equality and Diversity website (lse.ac.uk/equalityanddiversity).

We have also set up the Equality and Diversity at LSE blog (blogs.lse.ac.uk/diversity). To stay up to date, you can follow us on Twitter - [@lsediversity](https://twitter.com/lsediversity).

Students wishing to raise issues concerning the Department's policy on race equality are welcome to bring them to the postgraduate staff-student liaison committee or to discuss them with the Department's race equality contact, Mr Roham Alvandi. *Contact Details:* Room E310, Tel: 020 7955 6897, e-mail: R.Alvandi@lse.ac.uk

Further information can be found at:
<http://www2.lse.ac.uk/intranet/students/studentServicesCentre/studentSupport/adviceOnEqualOpportunityAndDiversity.aspx>

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 1st floor or via email to library.enquiries@lse.ac.uk

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

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

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

IT Support

Student IT Help Desk - first floor, Library

Contact the IT Help Desk for support regarding School-owned hardware and software on the LSE network, network and email account issues, and general IT queries.

VITA (Virtual IT Assistance)

Double click on the 'Virtual IT Assistance' icon on the desktop of a campus PC to get real-time assistance from an IT Help Desk Advisor during opening hours.

Laptop Surgery - S198, St Clements Building

Visit the Laptop Surgery for free advice and hands on assistance with problems connecting to LSE resources from personally-owned laptops and mobile devices.

IT Support for disabled students

IT Services is committed to providing facilities and support for disabled students, to ensure equality of access to services. Additional PCs and printing facilities for disabled students are provided in the public computer areas in the Library. Other facilities are available in three dedicated PC rooms in the Library (R25, 26) and St Clements Building (STC.S073). We also provide one-to-one support for disabled students who wish to become familiar with adaptive technologies and software.

For contact details and further information about our support services visit <http://www2.lse.ac.uk/intranet/LSEServices/itservices/home.aspx>

The Language Centre

English Language Support

If English is not your first language the Language Centre is on hand to give you advice and support throughout your time at LSE. The support is free and starts as soon as your main programme starts. There are specific classes for academic units and information sessions are held during the first days of term to advise you on the most appropriate classes to take. Classes begin in week 2 of the Michaelmas Term. Please see lse.ac.uk/languages for information on the English for Academic Purposes (EAP) In-session Support Programme.

Language, Linguistics and Literature – Degree Options and Certificate Courses

As well as a range of degree options available on all undergraduate programmes, the Language Centre also offers an extra-curricular programme in a range of modern foreign languages which is open to you for a fee. If you are a UK/EU undergraduate student you can claim your entitlement to a free language course during your time at LSE if you do not have a GCSE (or equivalent) in a language which is not your mother tongue. To help you choose the most appropriate course a series of information sessions and individual appointments is held during the first weeks of term. Courses start in week 5 of the Michaelmas Term, and the cost of a standard course in 2013/14 is £215.00. Please see lse.ac.uk/languages for information on the Modern Foreign Language (MFL) Certificate Course.

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](https://www.facebook.com/lsecareers) and Twitter [@LSECareers](https://twitter.com/LSECareers).

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**

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: <http://www2.lse.ac.uk/lifeAtLSE/accommodation/accommodationforStudents.aspx>

LSE Accommodation Office

V210, Tower 2
Houghton Street
London WC2A 2AE

Tel: +44 (0)20 7955 7531

Fax: +44 (0)20 7955 7717

E-mail: accommodation@lse.ac.uk

LSE Student Counselling Service

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

All counselling sessions need to be booked in advance, but there are also a number of drop-in sessions available each day at 3.00 pm (please see the website). You can make appointments by email (student.counselling@lse.ac.uk), phone (020 7852 3627) or by coming in to the Teaching and Learning Centre Reception (KSW 5.07, on the 5th floor of 20 Kingsway).

Peer Support

The Student Counselling Service runs a Peer Support Scheme. A group of 16 undergraduate students are trained at the end of their first year to offer emotional support to all other LSE students (especially new first year students). The scheme is mainly based within the halls of residences, but there are also a number of campus based Peer Supporters.

Peer Support provides students with an informal space to talk to a specially selected non-judgmental peer. It can sometimes be hard to talk to friends and family about certain issues, and some students prefer to see a Peer Supporter to talk about anything that is troubling them.

Peer Supporters are not counsellors, but have been specifically selected and formally trained in listening, questioning and responding skills to ensure they are able to help other students to reach their own solutions. They are also able to provide students with information and point them in the direction of further help.

For further information, or to contact a Peer Supporter, see:

<http://www.lse.ac.uk/collections/studentCounsellingService/peersupport>

<http://www.facebook.com/LsePeerSupport>

Student study advice

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

Email studentsupport@lse.ac.uk for further details).

Financial support

The Financial Support Office 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.

Student Support Fund

For students who register with sufficient funding but who subsequently experience unforeseen financial difficulties. In all cases applicants need to provide supporting documentation.

PhD students who are in the final stages of completing their thesis are also eligible to apply.

Access to Learning Fund

To assist Home UK students with their living costs. Funds are limited and priority is given to undergraduates, students with children, disabled students, and final year students.

Short Term Loan facility

For students experiencing acute cash flow difficulties whilst awaiting a guaranteed source of funds (e.g. a loan or salary payment). Students may borrow up to £500, repayable within 4 weeks. Short Term Loans normally take between 24 and 48 hours to process.

Postgraduate Travel Fund

For postgraduate research students attending a conference at which they have been invited to give a paper.

Full details and application forms are available from www.lse.ac.uk/financialSupport.

Welfare Services

The Student Counselling Service offers you the opportunity to talk confidentially about any issues that are causing you concern.

<http://www.lse.ac.uk/collections/studentCounsellingService/>

The Disability and Well-being Office can set up an Individual Student Support Arrangement for any students with a disability, including dyslexia. This support can cover issues such as travelling to the LSE, getting around campus, coursework deadlines, class materials, and examination arrangements.

<http://www.lse.ac.uk/collections/disabilityOffice/>

The Students' Union has an Advice and Counselling Service which provides legal advice on housing, immigration, visa extensions, employment problems, welfare benefits, grants, fee status and disability rights.

http://www.lsesu.com/pages/advice_and_support/advice_centre/

The Chaplaincy is available to all students of any faith, or none, to confidentially discuss anything and everything. <http://www.lse.ac.uk/collections/chaplaincy/>

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

St Philips Medical Centre is an on campus NHS medical practice available to students living locally to the School.

<http://www.lse.ac.uk/collections/medicalCentre/Default.htm>

Catering Services

LSE restaurants, cafes and bars offer a wide range of foods, drinks and services together with the opportunity to socialise with friends and colleagues. LSE Catering Services aim to provide quality and choice at affordable prices.

<http://www2.lse.ac.uk/intranet/LSEServices/divisionsAndDepartments/cateringServices/Home.aspx>